



**FACULTY HANDBOOK**  
**2020-2021**

## **PURPOSE**

The purpose of the Staff Handbook is to inform all administrators and staff of personnel policies and practices currently in effect at Northwestern College and to serve as a guide to supervisors so that they will apply policies fairly and consistently. The college's Faculty Handbook states all relevant policies governing the employment of teaching faculty. It is the responsibility of all employees of Northwestern College to become familiar with the contents of the appropriate personnel policies manual. Should you have questions concerning any of the policies, practices, or procedures, please bring those to the attention of your immediate supervisor.

Revisions will be issued when new policy practices and procedures have been adopted.

## **POLICY CHANGES**

Every employee is encouraged to make suggestions for improving the working climate of Northwestern College, keeping in mind the college's educational and spiritual mission. Suggestions for changes or revisions of policies and practices should be referred to the President's Cabinet. The President's Cabinet may deem it appropriate to appoint a study committee for the purpose of formulating a recommendation. In general, proposed policies need approval by the Board of Trustees prior to implementation.

## **COMPLIANCE STATEMENT**

Northwestern College does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission, access to, or employment in its programs and activities. Any person having inquiries concerning Northwestern College's compliance with the regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act of 1975, or Section 504 of the Rehabilitation Act of 1973 is directed to contact the Director of Human Resources (707-7224) or the Vice President for Academic Affairs (707-7103), Northwestern College, Orange City, Iowa, 51041. These individuals have been designated by Northwestern College to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, Age Discrimination in Employment, or Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding this institution's compliance.

**September 2020**

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## **1. THE MISSION AND HERITAGE OF NORTHWESTERN COLLEGE**

### **1.1 Mission & Identity**

#### **1.1.1 Mission**

Northwestern College is a Christian academic community engaging students in courageous and faithful learning and living that empowers them to follow Christ and pursue God's redeeming work in the world.

#### **1.1.2 Identity**

Northwestern College is a Christian college in the Reformed tradition, founded in 1882 and affiliated with the Reformed Church in America. We are committed to providing Christian higher education in the context of community among learners on campus and online. We offer bachelor's degrees in traditional and professional programs, as well as graduate degrees and certificate programs.

### **1.2 Vision for Learning**

Northwestern College is a community rooted in Scripture and the confessions of Reformed theology and thus shaped by a robust integrative and transformative vision of the Triune God who creates, redeems and sustains. This theological background supports a framework within which students, staff, and faculty of various Christian traditions take up the task of loving, understanding, and serving the world whose Savior and Lord is Jesus Christ. We see the pursuit of liberal arts education as worship experienced in community and offered to the glory of God. Embracing this calling with a freedom that arises from confidence in God's saving grace and sovereignty, we are committed to cultivating virtues of heart and mind that will enable us to live out our shared vocation as participants in God's redemptive work. We respond to God's call to proclaim the message of the gospel, be stewards of creation, serve Christ in all persons, and bring all things under his lordship.

**In keeping with this commitment, we intend Northwestern graduates to be persons who**

#### **Trust, Love, and Worship God**

- ◆ Understanding that God is the center of life, learning about God through careful and rigorous study, and aspiring to trust, love, and worship God as the sovereign Lord of the universe.
- ◆ Recognizing that to love God is also to live joyfully as participants in a variety of communities, valuing the diversity of the human family and seeking opportunities for learning, growth, and transformation through intercultural relationships.

#### **Engage Ideas**

- ◆ Demonstrating competence in navigating and contributing to the world of ideas and information, having learned to listen, read, question, evaluate, speak, write, create, and perform with a disciplined imagination.
- ◆ Gaining a comprehensive understanding of the theoretical foundations, methods, and products of the humanities, the social and natural sciences, and the fine arts.
- ◆ Pursuing truth faithfully in all aspects of life; developing, articulating, and supporting their own beliefs; and seeking meaningful dialog with those holding different convictions.
- ◆ Desiring to continue a life of learning and contemplation.

#### **Connect Knowledge and Experience**

- ◆ Completing academic majors that enable acquisition of the narrower but deeper knowledge and skills that serve as the basis for mastery of a particular discipline and as preparation for meaningful life and work.
- ◆ Exhibiting a broad understanding of the current and historical interplay of different realms of knowledge and experience.
- ◆ Seeking opportunities for growth and reflection that integrate faith, learning, and living in community.
- ◆ Seeing beauty and finding joy in all pursuits.



### **Respond to God's Call**

- ◆ Discerning and developing their unique gifts in service to Christ, the church, and the world Christ loves and redeems.
- ◆ Regarding all persons as made in the image of God and thus deserving of understanding, love, and justice.
- ◆ Living a balanced and whole life in obedience to God.

### **1.3 Vision for Diversity**

Guided by the biblical narrative of creation, fall, redemption and restoration, Northwestern College strives to pursue God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together.

#### **We embrace diversity in God's creation,**

- ◆ valuing each person as created in the image of the triune God and thus intended for community
- ◆ respecting the complexity of human identities
- ◆ recognizing human difference as central to an education that fosters critical thinking, empathy and dialogue

#### **We lament human brokenness,**

- ◆ grieving our thoughts, words and actions that diminish, caricature or isolate one another
- ◆ confessing our failure to hear and respond to marginalized voices on campus and in the world
- ◆ recognizing our past and current participation in unjust social systems
- ◆ repenting from any form of dehumanization that distorts God's creation

#### **We reconcile with one another,**

- ◆ bridging divisions that separate people from one another and from God
- ◆ partaking in courageous conversations where varied perspectives are welcome
- ◆ challenging unjust systems of power, privilege and oppression
- ◆ building and sustaining social structures that foster the common good

#### **We embody shalom,**

- ◆ anticipating restored creation, where people from every nation, tribe and language worship God and live in harmony
- ◆ pursuing human flourishing in our relationships, curriculum, staffing, resource allocation and corporate actions
- ◆ affirming that all things hold together in Christ, to the glory of God

### **1.4 Institutional Commitments**

We fulfill this vision through the following campus-wide commitments. We promote excellence in teaching, research, scholarship, performance and production. We encourage the development of a Christian community marked by personal devotion, caring interpersonal relationships, and respect for others' unique gifts and perspectives. We seek to create and maintain cultural, ethnic, and racial diversity among our students and staff and in our curricular and co-curricular programs. We make decisions in a participatory system of shared governance.

We provide an attractive and efficient campus plant that is aesthetically pleasing, promotes active stewardship of the environment, and is conducive to serious learning and Christian living. We provide educational, cultural, and recreational opportunities for students, faculty, staff and the surrounding communities that help us attain our *Vision for Learning*. We are committed to generating the financial resources necessary to provide educational excellence and maintain fiscal responsibility in all programs and operations.

### **1.5 Statement of Christian Identity**

As a Christian college, Northwestern identifies itself as Reformed, evangelical, and ecumenical. We view these Christian theological perspectives as complementary and draw from the strengths of each perspective in fulfilling our mission.

### **1.5.1 Reformed Commitment**

Northwestern College is affiliated with the Reformed Church in America. We accept the ultimate authority of God's written Word and are guided by the wisdom of the ecumenical creeds\* and our historic Reformed confessions\*\*. We proclaim the sovereignty and grace of God in every area of creation and human life, our sinfulness and natural inability to have faith in God, God's sovereign and gracious choosing of God's people in Christ based solely on God's good pleasure and will, the Holy Spirit's initiation of the new birth resulting in faith and repentance, the life-giving spiritual union between Christ and believers, and God's compassionate embrace that keeps believers from ever truly falling away from faith. We affirm God's broad redemptive purposes, and we embrace the Christian call to reform the church, reflect critically on worldviews that influence culture, and transform the world.

\*The Apostles' Creed, the Nicene Creed, and the Athanasian Creed

\*\*The Heidelberg Catechism, the Belgic Confession, the Canons of Dort, and the Belhar Confession

### **1.5.2 Evangelical Engagement**

As a Reformed institution, Northwestern stands within the broad tradition of evangelical Christianity. We affirm the divine inspiration, infallibility, authority, and sufficiency of Scripture in matters of faith and practice. We seek a warm, personal faith that is the product of conversion through an individual's trust in Christ as Savior and Lord and belief in Christ's redeeming and substitutionary work on the cross. We acknowledge that salvation comes solely through the unmerited, direct, and transforming gift of God's grace. We believe that Christians are called to live holy lives, to make disciples throughout the world by embodying in word and deed the good news of salvation, and to love all people through acts of justice and mercy in Christ's name.

### **1.5.3 Ecumenical Spirit**

As a Reformed institution, Northwestern College identifies with the ecumenical spirit that unites all Christians in every time and place. This spirit is embodied in the unified confession of the historic Church as expressed in the Apostles' Creed. We desire greater unity among the universal Christian family. We celebrate the unique traditions and gifts of other Christian communities. We seek new cooperative relationships with other Christians in our common witness to the gospel and our pursuit of justice for all creation. Our ecumenical spirit calls us to appreciate alternative perspectives in an ethos of peaceful dialogue.

## **1.6 A Brief History of Northwestern College**

Northwestern is a Christian college in the Reformed tradition. That tradition goes back to the 16th-century Protestant Reformation and to the work of John Calvin. Calvinist churches spread throughout continental Europe and the rest of the English-speaking world, including North America, where their best-known representatives have been the Puritans and the Presbyterians. Reformed Christianity was the dominant religious influence in colonial America. In the early 17th century, Dutch Calvinist immigrants settled in what is now New York, where the first Reformed Church was organized in 1628. This makes the Reformed Church in America, Northwestern's founding denomination, the oldest Protestant denomination in North America with a continuous ministry.

A second Dutch migration to the New World—this time to the Midwest in the 19th century—brought immigrants who desired freedom of religious expression and opportunities for a better life in general. The best-known settlements of the Dutch Reformed immigrants of this time were Holland, Michigan, and Pella, Iowa, both begun in 1847. Most of these immigrants soon joined the Reformed Church in America. In the 1870s some Pella residents, led by Henry Hoppers, moved to inexpensive, fertile land in northwestern Iowa, about forty miles north of Sioux City. They named their main settlement Orange City, after the Dutch royal house.

In 1872, the Reverend Seine Bolks became the first pastor of Orange City's First Reformed Church. One of the founders of what became Hope College in Holland, Michigan, he desired to establish a Christian classical academy in Orange City to prepare students for college and ultimately for ministry in the Reformed Church in America. Grasshopper scourges and intermittent floods, hailstorms and droughts delayed fulfillment of that dream. After considerable economic hardship, the area's Dutch Reformed people, led by Bolks and Hoppers, incorporated the Northwestern Classical Academy on July 19, 1882, with the motto "Deus est lux" (God is light). The constitution called for establishing an institution of learning "for the promotion of science and literature in harmony with, and religion as expressed in, the doctrinal standards of the Reformed Church in America."

Hospers donated much of the land on which Northwestern is located. Zwemer Hall, the first permanent building, was erected in 1894; it is now the college's administration building and is listed in the National Register of Historic Places.

The academy grew from 25 students in the first year to around 70 within a decade. The curriculum expanded to embrace subjects such as education and business in addition to classical studies such as Latin. Soon academy graduates included educators and other professionals.

In 1928 the academy added a junior college. The Great Depression hit Northwestern hard, resulting in salary cuts for faculty. Despite the suggestion from the Reformed Church's Board of Education in 1932 that the junior college close temporarily, President Jacob Heemstra kept Northwestern afloat. After World War II, enrollment increased steadily. With that growth came the construction of a number of buildings in the 1950s.

Northwestern became a four-year teacher-training college, awarding its first bachelor's degrees in 1961, the same year the academy ceased operation. Four years later, the Board of Trustees approved the development of a liberal arts program. As enrollment doubled to more than 760 in the 1960s, three dorms and Ramaker Library were built.

The North Central Association granted the college full accreditation in 1970. The football team won the college's first NAIA national championship in 1973, and Northwestern began offering opportunities to intern in Chicago and study abroad a year later.

Northwestern's Christian dimension was strengthened in the 1980s as the institution joined the Council for Christian Colleges & Universities, began offering spring and summer short-term mission opportunities, and emphasized discipleship groups. The percentage of faculty who earned doctorates or the highest degree in their field increased from less than 50% to 75%. In addition, majors were added in accounting, Christian education, communication, computer science and social work. Despite Iowa's farm crisis, funds were raised to build Christ Chapel and enrollment grew to more than 1,000 by the end of the decade.

A number of building and renovation projects were completed by the end of the 20th century, and enrollment continued a steady incline. Northwestern's academic reputation was strengthened when faculty members were named Iowa's Professor of the Year in 2004 and 2006. The 2000s also saw an expansion of the study abroad program, construction of new facilities for art and theatre, five national championships in men's and women's basketball, and a campus-wide emphasis on helping students discover their calling by better integrating their academic, service and co-curricular experiences.

Adhering to its original mission of providing a Christ-centered education and still strongly connected to the Reformed Church in America, Northwestern has achieved recognition as a high-quality, genuinely Christian, liberal arts college. As in the past, Northwestern looks to the future with confidence and faith that God's light will continue to guide.

## **1.7 Northwestern and the Liberal Arts**

Northwestern College claims the liberal arts tradition as its own. That tradition can trace its roots to ancient Rome and Greece, continuing through the Middle Ages in studies designed to develop the human intellect, with the focus on knowledge, reflection and understanding. The seven liberal arts originally included arithmetic, astronomy, geometry, grammar, logic, music and rhetoric. The Renaissance added the ancient languages and the classics, along with a new emphasis on the dignity of the individual. With the Reformation, theology and scriptural studies became central, and people were called upon not only to know God but also to serve him.

The scientific revolution and the Enlightenment ushered in a renewed interest in the natural world and a new approach to truth that stressed experience, observation and human reason. These developments brought both benefits and problems. Perhaps chief among the latter was the Enlightenment tendency to ignore the Christian theological presuppositions that informed previous intellectual efforts. Even Christian colleges have felt these effects, although many have remained committed to a Christ-centered view of life and to the important role of the liberal arts in developing such a view.

Throughout the development of the liberal arts tradition, the major purposes have been to understand the human and the humane; to liberate and enlarge the intellect to develop, through study and contemplation over time, habits of

thought and commitment that become part of a comprehensive world view; and to refine basic and liberating skills such as communication, critical thinking and decision-making. As a liberal arts college, infused with a distinctively Christian perspective, Northwestern seeks to teach and to practice the unity and universality of God's truth. Foundational to a Northwestern College education is our Northwestern Core (NWCore). The NWCore has two components. First is the Integrative Learning Core, a four-course developmental sequence including a First-Year Seminar, courses in biblical and theological studies, and a Senior Seminar. The second component is the Integrative Learning Categories, a menu of courses in ten areas designed to provide students a balanced education in the Christian Liberal Arts.

## 2. CAMPUS GOVERNANCE

Northwestern College is organized as a corporation under the laws of the State of Iowa. For a copy of the by-laws of Northwestern College, please contact the office of the president. Two groups within the college have their own operating rules found in their respective constitutions, which govern actions within their given areas of responsibility. For a copy of Constitution for the Student Governance Association, please contact the Student Life Office. The Faculty Constitution can be found in Section 3 below.

The College as a whole is governed by a Board of Trustees who hire and oversee the work of the president. Under the office of the president are various President's Cabinet members who each in turn oversee different departments or divisions of the college. This organization is described below.

### 2.1 Administrative Organization

The administrative officers of Northwestern College serve in an advisory capacity to the president as members of the President's Cabinet (PC).

The **President** is the head of all departments and agencies of the college and is a member ex-officio of each faculty and administrative committee. The President is responsible to the Board of Trustees.

The **Vice President for Academic Affairs (VPAA)** is responsible for all undergraduate academic programs as well as the graduate school and adult learning. The VPAA also oversees faculty development, evaluation and curriculum. The Academic Deans, library, computing services, learning resource center, academic support program, online learning, institutional research and the registrar also report to the VPAA.

The **Dean of Graduate School and Adult Learning (DGSAL)** is responsible for all graduate and online programs.

The **Vice President for Student Life** is responsible for student housing, co-curricular activities, student discipline, and career development.

The **Vice President for Financial Affairs** oversees the business and financial transactions of the college, accounting, human resources, buildings and grounds.

The **Vice President for Advancement** coordinates fund-raising, alumni relations, and church relations.

The **Vice President for Enrollment and Marketing** is responsible for public relations and marketing and for all matters pertaining to the recruitment, admission and financial support of students.

The **Dean of Christian Formation** gives leadership in areas of spiritual formation—discipleship, missions, and service learning. The Dean of Christian Formation is also responsible for chapel and worship.

The **Director of Athletics** is responsible for all athletic programs.

### **3. FACULTY CONSTITUTION**

#### **Faculty Constitution and Committee Responsibilities**

**Preamble** We the faculty of Northwestern College, as a Christian community of learning charged by our parent denomination, the Reformed Church in America, to carry out its mission in higher education, hereby set forth the pattern by which we shall govern ourselves in carrying out this task.

#### **Article I. Membership**

The faculty shall be composed of all persons holding faculty status (see FHB 5.3.2 and 5.3.3). As such, the faculty is a cooperative body of teaching and administrative personnel assembled to fulfill and further the purpose of Northwestern College to provide students with a quality education in the liberal arts, premised upon the Christian view of God, humankind, nature and history.

#### **Article II. Meetings**

Section 1 The faculty shall meet on the call of the Faculty President. Attendance of faculty members is expected at all meetings.

Section 2 The Faculty President shall call and preside at faculty meetings.

Section 3 Robert's Rules of Order shall govern all procedures in conducting faculty business meetings and committee meetings.

#### **Article III. Agenda**

Any member of the faculty or administration may request that items be placed on the agenda.

#### **Article IV. Voting Procedures**

Section 1 Franchise. All members of the faculty, as defined above, shall have the right to vote in meetings of the faculty.

Section 2 Quorum. A quorum shall consist of one more than half the membership of the faculty.

Section 3 All elections shall be by written ballot.

#### **Article V. Officers**

Section 1 Vice President for Academic Affairs

Section 2 Faculty President. The faculty president is on the Deans Council and is the presiding officer at faculty meetings.

Section 3 Faculty Secretary. The secretary shall keep a record of the proceedings of the faculty meetings and will serve on the faculty handbook work group. The book of minutes for faculty meetings shall be submitted to the Board of Trustees for annual examination.

#### **Article VI. Faculty Rank**

Faculty rank shall consist of Professor, Associate Professor, Assistant Professor, Instructor and Adjunct Instructor. Qualifications necessary for appointment to these ranks shall be as stated in the Faculty Handbook.

#### **Article VII. Duties of the Faculty**

The faculty shall prescribe, subject to the approval of the Board of Trustees, requirements for admission, courses of study, conditions of graduation, nature of degrees or diplomas of graduation, and rules and

methods for the conduct of the educational work of the College, and shall recommend to the Board candidates for such degrees or diplomas of graduation, and awards of fellowships, scholarships and prizes, as shall be established by the Board of Trustees.

The faculty shall cooperate with the President and the Vice President for Academic Affairs in the maintenance of good order, in the care of all school properties, in the investigation of cases of misconduct of students or violations of rules by students, and in the administration of discipline as circumstances may require.

They shall prescribe rules for the regulation of students, student publications, intercollegiate games, musical, dramatic and literary organizations, and other student affairs and activities.

#### **Article VIII. Faculty Committees**

To expedite carrying out its duties as enumerated in Article VII, the faculty shall establish the following standing committees:

- A. Policy-Making Committees
  - 1. Academic Affairs Committee
  - 2. Academic Program Assessment Committee
  - 3. Faculty Development Committee
  - 4. Faculty Status Committee
  - 5. Northwestern Core Committee
- B. Advisory Committees
  - 1. Deans Council

#### **Article IX. Campus-Wide Committees**

Since some matters are best addressed by shared governance, there will be faculty participation in the following campus-wide advisory committees:

- A. Institutional Analysis Committee
- B. Multiethnic Resource Committee
- C. Retention Committee
- D. Strategic Planning Committee

#### **Article X. Academic Freedom**

Section 1 Freedom differs from license in that freedom operates within mutually accepted circumscriptions. Academic freedom at Northwestern College begins with the expectation that the faculty member is committed to the Christian faith and is fully in sympathy with the College's purpose as stated in Article I and explicated in the Faculty Handbook.

Section 2 Within the framework of this common commitment, a member of the faculty can assume on acceptance of appointment at Northwestern College that there is freedom in the areas of research, instruction and expression of opinions. The exercise of legitimate rights as a citizen assumes, however, that a faculty member will bear in mind that a school's good name rests largely upon the words, actions and spirit of its faculty; and that a faculty member's conclusions should be declared with responsibility, dignity, courtesy and temperateness of language. (This summary is drawn almost verbatim from a statement on p. 522 of Luella Cole's *Background for College Teaching*.)

#### **Article XI. Amendments**

This Constitution may be amended at any properly called meeting, provided the proposed amendment is submitted in writing for discussion at the meeting one month prior to the final hearing and vote. A two-thirds majority vote (of faculty members present) shall be necessary for amendment.

## **Article XII. By-Laws**

Such rules or by-laws as are deemed necessary shall be added to this Constitution by a majority vote at any properly called meeting.

- A. The duties and the composition of standing committees of the faculty as outlined in the Faculty Handbook shall not be altered except by a majority vote of faculty members present at a proper meeting.
- B. In addition to all full-time members of the faculty, part-time members assigned to Class A (FHB 5.3.4.1) shall have faculty vote.

## **4. ACADEMIC GOVERNANCE**

Northwestern's academic governance system was established to provide leadership, oversight, assessment, and revision of the college's academic program. Through faculty committees (policy-making and/or advisory), campus-wide committees, work groups, task forces, and individual governance assignments, Northwestern seeks to make good use of the time, experience, and expertise of faculty and staff and to enable meaningful and effective communication and action.

### **4.1 The Faculty**

The faculty, under the supervision of the Vice President for Academic Affairs and the Dean of the Graduate School & Adult Learning carries out the educational program of the college and provides governance of that program in faculty meetings and through academic departments and academic support programs, policy-making and advisory committees, work groups, task forces, and a variety of individual governance roles.

The faculty as a committee of the whole approves proposals for new degrees, new majors, new minors, new career concentrations, new certificate programs and new pre professional programs as well as changes in the Northwestern Core requirements, and in the criteria for tenure and promotion.

#### **4.1.1 Faculty Meetings**

As indicated in Article II of the Faculty Constitution (FHB 3.) the faculty shall meet on the call of the Faculty President. Attendance of faculty members is expected at all meetings. When absence is excused, proxy votes on expected motions or in elections are acceptable prior to the meeting. Faculty meetings shall be conducted according to Robert's Rules of Order.

A faculty member has the right to suggest items to the Faculty President, Faculty Secretary, or Vice President of Academic Affairs for the agenda of faculty meetings and the right to challenge any policy action of a faculty committee.

Faculty meetings may be devoted to open hearings for the purpose of discussing proposals of committees and task forces without motions and votes, in order to give faculty input to the process of formulating policy.

#### **4.1.2 Faculty Representatives**

##### **4.1.2.1 Elected Representatives**

The faculty shall elect members to fill the following positions.

**Faculty Representative to the Board of Trustees** – One tenured faculty member elected by faculty to a 4-year term; eligible for reelection. The faculty representative on the board of trustees gives voice to faculty concerns, especially on academic policies, at board meetings and makes periodic reports to the faculty.

**Faculty President** – One tenured faculty member or Professor of Practice who has undergone a successful six-year review, elected by faculty to a 3-year term and eligible for reelection to a second term. The Faculty President is on the Deans Council and is the presiding officer at faculty meetings.

**Faculty Marshal** – One tenured faculty member or Professor of Practice who has undergone a successful six-year review, elected by faculty to a 4-year term, eligible for reelection. The faculty marshal orders processions at academic convocations, supervises use of robes and hoods and maintains custody of the marshal's baton.

**Faculty Secretary** – One tenured faculty member or Professor of Practice who has undergone a successful six-year review, elected by faculty to a 3-year term and eligible for reelection to a second term. The faculty secretary keeps and publishes minutes of faculty meetings, assists with counts in voting, and annually updates the FHB.

The faculty secretary maintains the Faculty Handbook's indexing, integrity, and accuracy; incorporates committee actions that warrant a handbook change; reviews the handbook for policies that are out of date or for which current practice no longer conforms to the written policy; brings to the attention of the appropriate committee or of the administration any such policies in their purview; and makes changes to such policies which are not in the purview of another faculty committee or the administration.

**Faculty Advisors to the Student Government Association** – Two faculty members elected by faculty to staggered two-year terms from nominees selected by the SGA.

#### **4.1.2.2 Appointed Representatives.**

The Vice President for Academic Affairs will appoint faculty to the following positions for a renewable three-year terms of office

**Director(s) of the Honors Program**  
**Director of Assessment**  
**Director of the Northwestern Core**

**Faculty Athletic Representative** – One tenured faculty member or Professor of Practice who has undergone a successful six-year review, recommended for appointment by the president to a 3-year term, eligible for reappointment. The faculty athletic representative acts as liaison between athletics and the faculty, represents the college at NAIA and conference meetings and supervises eligibility and awards.

## **4.2 Academic Departments**

### **4.2.1 Organization of Academic Departments**

Northwestern College's academic program is organized on the basis of academic departments.

- A. Department chairs are appointed to 3-year terms by the VPAA, after receiving recommendations from department faculty. Normally, chairpersons serve a maximum of 2 consecutive terms. Exceptions to this policy (for up to 2 additional terms per exception) may be allowed by the VPAA, in consultation with the Deans Council, after a written rationale for the extension has been submitted by the other department members.
- B. Academic departments that offer a fully online or hybrid graduate or adult student program in the Graduate School & Adult Learning will appoint a faculty member as program director for the program in collaboration with the Deab of the Graduate School & Adult Learning (DGSAL).

### **4.2.2 Responsibilities of Academic Departments**

Faculty members in each academic department are responsible for curricular planning, for presenting curricular proposals to the Academic Affairs Committee, for requesting budgetary support for the department's programs, and for maintaining high academic standards for all department programs.

#### **4.2.2.1 Specific Functions of Faculty in an Academic Department**

The faculty members in an academic department shall collectively:



- A. Develop a long-range department plan when requested to do so by the Vice President for Academic Affairs (VPAA), regularly review the department's program in accordance with the department's long-range plan and the stated goals of the college, and present to the Academic Affairs Committee proposals for curricular changes that result from such a review.
- B. Establish course schedules for department courses, in consultation with the registrar.
- C. Determine teaching responsibilities for department faculty, in consultation with their Academic Dean.
- D. Assist in the development of the department's budget proposal.
- E. Produce catalog copy for department programs in consultation with the registrar.
- F. Cooperate with the admissions office and the director of academic support with respect to recruitment and advising of students.
- G. Cooperate with the public relations office in the development of materials promoting department programs.

#### **4.2.2.2 Responsibilities of Department Chairs**

In general, the chair of an academic department shall provide leadership and initiative for the department. The chair shall work in a collegial way with the department faculty, the VPAA and the Dean of the Graduate School & Adult Learning (DGSAL) to ensure the quality and integrity of departmental academic programs. This includes the following responsibilities:

- A. Coordinating routine activity of the department by:
  - 1. Calling and presiding at meetings of the department faculty.
  - 2. Coordinating class scheduling within the department and with other departments as appropriate and submitting the department's schedule to the Registrar's office.
  - 3. Approving prerequisite waivers.
  - 4. Approving exceptions to major residency requirements. (FHB 9.2.1)
  - 5. Approving Course by Arrangement, Honor's Research, and Junior Scholar applications.
  - 6. Responding to internal issues such as student complaints and cases of academic dishonesty. (FHB 9.5.2.2)
  - 7. Providing departmental recommendation on sabbatical requests. (FHB 8.2.4)
  - 8. Coordinating and approving changes to departmental courses and programs.
  - 9. Coordinating departmental recruitment of prospective students. (FHB 9.1.1)
  - 10. Representing the department at meetings requiring input from department chairs.
- B. Being responsible for the department budget by:
  - 1. Submitting a proposed budget to the Vice President for Academic Affairs (VPAA) during the annual budget cycle.
  - 2. Submitting annual capital requests from the faculty of the department to the VPAA.
  - 3. Monitoring compliance with the approved departmental budget, including appropriate use of available library funds.
  - 4. Approving individual budgetary requests by departmental faculty.
- C. Providing oversight for department personnel by:
  - 1. Submitting recommendations to the VPAA and DGSAL concerning the hiring of part-time and full-time department faculty. These recommendations are to be based on consultation with current department faculty and may include a separate recommendation from the chair. (FHB 5.2.4)
  - 2. Completing peer evaluations of full time faculty in the department who are under evaluation. (FHB 7.2.2.4)
  - 3. Supervising part-time faculty by:
    - a. Insuring completion of essential tasks such as submitting contract information and textbook orders, requesting classroom keys, and gaining LMS access and training.
    - b. Reviewing course syllabi.
    - c. Annually reviewing course evaluations.
    - d. Overseeing formal evaluations.
  - 4. Addressing special concerns and requests by department faculty, referring such matters to their Academic Dean if they cannot be resolved at the departmental level.
- D. Coordinating departmental assessment by:
  - 1. Providing leadership in departmental assessment, possibly including the assignment of certain assessment tasks as part of a faculty member's departmental service.
  - 2. Submitting annual reports to the Academic Program Assessment Committee (APAC).
  - 3. Directing departmental review as scheduled by the Director of Assessment and the APAC.

4. Providing leadership in program accreditation, including reporting data as necessary to external agencies, if the department has one or more accredited programs.

#### **4.2.2.3 Responsibilities of Program Directors in the Graduate School & Adult Learning**

A program in the Graduate School & Adult Learning (GSAL) is one that leads to a certificate, endorsement or degree and is offered to off-campus adult students in an online or hybrid format. With the department chair and Dean of the Graduate School & Adult Learning, program directors oversee programs offered within the Graduate School & Adult Learning.

Program directors whose role is solely to oversee and teach within the Graduate School & Adult Learning will report to the Dean of GSAL. Program directors whose primary role is a teaching assignment within the traditional undergraduate program will report to the Vice President for Academic Affairs (VPAA) in their capacity as undergraduate faculty, and the Dean of GSAL in their capacity as program director. Program directors whose primary role is a non-teaching assignment for the institution will report to their Northwestern College supervisor for their non-teaching assignment, and the Dean of GSAL in their capacity as program director.

The program director will be responsible for the following aspects of their GSAL program:

- A. Curricular revision and oversight, with the department chair
  1. Review course syllabi prior to each term
  2. Collaborate with the Dean of GSAL on course scheduling
  3. Analyze annual program assessment data to revise the curriculum
  4. When applicable, update resources, textbooks, assignments and navigation of pre-developed courses
  5. Oversee development of new courses and updates to existing courses
    - a. Identify and provide support to course developers
    - b. Facilitate changes required after quality review
    - c. Consult with content experts and advisory panels as needed
  6. Propose course or program additions or revisions to the AAC, and serve as liaison with the department in the approval process.
- B. Program assessment, with the department chair:
  1. Implement the assessment plan
    - a. Ensure assessments are in place at the course and program level
    - b. Coordinate collection of evidence as determined by the assessment plan
    - c. Analyze evidence annually to determine programmatic strengths and needs
    - d. Develop annual report for inclusion in the department's annual academic program assessment report
    - e. Revise the assessment plan as necessary to ensure continued program growth and integrity
  2. Determine an annual course of action to address areas of need derived from annual program assessment
  3. Contribute to departmental and institutional accreditation reporting
- C. Student enrollment and retention
  1. When applicable, evaluate transcripts and/or work experience for prospective students to determine program acceptance
  2. When applicable, evaluate transcripts to identify prior coursework approved for transfer
  3. When applicable, develop a program of study for new students
  4. Respond to internal issues related to students including student complaints and cases of academic dishonesty
  5. Participate in student recruitment activities as needed
  6. Advise students as assigned
- D. Contribute to decisions related to program faculty
  1. Participate in departmental selection and hire of new faculty within the program
  2. Collaborate with the Dean of GSAL to determine selection of adjunct faculty from the departmentally-approved adjunct pool for future terms
  3. Review full-time and adjunct faculty members whose primary appointment is in GSAL, as per regular review schedule

4. Draft and send letters to adjunct faculty members after their reviews to communicate the recommendation of the VPAA, along with strengths and weaknesses identified during the review (see FHB 7.1.1.1.B.2).
- E. Represent their program at departmental meetings
- F. Collaborate with the Dean of GSAL on program marketing, enrollment, improvement and development

#### **4.2.3 Assessment in the Academic Departments**

##### **4.2.3.1 The Department's Mission Statement**

Each department shall have a Mission Statement that supports the college's *Vision for Learning* and conveys the broad goals of the department.

##### **4.2.3.2 Student Learning Outcomes**

Each department shall collaboratively define Student Learning Outcomes in each of its majors and programs. These outcomes should grow out of the department's Mission Statement and thus reflect the *Vision for Learning* as it applies to the department's academic discipline.

##### **4.2.3.3 Assessment Plan**

Each department shall develop a plan to systematically assess the extent to which the department's Student Learning Outcomes are being met. The Assessment Plan shall include annual collection of evidence pertaining to each Student Learning Outcome. A curriculum map may be useful for this.

Evidence of student learning may be drawn from rubric-based evaluation of student work, standardized testing instruments (such as those available from ETS), systematic polls of student perceptions, surveys of recent program graduates, or other methods appropriate to the department's academic field.

Departments proposing new programs, e.g. majors, minors, endorsements, certificates, etc., and significant changes to programs shall include an Assessment Plan, which will be reviewed by the Academic Program Assessment Committee prior to the program's approval. The Assessment Plan should demonstrate the alignment of assessment and evidence of student learning for each of the program-level student learning outcomes.

Departments proposing new majors shall include an Assessment Plan, which will be reviewed by the Academic Program Assessment Committee prior to the program's approval.

Each department shall maintain a file with the Academic Program Assessment Committee containing their current:

- A. Departmental Mission Statement
- B. Student Learning Outcomes for each major and program, and
- C. Assessment Plan.

Changes in these documents shall be communicated to the Academic Program Assessment Committee.

##### **4.2.3.4 Annual Review of Student Learning**

Each year departments shall respond to the evidence they have collected regarding one or more Student Learning Outcomes. Departments shall submit to the Academic Program Assessment Committee by October 1 a brief report (i.e. two-to-three pages) detailing the following:

- A. The Student Learning Outcome(s) reviewed in the previous year,
- B. The forms of evidence gathered to assess student learning,
- C. The results of the assessment (in chart or narrative form),
- D. The department's interpretation of the evidence,
- E. The actions taken in light of the results, and
- F. The Student Learning Outcome(s) the department plans to review in the upcoming year.

The Annual Review should address pressing questions and be constructed in a way that will yield relevant, actionable evidence for departmental decision-making.

Departments who are required to report annual assessment data and analysis to an accrediting body may submit their accreditation report to the Academic Program Assessment Committee in place of a separate annual report with an addendum that includes an annual program assessment report on their faith integration outcome to include a summary of data collection and analysis.

#### **4.2.4 Review of Academic Departments**

##### **4.2.4.1 Purposes of Review**

- A. A comprehensive review of each department with an emphasis on student learning within the department.
- B. To develop a strategy for building on the perceived strengths of the department and for addressing the unmet needs.

##### **4.2.4.2 Frequency of Review**

Every department shall be evaluated every ten years, on a rotating schedule. The schedule shall be set by the Academic Program Assessment Committee in consultation with the office of the Vice President for Academic Affairs.

##### **4.2.4.3 Participants in the Review**

Faculty in the department under review have primary responsibility for conducting the review and will complete a department self-study as described in FHB 4.2.4.4. The office of the Vice President for Academic Affairs (VPAA) and the Academic Program Assessment Committee will serve as advisors and resources.

In addition, an external consultant shall be selected by the VPAA in consultation with the department faculty. With rare exceptions, this consultant shall have had significant exposure to, understanding of and commitment to Christian liberal arts education. The consultant shall focus on programs rather than personnel, following the guidelines for outside evaluations (FHB 7.1.2.3.I). In consultation with the VPAA, departments are encouraged to bring their external consultant to campus. The consultant's report shall be sent to offices of the VPAA and the department chair. Department faculty shall submit a written response to the report to the Academic Program Assessment Committee, addressing specific concerns and recommendations of the external consultant.

##### **4.2.4.4 The Department Self-Study**

Each department undergoing accreditation review by an accrediting body may submit their accreditation report in lieu of a self-study report. The department shall append to this a brief report to address any required components of the self-study report which are not addressed in the accreditation report as well as a coversheet indicating the page numbers where the remaining information is found within the accreditation report.

Each department not undergoing accreditation review shall prepare a self-study report as part of the review process, which includes the following components:

- A. An introduction to the report that describes the department and the students it serves.
  - 1. A short introduction to department
  - 2. An overview of the students served by the department including items such as:
    - a. List of major(s), minors(s), other programs offered by department
    - b. List of classes in the department that are required for programs outside of the department (as cognates for other majors, etc.)

- c. A discussion of the department's contributions to the integrative general education program through departmental courses and/or teaching core classes such as the first year seminar or a non-departmental senior seminar
- d. Summary data on students served over past 10 years (*Request data from Institutional Research*)
  - 1) Summary data on prospective students: interest, applications, enrolled, and yield, by major.
  - 2) Declared majors by program and percentage of relevant enrollment
  - 3) Graduates by program (majors and minors) and percentage of relevant enrollment for majors.
  - 4) Departmental load: (duplicated student headcount; student credit hours taught (within department and across all courses taught by department faculty)
  - 5) Program cost (per FTE)
- B. Discussion of student learning in the department's major(s), including:
  - 1. The department's mission statement(s) for major(s)
  - 2. A list of the student learning outcomes for each major
  - 3. A review of the student learning outcomes and recommendations for modification, if any. The department should consider questions such as these in its review.
    - a. How do the student learning outcomes implement the goals of the Vision for Learning?
    - b. In what ways do the student learning outcomes recognize the characteristics and needs of the students the department serves? This may include discussion of students in the major(s) and discussion of the students taking NWC core classes from the department.
    - c. How does the department integrate faith and learning and contribute to the development of a Christian perspective within the department and majors?
  - 4. A review of the extent to which the current curriculum adequately implements the student learning outcomes and recommendations for changes, if any.
    - a. Provide a curricular map for each major in the department indicating where student learning goals are introduced, reinforced, and assessed
    - b. Comment as needed on how the requirements for each major and the courses offered by the department are intended to accomplish the learning goals.
    - c. A discussion of the student learning outcomes and curriculum. The department may consider questions such as these in its analysis:
      - 1) Is every learning goal addressed in one or more places in the curriculum?
      - 2) Is the importance of each learning goal in proportion to its place in the curriculum?
      - 3) In the context of the student learning outcomes, how does the curriculum for the major(s) compare with peer institutions? (an appropriate peer group will usually consist of other Christian liberal arts colleges of comparable size and reputation. Include an explanation of how a peer group was selected.)
- C. A review of the adequacy of the assessment plan and recommendations for changes, if any.
  - 1. A description of the artifacts, rubrics, standardized exams or other forms of assessment (examples included as appendices) for each student learning outcome and benchmarks for student learning outcomes
  - 2. Does the current assessment plan adequately measure student learning?
  - 3. Is the relationship between learning goals and assessment measures transparent?
  - 4. As appropriate, are a variety of assessment techniques in place (e.g. Direct and indirect measures, qualitative and quantitative)?
- D. Discussion of student learning outcome data for each learning goal and major
  - 1. For each major, a chart summarizing outcomes for each learning goal, for each year since the last self-study. Indicate where student learning benchmarks were or were not met
  - 2. A discussion of plans or actions to maintaining and improving the quality of the program. Based on assessment results, the department may consider these questions.
    - a. What changes were or will be made to address deficiencies in student learning?
    - b. What changes were or will be made to make the department's programs even better?
- E. Discussion of program outcomes: graduates: jobs/graduate school outcomes, alum survey
- F. Discussion of innovation in department since last review (internally or in collaboration with other departments)

- G. A discussion of faculty roles in the department.
  - 1. Listing of full time faculty and their departmental responsibilities
  - 2. Listing of adjunct faculty (if any)
  - 3. Do the faculty's qualifications match the department's needs and the courses they teach? A current vita for each department member should be appended to the report.
  - 4. How does faculty scholarship serve students and the department?
  - 5. What type of advising takes place in the department? Are students satisfied with advising? Include a chart with faculty advisee loads by year for each faculty member (request data from Institutional Research)
  - 6. What kinds of opportunities are available for informal interaction and/or mentoring of students?
- H. An analysis of issues and needs within the department. These may include budget, staffing, equipment, and resources. Supporting data such as student credit hours, course enrollments, budget history, or other data should be included. Include recommendations for correcting the problems identified.
- I. A summary that describes the department's strengths and weaknesses.

#### **4.2.4.5 The Review Process**

- A. Academic year prior to review:
  - 1. The Vice President for Academic Affairs will meet with the department early in the spring semester to plan the review. This should include forming a potential list of external reviewers and identifying areas of the program that should receive extra attention during the review.
  - 2. The department will hold a special departmental meeting to plan the review, including a time-line for the review, assignment of responsibilities within the department for the review, and the development and planning for any additional goals for the review in addition to those specified in FHB 4.2.4.4 (e.g. requirements of external accrediting agencies).
- B. June-December: Department develops self –study.
- C. November-December: The external consultant visits and prepares a report.
- D. January-April: Academic Program Assessment committee meets to discuss the report and make recommendations.
- E. Academic year following review: The department, in consultation with the VPAA and the Academic Program Assessment Committee, develops strategy for implementing recommendations, including a proposal to the Academic Affairs Committee for curricular changes, if indicated. Parts of the assessment review could be used to support the proposal.

### **4.3 Faculty and Campus-Wide Committees**

#### **4.3.1 Committee Procedures**

- A. At the first meeting of each faculty committee in the fall, a chair shall be elected from among the teaching members of the faculty on the committee (unless the chair has been pre-determined by nature of office) and a secretary or rotation of secretaries shall be elected with responsibility for recording, typing and distributing all committee minutes. The minutes of the first meeting shall indicate the names of the chair and the secretary. Campus-wide committees shall also select a chair and secretary at the first meeting unless these roles have been pre-determined by nature of office.
- B. All committee minutes shall clearly distinguish between items discussed with no action taken and those items on which committee action was taken. All committee actions shall be based on a vote of all attending members, following the usual MSC format (motion made, seconded and carried). Appended to all committee minutes shall be sufficient background material and documentation to make all committee actions self-explanatory. At the discretion of the committee, minority reports may be appended to the committee action.
- C. Within two days of the meeting of each faculty committee, the secretary shall send the minutes via email to all faculty. The minutes shall stored on the J drive of Northwestern's Intranet by the office of the VPAA. The archivist employed by the Learning Commons (Library) will archive the minutes on the Y drive each summer.
- D. A faculty member has the right to challenge any policy decision of a faculty committee. The challenge shall be put into writing and sent directly to the VPAA within 15 school days of the distribution of the minutes of the committee meeting in question.

- E. The committee whose action has been challenged shall meet to reconsider its action in the light of the challenge, inviting the challenger to meet with them.
- F. If the challenge remains unresolved, the challenger(s) and the committee shall send rationale for their respective positions to the VPAA for distribution to the faculty. A resolution of the difference shall be made at a faculty meeting, where as the first item of business, unless the chair declares priority for other business, there shall be a faculty vote whether or not to consider the challenge. If at least two-thirds of the faculty votes against considering the challenge, the committee action in question shall become policy. If more than one-third of the faculty votes to consider the challenge, the floor shall be open to motions on the specific point in question. Such motions require a simple majority vote of the faculty present. If alterations resulting from the challenge necessitate minor modifications of the original action at other points, these may be considered by unanimous consent. Only if the challenge is directed at the action as a whole shall all aspects of the action be open for motions. Additional substantive change may only be accomplished by referral of the original action back to the committee.
- G. Committee actions (except for those noted in the next paragraph) not challenged in writing within 15 class days of the distribution of committee minutes shall be declared faculty action without the option of further discussion in a faculty meeting. All committee action with significant financial or policy implications shall be considered a recommendation to the administration; if the minutes show that the committee considered the results of the motion to be an action within its power rather than a recommendation, but a member of the administration believes that the result should be classified as a recommendation only, the administrator must challenge the status of the result (i.e., request that it be changed from an action to a recommendation). The challenge shall be put into writing and sent to the chair of the committee within 15 class days of the distribution of the minutes of the committee meeting in question. The committee whose action has been challenged shall meet to reconsider its action in the light of the challenge, inviting the challenger to attend the meeting. The committee minutes shall then report to the faculty the result of that reconsideration. Should there continue to be disagreement between the committee and the challenger, a resolution of the difference shall be made by the president, or, in the event that the president is the challenger, by the executive committee of the Board of Trustees. This resolution shall be communicated to the committee in question and reported to the faculty in the committee minutes.
- H. All proposals for new majors, minors, career concentrations and pre-professional programs, as well as all proposals for changes in the Northwestern Core requirements and changes in the criteria for tenure and promotion, must be approved by a majority vote of the faculty following approval from the faculty committee.
- I. Each committee will produce an end-of-year report summarizing its actions for the year. This will be submitted with the final set of minutes.

#### **4.3.2 Elections and Appointments**

##### **4.3.2.1 Faculty Committees**

- A. Election to membership on the Faculty Status Committee shall be given first priority each year.
  - 1. The Vice President for Academic Affairs will circulate a list of all tenured full and associate professors, as well as Professors of Practice who have undergone a successful six-year review, without continuing 3-point (or higher) service responsibilities to all faculty members.
  - 2. The faculty members will vote for as many people as there are positions open.
  - 3. A slate of those receiving the most votes will again be submitted to the faculty for vote. This second ballot will contain two more names than the number of positions open. No two people from the same department may be on this second ballot. Names of those unwilling to serve or are unable because of status review will be left off of this second ballot (FHB 4.3.6.1.2).
- B. Other committee elections are made by the faculty as a whole from a slate of nominees developed by the Deans Council in consultation with the VPAA or DGSAL. Slates will be developed with attention to the desire for broad representation wherever possible.
- C. Appointed members of faculty committees are appointed by the VPAA in consultation with the Deans Council.
- D. All the standing faculty committees shall have student representation except for the Faculty Status Committee and the Faculty Development Committee.
- E. Election by the faculty based on nominations prepared by the Deans Council shall be the primary method of determining committee membership except for the Faculty Status Committee. Elections shall be held in four stages; Status Committee, Northwestern Core Committee, other policy-making committees, then advisory and campus-wide committees.

- F. The majority membership of any faculty committee must come from faculty with a ¾-time or greater teaching load. Campus-wide committees, however, are exempt from this requirement.
- G. A first-year faculty member shall generally have no committee or task force assignment.
- H. No student shall serve on more than one faculty or campus-wide committee.
- I. Faculty members of faculty committees shall serve three-year staggered terms. Faculty may be re-elected after one year off the committee.

#### **4.3.2.2 Campus-Wide Committees**

- A. Advisory committees shall function as sounding boards and advisors for specified administrators.
- B. They shall be composed of faculty and staff members.
- C. Elected faculty members of campus-wide committees shall be elected based on nominations prepared by the Deans Council and shall serve three-year staggered terms. Faculty may be re-elected after one year off the committee.
- D. Appointed faculty members of campus-wide committees are appointed by the VPAA in consultation with the Deans Council.

#### **4.3.2.3 Task Forces**

- A. Task forces shall operate for a stated duration only.
- B. Task forces shall generally be comprised of three to five members.
- C. They shall be appointed by the Vice President for Academic Affairs (VPAA) with ratification by the faculty.
- D. Any time the faculty considers that the issue to be studied is of such a nature as to make election by faculty preferable to appointment by the VPAA, it may so require by simple majority vote.
- E. By simple majority vote the faculty may demand or reject the formation of a particular task force.
- F. A task force shall make recommendations for action to the faculty with input from the appropriate committee(s).
- G. Whenever a task force does not reach a unanimous recommendation, both a majority and a minority report may be presented, preferably in writing, to the faculty.
- H. It is understood that task forces shall be used for specific assignments outside the general duties of standing committees. Any assignment that fits within the normal purview of a standing committee shall not be given to a task force without approval of the committee.
- I. There are no limitations on who may be selected for a task force; membership is primarily faculty but may include staff members with expertise relevant to the task.
- J. Faculty must approve the charge to the task force before a membership slate is offered for ratification and/or election.

#### **4.3.2.4 Work Groups**

- A. Work groups complete specific tasks that facilitate program goals and activities.
- B. Some work groups may be aligned with a particular committee; others might act more like task forces, formed and disbanded on an as-needed basis.
- C. Members are appointed by the VPAA; membership is based on interest, expertise, and availability, with faculty quotas when appropriate given the work of the group.

### **4.3.3 Duties of Faculty Committees**

#### **4.3.3.1 Policy-Making Committees**

##### **4.3.3.1.1 Academic Affairs**

- A. Course additions, deletions, program changes that add cost to the institution, and course modifications
- B. Requirements for graduation, Northwestern Core, majors, minors, career concentrations, pre-professional programs
- C. Policies for off-campus study and non-traditional education
- D. Student-initiated majors
- E. Academic calendar



- F. Policies regarding class attendance and make-up work
- G. Setting the maximum number of athletic contests, per sport, between the minimum required and the maximum allowed by the appropriate conference
- H. Admissions criteria (in consultation with the Vice President for Enrollment and Marketing)
- I. Scholarship criteria (Peale, Presidential, etc.)
- J. Institutional eligibility requirements (in consultation with the Faculty Athletic Representative)
- K. Policies for scheduling athletic contests
- L. Policies on academic suspension and readmission
- M. All other policies related to academic affairs; note that AAC policies apply to all courses, whether residential or online, credit or non-credit, and on or off campus

#### **4.3.3.1.2 Faculty Status**

- A. Promotion and tenure evaluations (with VPAA)
- B. Two-year and four-year evaluations (pre-tenure) (with VPAA)
- C. Six-year evaluations (post-tenure) (with VPAA)
- D. Faculty hiring and faculty responsibility policies
- E. Faculty status, promotion and tenure policies
- F. Emeriti status
- G. Creation of new positions having faculty status without rank or tenure (with VPAA)

#### **4.3.3.1.3 Faculty Development**

- A. Design and implementation of faculty development activities
- B. Faculty workshops and colloquia
- C. Policies for sabbatical leaves and leaves of absence, and review of applications
- D. Policies on faculty travel and faculty research
- E. Review Junior Scholar applications
- F. Review NERF grant applications
- G. Review summer scholarship grant applications
- H. Oversight of Teaching Excellence Award process

#### **4.3.3.1.4 Academic Program Assessment Committee**

- A. Assist academic departments in their ten-year and annual reviews
- B. Identify and share best practices for program evaluation
- C. Organize, assist, and provide resources to academic departments for their assessment efforts
- D. Review program assessment information, summarize and disseminate findings to the campus community, and make curricular and policy recommendations

#### **4.3.3.1.5 Northwestern Core Committee**

With oversight of the general education program as its primary purpose, the Northwestern Core Committee works as a department to ensure the delivery of a curriculum that is comprehensive, integrative, and of high-quality. The Northwestern Core Committee

- A. plans common core of FYS curriculum.
- B. facilitates ongoing faculty discussion of Northwestern Core.
- C. develops, implements, and maintains an assessment program for NWCore.
- D. proposes revision of the NWCore curriculum and program based on assessment results, submitting proposals for curricular changes to the Academic Affairs Committee.
- E. provides preliminary (prior to AAC) approval of NWCore course additions, deletions, and revisions arising from academic departments.

#### **4.3.3.1.6 Graduate School & Adult Learning Quality Assurance Committee**

- A. Peer assessment of online courses
- B. Peer assessment of online teaching

#### **4.3.3.2 Advisory Committees**

##### **4.3.3.2.1 Deans Council**

- A. Acts as an advisory team for the Vice President for Academic Affairs
  - 1. Development of an academic strategic plan
  - 2. Consultation on the academic budget
  - 3. Recommendations on faculty and academic staff salaries, monitoring salary levels for each rank or job against appropriate comparison groups
  - 4. Recommendations on academic capital requests in consultation with Directors of Library, Computing Services, and Academic Support
- B. Serves as a nominating committee for faculty committee elections, developing slates that encourage broad representation whenever possible
- C. Serves as an advisory board for Directors of Library, Computing Services, and Academic Support
- D. Handles logistical details of the spring Honors Ceremony
- E. Makes recommendations about working conditions

#### **4.3.4 Duties of Campus-Wide Committees**

##### **4.3.4.1 Strategic Planning Committee**

- A. Long-term planning
- B. Priorities of the college
- C. Cross-committee interests

##### **4.3.4.2 Institutional Analysis Committee**

- A. Plan and implement an institutional analysis program that will provide feedback to campus divisions
- B. Conduct research relevant to campus concerns
- C. Organize, assist and provide resources to campus divisions for their assessment efforts
- D. Review institutional analysis information, summarize and disseminate findings to the campus community, and make curricular and policy recommendations
- E. Research and discuss best program assessment practices

##### **4.3.4.3 Multi-Ethnic Resource Committee**

- A. Foster intercultural competencies through curriculum and program development
- B. Support recruitment & retention of an ethnically diverse faculty, staff, and Board of Trustees
- C. Support recruitment, involvement, and retention of an ethnically diverse student body
- D. Encourage Northwestern's involvement in social justice and racial reconciliation locally and globally
- E. Assess and revise campus-wide diversity objectives and programs

##### **4.3.4.4 Retention Committee**

- A. Review and disseminate Northwestern College retention data
- B. Identify barriers to student retention
- C. Make recommendations for change based on best practices in retention
- D. Define multivariate goals and establish targets and accountabilities

#### **4.3.5 Duties of Ongoing Work Groups**

##### **4.3.5.1 Academic Appeals Work Group**

- A. Be well-versed in the reinstatement guidelines, criteria, and process
- B. Review admission appeals by prospective students
- C. Review academic suspension/readmission appeals
- D. Review academic dishonesty appeals

#### **4.3.5.2 Faculty Interview Work Group**

- A. Host and attend candidate interviews for tenure-track faculty positions
- B. Work with hiring departments to request participation from selected faculty

#### **4.3.5.3 First-Year Experience Work Group**

- A. Plan and coordinate activities and experiences for first-year students
- B. Connect first-year experiences to the FYS

#### **4.3.5.4 Institutional Review Board**

- A. Screen research proposals of faculty, students, administration, or staff which involve research on or with human or vertebrate animal subjects/respondents for possible ethical problems.
- B. Any campus person or group proposing such research shall obtain an application form from the J drive or from any IRB member, complete all relevant sections and present one printed copy (hard copy) to any IRB member. If questions or concerns exist regarding ethical problems, they must be resolved before the research is considered approved. When the proposal is judged to be satisfactory, it will be signed by all IRB members. A copy of the approved proposal will be kept on file by the office of the Vice President for Academic Affairs following notification of approval to the applicant.
- C. It is not the function of the IRB to critique, advise, approve or disapprove such proposals as to the adequacy of the research design.

#### **4.3.5.5 Scholarship Day Evaluation Work Group**

- A. Scholarship days essays
- B. Scholarship days interviewing
- C. Scholarship days statistical scoring
- D. Determination of winners of college-wide awards (Peale, Presidential, etc.) competed for on scholarship days

### **4.3.6 Faculty Committee Composition**

#### **4.3.6.1 Policy-Making Committees**

##### **4.3.6.1.1 Academic Affairs Committee (9 members)**

Vice President for Academic Affairs NOF

Registrar NOF

Four elected faculty members

One appointed faculty member

Two student members, one to be elected to a 1-year term by the student body and one to be appointed to a 1-year term by the student government association from a list of at least three nominees prepared by the Academic Affairs Committee

Chair to be elected from the faculty members

The Director of the Northwestern Core may be invited in an advisory capacity when NWCore proposals are considered.

##### **4.3.6.1.2 Faculty Status Committee (FSC) (5 members)**

Five tenured faculty members from the ranks of professor or associate professor, as well as Professors of Practice who have undergone a successful six-year review, to be elected by the faculty for 3-year staggered terms. The Vice President for Academic Affairs will circulate a list of all tenured full and associate professors, as well as Professors of Practice, eligible for election to the FSC to faculty members. Faculty members will vote for as many people as there are positions currently open. A restricted slate containing the names of eligible faculty members receiving the most votes will be circulated with faculty again voting for as many as there are positions open to determine the new members of the committee. If there are n positions open on the committee, there will be n+2 names on the list. Restrictions: Any faculty member who will be up for status review the next year or who has

just finished two consecutive terms on the FSC will be ineligible for election. When the slate is being cut, no two people from the same academic department may be included. If more than one person from the same department is in the original top group, the people who received fewer votes will be deleted from the list and the next people in line will be added. If a faculty member in the top group is unwilling or unable to serve, he or she will be removed from the list and the next person in line will be added. This will be determined before the short list is distributed to the faculty for the second vote. If an FSC member would come up for promotion review in the second year of the term, he or she must vacate the slot after the first year. A FSC member under post-tenure review may remain in active service on the committee but will dismiss themselves from all activities associated with their own review.

#### **4.3.6.1.3 Faculty Development Committee (6 members)**

Four elected faculty members  
One appointed faculty member  
(At least two of the faculty members must be at or above the rank of Associate Professor)  
Vice President for Academic Affairs NOF  
Chair to be elected from the members

#### **4.3.6.1.4 Academic Program Assessment Committee (6 members)**

Director of Assessment (chair) NOF  
Dean of the Graduate School & Adult Learning  
  
Three elected faculty members  
One appointed faculty member

#### **4.3.6.1.5 Northwestern Core Committee (7 members)**

Director of the Northwestern Core (chair) NOF  
Faculty representative elected from each division (Fine Arts, Humanities, Natural Science, and Social Science); it is preferable that these representatives be familiar with the NWCore curriculum, have experience teaching NWCore courses, and share a concern for how NWCore relates to major programs and academic advising  
One staff representative  
One student representative appointed by the committee and approved by SGA for a 1 year term

#### **4.3.6.1.6 Graduate School & Adult Learning Quality Assurance Committee (5 members)**

Dean of the Graduate School & Adult Learning (chair) NOF  
Four elected faculty members

### **4.3.6.2 Advisory Committees**

#### **4.3.6.2.1 Deans Council (5 members)**

Vice President for Academic Affairs (chair) NOF  
Dean of Arts and Humanities  
Dean of Natural and Applied Sciences  
Dean of Graduate School and Adult Learning  
Dean of Social Sciences

### **4.3.7 Campus-Wide Committee Composition**

#### **4.3.7.1 Institutional Analysis Committee (7 members)**

Vice President for Academic Affairs NOF  
Director of Institutional Research NOF  
Vice President for Student Life NOF  
Vice President for Enrollment and Marketing NOF

One faculty member elected at-large  
One staff representative elected at-large  
One student appointed by the committee and approved by the SGA for a 1-year term

#### **4.3.7.2 Multiethnic Resource Committee (10 members)**

Associate Dean for Intercultural Affairs  
Member of the President's Cabinet appointed by the President  
Director of Global Education  
Three appointed faculty members  
One staff member from Campus Ministries appointed by the Dean of Students  
One staff member from the Office of Intercultural Affairs appointed by the Associate Dean for Intercultural Affairs  
One staff member appointed by the deans on the committee  
One student recommended by the committee and approved by SGA

#### **4.3.7.3 Retention Committee (7 members)**

Vice President for Enrollment and Marketing (Chair)  
Three faculty members (appointed, possibly based on other roles: FYE, Asst. Athletic Director, etc.)  
Director of Academic Support  
Director of Financial Aid  
Director of Residence Life

#### **4.3.7.4 Strategic Planning Committee (14 members)**

Vice President for Academic Affairs (chair) NOF  
President (ex officio) NOF  
Vice President for Student Life NOF  
Vice President for Financial Affairs NOF  
Vice President for Advancement NOF  
Vice President for Enrollment and Marketing NOF  
Dean of Christian Formation NOF  
Director of Athletics NOF  
Director of Institutional Research NOF  
Three elected faculty members  
One staff member not on the President's Cabinet elected by staff to a 2-year term  
One student member chosen by the SGA

### **4.3.8 Ongoing Work Group Composition**

#### **4.3.8.1 Academic Appeals Work Group (5 members)**

Two members of the AAC  
One faculty member from the Retention Committee  
Associate Director of Admissions  
Director of Academic Support

#### **4.3.8.2 Faculty Interview Work Group**

Appointed members  
Variable size depending on each year's hiring needs  
Some members may be appointed mid-year as the need arises.  
Members do not attend faculty interviews for hires in their own departments.

#### **4.3.8.3 Institutional Review Board (3 members)**

Three appointed faculty; members should have expertise in the ethical issues of research.

## **5. FACULTY POLICIES**

### **5.1 Academic Freedom**

#### **5.1.1 Academic Freedom in Higher Education**

Academic freedom is an atmosphere, a climate in which it is possible for the mind and the imagination to stretch and grow in pursuit of truth. It is a climate which allows open discussions of issues from all relevant perspectives. Northwestern College recognizes that academic freedom is not a concession by trustees or administration, but is inherent for all sound scholarship and teaching. The problem of the Christian college in relation to academic freedom is to preserve a climate conducive to thinking and investigation while avoiding the Scylla and Charybdis of indoctrination or intellectual anarchy. An essential step in establishing such a climate is the open declaration of the character and aims of the college.

#### **5.1.2 Academic Freedom in a Christian College**

##### **5.1.2.1 The Basis of Christian Freedom**

Academic freedom at Northwestern College begins with the responsibility of the college to make clear its Christian character and purposes and its educational aims. The college catalog and the introduction to the faculty handbook attempt to do this. As prospective faculty are interviewed, every effort is made to acquaint them with the college's commitment and how it is given expression in the campus community. Before a faculty member accepts an invitation to join the Northwestern College faculty, it is best to be clear about the framework within which the college operates and which gives the college its particular character.

Persons invited to the Northwestern College faculty shall give evidence of good academic preparation and competence in teaching. Also they shall declare their personal commitment to the Christian faith. If their religious background has not been in the Reformed Protestant tradition, they shall indicate their fundamental sympathy with this tradition. Having then accepted an appointment to the Northwestern College faculty, they shall carry out their vocation in the tradition of freedom within the biblical faith which characterizes the life of the college, its parent denomination and the church universal.

Christians believe that the roots of personal freedom are inherent in the character of God and his love for individual persons, and that freedom is guaranteed to them through his redemption in Jesus Christ. While these bases for freedom differ from the bases of those who premise their plea for human freedom on a doctrine of natural rights, nevertheless in practice there is frequently agreement on specific issues and equal zeal in promoting those conditions in personal relations and in society that make for freedom to develop personal potentiality and to participate in the critical choices that affect a person's destiny.

Jesus himself gave the guarantee of freedom in these words:

If you continue in my word, you are truly my disciples, and you will know the truth, and the truth will make you free....If the Son makes you free you will be free indeed. (John 8:31,32,36)

It was apparently with these words in mind that Archbishop Temple once remarked:

Freedom is the first presupposition of the Gospel.... For it is in and through his freedom that a man makes fully real his personality - the quality of one made in the image of God.

The thrust of these words of Jesus is that freedom is given, its guarantor is God, and it involves "continuing in my word," i.e., struggle, learning and grasping after truth in a relationship of communion with God through Christ as one grows toward personal maturity - "For freedom Christ has set us free; stand therefore, and do not submit to a yoke of slavery." (Galatians 5:1)

Believing then that its commitment to the Christian faith is a liberating force in human affairs and a remarkably good base for an education in the liberal arts, Northwestern College has since its beginnings been deeply committed to furthering the development of a well-considered, maturing Christian faith in students and faculty alike. It brings to its faculty persons who are, in the judgment of responsible administrators, persons of scholarly competence, personal Christian faith and mature judgment. To these persons the college extends its trust, confident that they will exercise their freedom with fitting regard for the extension and enhancement of the Kingdom of God, an informed concern for the welfare of their

students and the good reputation of Northwestern. As dedicated teachers and learners, they will fearlessly pursue the truth with the conviction that all truth is one and that since it is God's truth, honest inquiry need never be feared.

When the Reformed community has been truest to its roots, it always has rejected anti-intellectualism and rigid, defensive dogmatism. It has recognized, with the Apostle Paul, that "now we see through a glass darkly,... now we know in part." The Reformed community has throughout history been aware of the divine injunction to "have dominion over all the earth," i.e., to penetrate its mysteries, and John Milton served the Reformed community well when in his *Areopagitica* he insisted:

Where there is much desire to learn, there of necessity will be much arguing, much writing, many opinions; for opinion in good men is but knowledge in the making.

#### **5.1.2.2 Conditions of Academic Freedom for Christian Faculty**

Northwestern College then extends to its faculty freedom of inquiry and freedom to set forth their conclusions, conditioned only upon the following legitimate qualifications:

- A. Their conclusions shall be "gained by a scholar's methods and held in a scholar's spirit." (Luella Cole, *Background for College Teaching*, p. 521)
- B. They shall examine carefully the presuppositions on which their conclusions are based, comparing these in a scholarly spirit with those that undergird the historic Christian faith as expressed in the statements and practice of the Reformed community.
- C. They shall give due regard to the immaturity and impressionability of students and to the canons of good taste in presenting their conclusions to the students.
- D. They shall refrain from "taking advantage of [their] position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of [their] study." (*Bulletin of the AAUP*, 25:52, 1940)
- E. When they speak or write as citizens, they shall be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As representatives of learning and education, they shall remember that the public may judge their profession and their institution by their utterances. Hence they shall be accurate, shall exercise appropriate restraint, shall show respect for the opinions of others, and shall make every effort to indicate that they are not speaking on behalf of the institution.

#### **5.1.3 Commitment and Academic Freedom**

Intellectual freedom does not rule out commitment; rather it makes it possible and personal. Freedom does not require neutrality on the part of the individual or the educational institution - certainly not toward the task of inquiry and learning, nor toward the value systems which may guide them as persons or as schools. Hence institutions may hold to a particular political, social or religious philosophy as may individual faculty members or students. But to be true to what they profess academically, individuals and institutions must remain intellectually free and allow others the same freedom to pursue truth and to distinguish the pursuit of it from a commitment to it.

To summarize: within the framework of the Christian commitment of Northwestern College, a member of the faculty shall assume upon accepting an appointment at Northwestern College that there is freedom in the areas of research, instruction and expression of opinion. The exercise of legitimate rights as a citizen and a member of this community shall in no way affect the granting of tenure. It is assumed, however, that faculty members shall bear in mind that a school's good name rests largely upon the words, actions and spirit of its faculty; and that a faculty member's conclusions shall be the fruit of competent, sincere inquiry and shall be decided with responsibility, dignity, courtesy and temperateness of language. (Cole, p. 522)

### **5.2 Faculty Appointment**

#### **5.2.1 Terms of Employment**

Incoming faculty shall sign a contract with the following terms:

- A. The appointee shall be in fundamental agreement with the purpose of the college as set forth in the Faculty Handbook.
- B. The appointee shall express an active Christian commitment, which in the Reformed tradition includes identification with a local body of believers.
- C. The appointee shall actively support those measures taken by the college to further the Christian understanding and commitment of the members of the campus community.
- D. In an effort to preserve institutional integrity, accountability and fairness, it is appropriate that institutions have conflict of interest policies. A conflict of interest exists when the institution's employees have an outside interest that has the potential of being at variance with the best interest of the institution. This could include conflicting financial interests, use of confidential information for personal gain, unauthorized disclosure of confidential information, use of institutional time or facilities for personal purposes or other activities. It is also recognized that the appearance of a conflict of interest (when in fact it may not exist) can be damaging to the institution. It is unlikely that all conflicts of interest can be avoided. Such conflicts should not inevitably disqualify one from employment. Rather, certain safeguarding procedures should be followed. Senior administrative officers and certain other employees will be required to sign a conflict of interest statement indicating their willingness to disclose such conflicts of interest, to resolve them where appropriate and excuse themselves from the discussions and decisions which would/could be self-serving.
- E. The appointee shall agree to resign from the Northwestern College faculty as a person of integrity if ever in good conscience there is an inability to agree with the Christian stance to which the college is committed or an inability actively to support its program, including the chapel program.

### **5.2.2 Criteria for Hiring Full-Time Faculty**

- A. Northwestern College seeks full-time faculty who are committed to the lordship of Jesus Christ in all areas of life, who have strong preparation in an academic discipline and present evidence of potential for excellence in teaching.
- B. Northwestern is a college of the Reformed Church in America and understands the Christian faith in the light of the historical Reformed faith, including its evangelical expression. Faculty considering employment at Northwestern should be able to be supportive of this stance of the college.
- C. Northwestern expects active Christian commitment on the part of faculty members, which includes developing a Christian perspective on learning, a willingness to interact personally with students, commitment to scholarly pursuits and professional development, active participation in a local body of Christian believers, and support of the college's chapel program, including regular chapel attendance.

### **5.2.3 Diversity in Appointment**

- A. For any given faculty position, Northwestern seeks to hire that person who best satisfies the above criteria. Within this context, it seeks persons with diverse backgrounds and experiences, believing that persons with such diversity will provide valuable role models for the diverse constituencies within the student body.
- B. Therefore, the college actively seeks to hire women and members of minority groups in accordance with all federal and state laws against discrimination on the basis of race, color, gender, ethnic or national origin, marital status, physical disablement or impairment, or age.
- C. It shall be possible to hire members of the same family for full-time faculty positions, even within the same discipline, provided they both best satisfy the criteria for selection. In such a case, arrangements will be made to have someone other than the family member provide supervision and evaluation.

### **5.2.4 Normal Procedures for Hiring Full-Time Faculty**

- A. A request for hiring a full-time faculty member may be made to the Vice President for Academic Affairs (VPAA) by a department chair after consultation with department members. If the VPAA concurs, the request shall go for approval to the President.
- B. Each approved faculty position shall be advertised in at least two national publications, including at least one church-related publication and at least one professional publication for the academic department in question. The advertisement shall identify expected teaching responsibilities, required qualifications, the need for commitment to the Christian faith, and a statement whether the appointment is tenure-track or a temporary one of stated duration.
- C. Applicants shall be sent a faculty application and a position announcement. A person is considered a candidate for the position after submitting a completed application to the VPAA. Reference letters shall be solicited upon receipt of the application. The candidate shall be asked to forward a current curriculum vitae,



- a transcript of graduate studies and any other materials deemed by the candidate to be supportive of the candidacy.
- D. After sufficient time has elapsed to ensure emergence of a number of strong candidates, the VPAA and the department chair, in consultation with department members, shall independently review the files for each candidate and then meet to decide which candidates should be invited to the campus for interview. In general, for a given faculty position, two or three candidates shall be invited.
  - E. An interview with a candidate shall include:
    - 1. Personal interviews with the President, the VPAA, the Faculty Interview Work Group, the department chair and department faculty members.
    - 2. Separate group interviews with selected administrators, selected faculty, and selected students with majors in the department.
    - 3. A lecture or other appropriate presentation to a regularly scheduled college class or to a specially arranged class if necessary.
  - F. After all the initial interviews, the department chair, in consultation with department members, shall recommend the candidate to be offered the position. If the VPAA concurs, the joint recommendation shall be submitted to the President, who shall in turn make a recommendation to the Executive Committee of the Board of Trustees. If the VPAA does not concur, there shall be a discussion of differences with the chair or if necessary the department members. After the discussion it shall be the prerogative of the VPAA to make the final recommendation to the President.
  - G. While the awarding of rank ultimately remains in the hands of the President and VPAA, when possible a review of qualifications and a recommendation will be requested from the Faculty Status Committee when the granting of any rank above assistant professor is being considered for a new faculty member.
  - H. If the Executive Committee approves the offering of a contract, the VPAA, in consultation with the President, shall determine the faculty rank. The salary offer will be determined by that rank and by the tier assigned based on FHB 10.2.1. When the offer is sent to the candidate, a response within seven to ten days shall be requested. If the job offer is accepted, then a written contract shall be issued.
  - I. At the time of initial appointment, the contract of those hired as Instructors (FHB 5.3.3) shall include a timeline (not to exceed 5 years) for terminal degree completion.
  - J. If the offer is declined, these shall be the options: (1) a job offer can be made to a second interviewed candidate; (2) a second round of interviews may be initiated among candidates already identified; or (3) further advertisements may be placed.

### **5.2.5 Summer Procedures**

- A. If the position opens in the summer or a faculty search extends into the summer, the above procedures may be streamlined upon the mutual consent of the President, the Vice President for Academic Affairs and the department chair.
- B. It shall be the option of the three to declare the appointment temporary in order to make a normal faculty search the following year.
- C. The temporary incumbent shall have the option of becoming a candidate for the tenure-track position.

### **5.2.6 Procedures for Making Temporary Positions Continuing**

- A. If a temporary full-time position opens up to become a continuing position, a full faculty search shall usually be initiated, in which the temporary incumbent may be one of the candidates.
- B. The incumbent may be directly appointed to the new position if all three of these conditions are satisfied:
  - 1. The incumbent was originally hired as a result of a full national search.
  - 2. The Vice President for Academic Affairs (VPAA) has notified all full-time faculty and staff of the decision under consideration and has invited reactions in writing.
  - 3. After consideration of the reactions there is unanimous agreement to appoint the incumbent among the President, the VPAA, the department chair (after consultation with department members), and a majority vote of the Faculty Status Committee. Any of the four parties may initiate a request for such an exception to a full search.
- C. In rare instances, an incumbent may be appointed without a full national search if the academic department, the VPAA, and the Faculty Status Committee all agree that it is in the best interest of the college and the students to do so, and if the academic department submits a written rationale to that effect.

### **5.2.7 Procedures for Moving Instructors to Tenure-Track**

- A. A faculty member hired as an Instructor (FHB 5.3.3) who later completes the terminal degree may be appointed to a tenure-track position if the following conditions are met:
  - 1. The faculty member was originally hired as a result of a full national search.
  - 2. The appointment is recommended by the academic department, the Vice President for Academic Affairs (VPAA), and a majority vote of the Faculty Status Committee (FSC).
- B. In rare instances, the faculty member may be appointed without a full national search if the academic department, the VPAA, and the FSC all agree that it is in the best interest of the college and the students to do so, and if the academic department submits a written rationale to that effect.

### **5.2.8 Part-time Appointment**

- A. Part-time faculty shall be selected with the same care as full-time faculty, and they shall have the same institutional commitment. The selection and appointment procedure for full-time faculty shall be applied, to the extent possible, in the hiring of part-time faculty.
- B. If a part-time position opens up to a continuing full-time position, the part-time incumbent shall have the option of becoming a candidate for the position as a normal search is initiated.

### **5.2.9 Background Checks**

#### **Purpose**

As part of the employment process, Northwestern College will conduct criminal background checks on applicants hired for all full-time and part-time staff and faculty appointments. Volunteer positions may also warrant background checking when involvement with or interaction among students is significant.

The college reserves the right to determine which positions will be subject to background checks at any time prior to the beginning of recruitment efforts. Additionally, applicants who indicate on their application they have previously been convicted of or pled guilty to a felony or indictable misdemeanor will also be subject to background checks.

#### **Procedure**

At the point of hire, the candidate will be informed that the offer is contingent on a satisfactory background check that will be conducted by an outside vendor for review by the College. The background check will consist of a criminal background search and, depending upon the job description requirements of the position to be filled, may also involve an educational background search and/or motor vehicle driving record search. Credit checks will be conducted for positions with key financial responsibilities (i.e. VP for Financial Affairs, Controller, etc.) or positions that handle large sums of cash on a regular basis.

Background checks will be conducted through the Iowa Department of Criminal Investigation (DCI) or through a third party vendor for national searches. Educational verifications will be conducted through the national student clearinghouse which the college currently uses for degree verifications for academic purposes.

All candidates will be required to have a criminal background check conducted prior to the first day of employment. Under most circumstances, background checks will be completed prior to the first day of employment. However, if employment is begun prior to receipt of the results of the background check, the job offer should state that continued employment is conditioned upon an acceptable background check.

The Office of Human Resources will be responsible for conducting the background check and will obtain the appropriate signed consent or waiver form(s) for the background investigation from the candidate. This form(s) will be kept in strict confidence by the College and will be used only for obtaining the necessary background check from the vendor.

Most checks will be returned in 1-2 days, but are dependent on the counties in which the vendor must search and the record itself.

Criminal history record information will not be made part of the applicant's file or the employee's file or communicated to any unauthorized person.

Candidates will be informed of any findings of concern and be given the opportunity to verify or dispute the accuracy or completeness of the information. The President, in consultation with the division Vice President or Dean and the Director of Human Resources, will consider whether an offer is to be rescinded as a result of any findings based on the background check.

#### **Summary**

Criminal history information will be used only for the purpose of evaluating candidates for employment and shall in no way be used to discriminate on the basis of race, color, national origin, gender, disability or age. This policy does not automatically exclude from consideration for employment all individuals with criminal convictions.

### **5.2.10 Consulting and Other Services by College Personnel**

While Northwestern College encourages its full-time faculty and staff to use their talents and skills in representing the college and in providing services (consulting, preaching, lecturing, conducting, etc.) to outside groups and organizations, and while faculty and staff are entitled to any honoraria received for such services, the following guidelines are in effect to protect the interests of the college:

- A. The faculty or staff member is entitled to any and all honoraria received, provided all expenses incurred (travel, use of college car, accommodations, materials, etc.) are borne by the individual or by the outside organization, and that the college is adequately reimbursed for any expenses charged to or incurred by the college.
- B. The faculty or staff member is expected to utilize a minimum of college time in performing such services, using instead as much personal or private time as possible or appropriate.
- C. The faculty or staff member should refrain from engaging in ongoing consulting services on a regular basis to a particular organization or from entering into a contractual relationship that requires the individual to provide consulting services to another institution or organization.
- D. The faculty or staff member should refrain from becoming involved in providing services, consulting or other, that could be interpreted as, or lead to, conflict of interest situations.

Nothing in the above guidelines is to be interpreted as preventing or limiting an individual from using special expertise and/or skills in providing services that add to the prestige of Northwestern College and that are important forms of professional development and growth of the individual.

### **5.2.11 Policy on Outside Employment**

The college assumes its faculty to be persons with high professional standards for themselves and their students. Several provisions have been made to help the faculty maintain excellence in professional preparation and experience. Use of these resources shall further faculty expertise, improve teaching and give opportunity for research. The primary responsibility of full-time faculty members shall be to the college and to teaching its students. Therefore they may not undertake any off-campus employment, which would dissipate classroom effectiveness or interfere with performance of college responsibilities or compete unduly with college-offered programs. Approval for such activity should be sought from Vice President for Academic Affairs on an annual basis.

### **5.2.12 Emeriti Faculty Status**

- A. In recognition of what it deems a career of exceptional service and commitment to the college on the part of any retired, tenured faculty member or Professor of Practice who has undergone a successful six- year review, the Faculty Status Committee may recommend to the President that said faculty member be granted emeritus status. Under special circumstances, the same status and privileges may be awarded to a retired, untenured faculty member.
- B. All faculty members granted emeritus status, no matter what their status at the time of retirement, will be designated "Emeritus Professor." All retired librarians granted emeritus status will be designated "Emeritus Librarian."

### 5.2.13 Professor of Practice

A Professor of Practice is a non-tenure track faculty appointment held by an accomplished practicing professional who has recognized expertise in a specific discipline, is able to provide an invaluable educational experience for students at Northwestern College, and has a strong commitment to the Christian liberal arts.

A Professor of Practice appointment can be part-time or full-time and may be utilized in any academic department. Because candidates for a Professor of Practice appointment are expected to have demonstrated mastery in their professional field, no rank (assistant, associate or full) will be associated with these appointments.

- A. The primary qualification for a Professor of Practice appointment is the professional experience of the candidate. Therefore, a Professor of Practice shall hold a professional degree in the field, or have earned equivalent stature by virtue of experience in the profession, and will have achieved all the required certifications necessary to practice in that field. Although the academic degree need not be the terminal degree in the field, Professors of Practice shall possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. (FHB 5.3.1.2).

In addition, a Professor of Practice will have, at a minimum, five years of professional experience in the field. Furthermore, a Professor of Practice will be able to successfully transfer this extensive experience into instruction, thereby clearly benefiting the students enrolled in the program(s) of the department in which the appointment is held.

- B. Professors of Practice will fulfill the stated expectations for teaching (FHB 6.3), service (FHB 6.4), and other responsibilities of faculty (FHB 6.6).

Professors of Practice will continue to be engaged with best practices of their professional field, will maintain familiarity with current scholarship of their discipline, will maintain memberships in relevant professional organizations, will continue to renew the certifications and credentials needed to practice in their field, and will remain up-to-date on developments and changes in their area of expertise. However, their duties do not include the expectation to engage in scholarly dissemination. In place of the dissemination of scholarship through publications they are expected to continue to practice professionally in their field, take on additional institutional service, and/or take on additional teaching.

- C. Professor of Practice appointments are at the discretion and approval of the Vice President for Academic Affairs upon the recommendation of the nominating Department or Program and the Divisional Academic Dean. The recommendation to have a Professor of Practice position in a department shall be initiated at the department level, in consultation with the Divisional Academic Dean.

That which constitutes “professional practice” is determined by each department and approved by Divisional Deans and the VPAA. This would include any minimal qualifications and specific expectations pertinent to the specific field of the Professor of Practice in addition to what is stated above in FHB 5.2.13.A and 5.2.13.B, as well as how many faculty positions within the department will be filled by Professors of Practice.

In the undergraduate departments, the number of Professors of Practice will not exceed the number of tenured and tenure track faculty members in any individual department. In departments where professors teach in graduate programs, the number of Professors of Practice may, with the approval of the Vice President for Academic Affairs, exceed the number of tenured and tenure track faculty.

- D. Professors of Practice have the same rights, responsibilities and privileges as all Northwestern professors, including policies concerning academic freedom (FHB 5.1), sabbatical leave applications (FHB 8.2), professional development funds (FHB 8.4), and service on committees.
- E. A Professor of Practice is appointed to a renewable term, typically for two years during the first six years, and then for six years thereafter, subject to satisfactory reviews during the second, fourth and sixth year at Northwestern, and every six years subsequently. A Professor of Practice is subject to the same review criteria and process used for non-tenure track, full-time faculty in the areas of teaching, service, active

Christian commitment, and mature integration of faith and the discipline, in accordance with FHB 7.1.3.2, and 7.2.2.4.3.

In case of a negative decision following the first six year review, the Professor of Practice shall be given a 1-year terminal contract.

By the time of the second six-year review (and all subsequent six year reviews), a Professor of Practice will have met or exceeded Accomplished in the areas of teaching and service. If teaching is at the Distinguished level, service may be at the Satisfactory level.

Following the second six-year review (and all subsequent six year reviews), if the performance of the Professor of Practice is not found to be satisfactory, the college shall give the professor a written statement of those areas in which significant improvement is necessary. Seriously unsatisfactory performance may warrant that the professor's next academic year be stipulated as a "warning year." After March 15 of that year the professor shall be reevaluated. During that year, the professor shall not be entitled to a salary increase. If the reevaluation is negative, the professor shall be given an opportunity to resign or to take early retirement. Should the professor not take either of these options, formal proceedings under academic due process, leading to vindication or penalties up to and including dismissal, shall be held. If the charges are upheld, the professor shall be given either a terminal-year contract or a 1-year severance payment.

F. A Professor of Practice who holds the proper academic credentials is eligible to apply for a tenure-track position if the following conditions are met:

1. The faculty member was originally hired as a result of a full national search.
2. The appointment is recommended by the academic department, the Vice President for Academic Affairs (VPAA), and a majority vote of the Faculty Status Committee (FSC).

In rare instances, the faculty member may be appointed without a full national search if the academic department, the VPAA, and the FSC all agree that it is in the best interest of the college and the students to do so, and if the academic department submits a written rationale to that effect.

Upon being appointed to a tenure track position, said professor can apply to the Faculty Status Committee for up to 5 years of service credit toward tenure and up to 4 years of service credit towards promotion. For each year of Northwestern College service one year of credit, up to a total of 5 years for tenure or 4 years for promotion, may be awarded. Toward the maximum of 5 years of credit for tenure or 4 years of credit for promotion, no more than 2 years of service credit from teaching prior to Northwestern College may be applied.

G. Terms of employment, including compensation, for a Professor of Practice appointment will be determined by giving primary consideration to the professional experience of the individual and will normally be within the customary range of faculty salaries at Northwestern College.

## **5.3 Academic Status and Rank**

### **5.3.1 Equivalencies and Past Service Credit**

#### **5.3.1.1 Equivalent Professional Attainment**

The usual terminal degree for faculty advancement is the doctorate in the faculty member's subject field. However, in certain disciplines the terminal degree expectations noted below shall be acceptable.

- A. Social Work – Master of Social Work required and/or Doctorate in Social Work or a related field and eligible for Social Work licensure in the State of Iowa
- B. Art and Communication Studies
  1. Doctorate for faculty members hired to teach primarily in theoretical areas (e.g., art history, communication theory)
  2. Master of Fine Arts for faculty members hired to teach primarily in studio or production areas
- C. Computer Science – Doctorate in computer science or master's in computer science in addition to a master's in a related subject field

- D. Business/Economics
  - 1. Business Education – Doctorate in business education or master's in business education in addition to a master's in a related field
  - 2. Business Administration – Doctorate in business administration
  - 3. Economics – Doctorate in economics
  - 4. Accounting – Master's in business administration, accounting or economics and certification as a certified public accountant
- E. Learning Assistance – Doctorate in a field related to learning assistance (e.g., developmental education, English) or a master's in developmental education or some aspect of developmental education such as reading in addition to an advanced degree in a subject field taught by the learning assistance discipline
- F. Theatre
  - 1. Doctorate for faculty hired primarily for teaching responsibilities in the areas of literature, history, theory and criticism
  - 2. Doctorate or Master of Fine Arts for faculty hired primarily for directing and acting responsibilities, including the teaching of directing and acting
  - 3. Master of Fine Arts for technical theatre, costuming and/or dance responsibilities, including teaching responsibilities in these areas
- G. Nursing – Ph.D. in Nursing or Doctorate in Nursing Practice or an earned doctorate in a related field (e.g. an Ed.D. in nursing education).

It is possible that a prospective faculty member may have earned academic credentials that differ from the terminal degree expectations noted above. Or in certain rare cases it may be necessary for the college to make exceptions to the stated terminal degree expectations on the basis of one or more factors such as the following:

- A. Demonstration of exceptional competence in past positions
- B. Unique past experiences
- C. Special requirements of a faculty position being filled
- D. Special appropriateness of the faculty member for employment at Northwestern College
- E. Scarcity of prospective faculty members in a given discipline

In such cases the Vice President for Academic Affairs shall petition the Faculty Status Committee for an exception. This exception shall be made only upon the unanimous agreement of the President, the Vice President for Academic Affairs (VPAA) and the majority of members of the Faculty Status Committee. The determination of this exception shall be made prior to the initial appointment contract, and the terms for such an exception shall be stated in writing in the contract.

### **5.3.1.2 Minimally Qualified Faculty**

As per the HLC's requirements for determining faculty qualifications ([http://download.hlcommission.org/FacultyGuidelines\\_2016\\_OPB.pdf](http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf)), all Northwestern faculty members (including adjuncts) who teach undergraduate courses should hold a degree at least one level above that of the program in which they are teaching. If a faculty member holds a master's degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching. Furthermore, all Northwestern faculty members (including adjuncts) who teach graduate courses should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

Alternatively, a faculty member may have a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member teaches, and this tested experience may substitute for an earned credential or portions thereof. In these situations, Northwestern shall have well-defined policies, procedures and documentation that demonstrate when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline."

### 5.3.1.3 Past Service Credit

- A. Rank of appointment and past service credit toward promotion and tenure will be determined by the Vice President for Academic Affairs (VPAA), in consultation with the President, at the time of a faculty member's appointment. The VPAA may award up to 2 years of past service credit toward promotion and tenure. Each year of full-time college teaching after the awarding of a terminal degree may be given one year of credit at the discretion of the VPAA and the President. Part-time college teaching and any college teaching prior to the awarding of a terminal degree will be prorated on the basis of two years elsewhere to one year of Northwestern credit, up to a maximum of two years credit. Experience as a graduate teaching assistant, a graduate research assistant, high school teaching or other professional experience shall not count toward tenure and promotion, although such experience may be taken into account for salary purposes. (FHB 10.2.1.1)
- B. Assistant professors who have been promoted to that rank automatically because of the completion of a terminal degree (FHB 5.3.3) can apply to the Faculty Status Committee for up to 5 years of service credit toward tenure and up to 4 years of service credit towards promotion. For each year of Northwestern College service one year of credit, up to a total of 5 years for tenure or 4 years for promotion, may be awarded. Toward the maximum of 5 years of credit for tenure or 4 years of credit for promotion, no more than 2 years of service credit from teaching prior to Northwestern College may be applied.
- C. The final decision on awarding credit shall be in the hands of the President. The faculty member shall have the option of accepting or not accepting credit for past service at other institutions.

### 5.3.2 Faculty Status without Rank or Tenure

The following positions have faculty status without rank or tenure:

- A. President of the College
- B. Vice President for Academic Affairs
- C. Dean of Faculty
- D. Director of the Library and the Senior Reference Librarian
- E. Dean of the Graduate School & Adult Learning
- F. Director of the Writing Center and the Writing Across the Curriculum Program
- G. Director of Global Education
- H. Director of the Franken Leadership Center

Heads of administrative departments may request that holders of positions other than the above be granted faculty status without rank or tenure. Requests shall be submitted to the Faculty Status Committee and justify the academic qualifications for and necessity of the requested status.

### 5.3.3 Faculty Ranks

Northwestern College seeks faculty who are well-prepared and qualified. A terminal degree is expected for all full-time, tenured positions. A master's degree is expected for all other teaching positions. Northwestern College is committed to hiring tenure-track faculty for established positions wherever possible. See FHB 5.3.1.1 for terminal degree equivalencies.

Each faculty member with rank is assigned to one of five faculty ranks: Adjunct Instructor, Instructor, Assistant Professor, Associate Professor, or Professor. Faculty members of every rank shall demonstrate a commitment to excellence in teaching, scholarship, and service to the institution and an active Christian commitment which informs their work. Commitment to teaching includes a commitment to student learning as outlined in Northwestern College's *Vision for Learning*.

#### Initial Assignments

- A. **Adjunct Instructor** – This rank is assigned to part-time, non-tenure track faculty members.
- B. **Instructor** – This rank is assigned to Class A and full-time faculty members without a terminal degree in the field they teach.
- C. **Assistant Professor** – This rank is assigned to faculty members who have completed a terminal degree in the field they teach.

- D. Higher faculty ranks carry, in addition to the terminal degree requirement, stronger prerequisites in terms of experience and performance in the areas of teaching, scholarship, and service. In cases where the new faculty member has significant teaching experience and/or scholarly achievement consistent with Northwestern College's expectations, a higher rank may be indicated. See FHB 5.3.1.3 on past service credit.
- E. **Professor of Practice** – This classification (without rank) is assigned to faculty members who will occupy a Professor of Practice appointment.

Upon completion of the terminal degree, an Instructor will automatically be promoted to Assistant Professor. The faculty member shall notify the Vice President for Academic Affairs of the completed degree in writing to initiate the promotion and consequential advancement in the salary system (to begin with the next paycheck).

### **5.3.4 Part-time Faculty Categories**

All contracts for part-time faculty employment shall be for a maximum period of one year with no promise of continued employment. Whether a part-time faculty member will be appointed to Class A, B, C, or D shall be determined on the basis of the responsibilities assigned. Appointment will generally be at the rank of Instructor for Class A and Adjunct Instructor for Classes B, C, and D. Review timetables and procedures pertaining to Class A, B, C, or D faculty are discussed in section 7.1.1.1.

#### **5.3.4.1 Class A**

Class A part-time faculty shall teach 20 credits per year or shall teach 18 credits with additional responsibilities such as academic advising or committee membership. They shall have faculty vote and are eligible for a pro-rated travel allocation. Salary will be pro-rated on the basis of a full-time salary for a faculty with equivalent credentials.

#### **5.3.4.2 Class B**

Class B part-time faculty shall teach 10-19 credits per year in a primarily face-to-face context with no responsibilities for academic advising or committee membership. They shall not have faculty vote. They shall conduct student evaluations for at least one course each semester of part-time employment. Salary is paid on a per-credit basis, at a rate that is one-third higher than Class C part-time faculty, assuming a minimum enrollment of 6 students per course. Mileage will be paid to those living outside Orange City and this reimbursement is a taxable benefit per IRS regulations.

#### **5.3.4.3 Class C**

Class C part-time faculty shall teach 9 or fewer credits per year in a primarily face-to-face context with no responsibilities for academic advising or committee membership. They shall not have faculty vote. They shall conduct student evaluations for at least one course each semester of part-time employment. Salary is paid on a per-credit basis, depending on achieved degrees, teaching experience, and class size. Mileage will be paid to those living outside Orange City and this reimbursement is a taxable benefit per IRS regulations.

#### **5.3.4.4 Class D**

Class D part-time faculty shall teach 19 or fewer credits per calendar year in the Graduate School & Adult Learning program. They will have no responsibilities for academic advising or committee membership. They shall not have faculty vote. They shall conduct student evaluations for all courses each semester of part-time employment. Salary is paid on a per-credit basis.

## **5.4 Faculty Personnel Policies**

### **5.4.1 Consensual Relationships Policy**

Consensual dating and romantic relationships between a member of the faculty and a student or between a supervisor and an employee or student worker carry risks of conflict of interest and abuse of power. In the collegiate setting such relationships may have the effect of undermining the atmosphere of trust on which



educational or institutional activities depend, diminishing a student's freedom of choice, or interfering with a subordinate's ability to choose freely in the relationship. Examples may include:

- ◆ A student or employee may feel forced into an unwanted relationship because he or she fears that refusal to enter or continue in a relationship will adversely affect his or her education or employment
- ◆ Conflicts of interest may arise when a supervisor, faculty member, or other college member is required to evaluate the work of or make personnel or academic decisions with respect to the person with whom he or she is involved
- ◆ A charge of sex discrimination could be brought by a peer of the student or employee if it is perceived that the subordinate person in the relationship has been given unwarranted benefits, such as higher grades or better evaluations
- ◆ A charge of sexual harassment against the person who has the "power" in the relationship could follow the termination of the relationship on "unfriendly" terms

Faculty and staff should consider seriously the exploitative possibilities that may be inherent in dating and romantic relationships. Because consent cannot be given freely in a situation where one person has power over another, dating and romantic relationships between the following are prohibited: faculty with currently enrolled students and students being recruited, supervisors with any person she/he supervises, or any other college employee with someone over whom she/he has a position of power or control. Faculty members in particular are under a special obligation to preserve the integrity of their relationships with students, and therefore are expected to maintain at all times the highest level of professionalism with students, whether or not any real or perceived authority over the student exists.

Consensual dating and romantic relationships between a member of the faculty and a current student, or between supervisors and those they supervise may be construed as, or may in fact be, harassment. Because a position of power or control exists in such relationships, "consent" is ambiguous. Therefore, if a charge of sexual harassment is subsequently lodged, it will be difficult to prove immunity on grounds of mutual consent, and may make one liable for a charge of sexual harassment or discrimination on the basis of sex.

In internal proceedings, the College will in general not be sympathetic to a defense based on consent when the situation is such that the accused had the power to affect the complainant's academic or employment status.

Consistent with the position of the Reformed Church in America (see summary at: <https://www.rca.org/homosexuality>), the college lifts up the Christian ideal of marriage between a man and a woman and contends that all sexual intimacy shall be within the bounds of such marriage. Romantic relationships between a married individual with someone other than one's spouse also violates standards of conduct for Northwestern College employees. Any faculty or staff member engaging in such conduct, regardless of issues of consent, will face appropriate disciplinary action up to and including termination.

#### **5.4.2 Harassment**

Northwestern College deplores harassment of any kind and will take aggressive action to eradicate such behavior in the work environment. Any incidents of this nature should be reported promptly to your supervisor or directly to the President.

#### **5.4.3 Title IX Sexual Assault & Discrimination Policy**

Northwestern College is committed to providing a working, learning, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex, which includes all forms of sexual misconduct. Sex discrimination is contrary to the standards of the college community, as it violates an individual's fundamental rights and dignity as a person made in the image of God. Northwestern College considers sex discrimination in all its forms to be a serious offense and it will not be tolerated. The college is dedicated to preventing and educating all students, faculty, and staff regarding all forms of sexual misconduct. This policy refers to all forms of sex discrimination, including but not limited to: unfair treatment based on sex, sexual harassment, hostile environment harassment, sexual assault, sexual misconduct, sexual exploitation, domestic violence, dating violence, and stalking by other students, employees, or third parties.

The Title IX policy describes how and who to report incidents of sexual harassment or sexual misconduct. All employees are expected to be familiar with their responsibilities in reporting such incidents. Detailed information about the policy, the Title IX Coordinator and other responsible employees is found at: <https://my.nwciowa.edu/ICS/Employees/>

#### **5.4.4 Mandatory Child Abuse Reporting**

Northwestern College (“NWC” or the “College”) strives to protect the welfare of minors on its campus. This includes minors who are on NWC’s campus or participating in off-campus College-sponsored programs. Consistent with Iowa Code 261.9, the purpose of this policy is to explain who is required to report child abuse, when child abuse reporting is required, and the process for reporting. The scope of this policy is intended to be broad, and any uncertainty about whether reporting is required should be resolved in favor of making a report.

##### **Who Must Report**

Any employee who in the scope of their responsibilities, examines, attends, counsels, or treats a child must report suspected physical or sexual abuse of a child. This includes all College employees, including, but not limited to, faculty, coaches, student employees, and staff (“College Reporters”). If you are not sure whether you are required to report, this policy encourages you to err on the side of caution and report. Proof that abuse has occurred is not required in order to be obligated to report.

Raising such concerns is a service to the College. The College depends on each individual to report potential or suspected violations of applicable laws and regulations. Failure to report known or suspected violations and crimes is itself a breach of the College’s ethical standards and can lead to discipline of employees and students, up to and including separation from the College. Reports made in good faith will not jeopardize the reporter’s position or employment, and retaliatory action against an employee for participation in making a good faith report of child abuse or aiding and assisting in an assessment of a child abuse report is prohibited.

##### **When To Report**

College Reporters must report child abuse when they see, know about, or reasonably suspect the abuse of a child. A report must be made as soon as practical, but no later than twenty-four hours after becoming aware of the suspected abuse. The types of abuse that are required to be reported under this policy include any physical or sexual abuse of a child.

**Child** means any person under the age of eighteen years.

**Physical abuse** means any non-accidental physical injury, or injury which is at variance with the history given of it, suffered by a child as the result of the acts or omissions of a person responsible for the care of the child. Common indicators could include unusual or unexplained burns, bruises, or fractures.

**Sexual abuse** means the commission of a sexual offense according to Iowa law, including rape, sexual assault, molestation, incest, indecent exposure, or exploitation of a child in a manner in which the child is used for gratification or sexual enjoyment by another person.

##### **Reporting Procedures**

In the event of an emergency, first call 911.

Suspected abuse must be reported first to

Department of Public Safety – Phone (515) 725-6010 or Email [dcinfo@dps.state.ia.us](mailto:dcinfo@dps.state.ia.us)

Then suspected abuse must be reported to any of the following Northwestern College individuals

- ◆ Director of Campus Safety & Security: Office (712) 707-7475 or Cell (712) 395-1077 or Email [andy.vanommeren@nwciowa.edu](mailto:andy.vanommeren@nwciowa.edu)
- ◆ Vice President for Student Life: Office (712) 707-7204 or Cell (484) 318-9063 or Email [julie.elliott@nwciowa.edu](mailto:julie.elliott@nwciowa.edu)
- ◆ Director of Human Resources: Office (712) 707-7224 or Cell (712) 441-4246 or Email [debfs@nwciowa.edu](mailto:debfs@nwciowa.edu)

When making a report of child abuse under this policy the College Reporter shall provide the following information to the best of their knowledge:

- ◆ Name of the alleged victim(s)
- ◆ Name of the alleged perpetrator(s)
- ◆ Time and date of the incident(s) being reported
- ◆ Location where the incident(s) occurred
- ◆ Any additional information supporting the allegation that misconduct has occurred

### **Mandatory Reporters Under Iowa Code 232.69**

It is possible that some College Reporters, as well as others who interact with minors who are on NWC's campus or participating in off-campus College-sponsored programs may be Mandatory Reporters of child abuse under Iowa Code §232.69. These individuals have additional responsibilities to report all forms of child abuse as described in Iowa Code §232.68(2). Under §232.69, Mandatory Reporters must report suspected abuse to the Department of Human Services. Child Abuse can be reported to the Department of Human Services by calling the toll-free child abuse reporting hotline 24 hours a day: 1-800-362-2178.

**The College encourages everybody, including those who are not Mandatory Reporters under Iowa Code §232.69, to report all forms of child abuse to the Department of Human Services in addition to reporting to the NWC individuals indicated above and the Department of Public Safety under this policy.**

#### **5.4.5 Drug Free Workplace**

The Northwestern College community faces many challenges as it attempts to facilitate the continued development among the individuals it encounters. One such challenge concerns the use or abuse of alcohol and drugs by employees. In an effort to encourage accountability among employees as well as to establish an additional support system we have prepared a document in accordance with the federal guidelines for the Drug Free Workplace Act and the Employee's Assistance Program. This information is found on the college intranet at <http://intranet.nwciowa.edu/dept/studentaffairs/drugfree.htm>

#### **5.4.6 Smoke Free Workplace**

In accordance with Iowa's Smoke-free Air Act, Northwestern's campus, including buildings and outdoor spaces, is required to be smoke free. Smoking is prohibited on our athletic fields, inside or outside of our buildings, on parking lots, or in a vehicle on one of our parking lots.

In addition, Northwestern College has chosen to be a tobacco-free campus and employees are prohibited from using any tobacco products while on college property. Employees are also prohibited from using products that simulate tobacco use, such as e-cigarettes and herbal chew.

#### **5.4.7 Faculty Substance Abuse Policy**

##### **Alcoholic Beverages**

The abuse of alcoholic beverages is contrary to biblical principles in which life, health and one's rational powers are sacred trusts, which must not willfully be destroyed or impaired. While recognizing Christian liberty, Northwestern has adopted a policy for all members of the campus community which calls for the discipline of complete abstinence on campus, at all on-campus and off-campus college events or while officially representing the college. Furthermore, it is against school policy to unlawfully possess, use or distribute any alcohol on school property or at any of its activities. Appropriate sanctions for violators shall be imposed by the administration. The sanctions will, at a minimum, be consistent with local, state and federal laws including, but not limited to referral for prosecution, required rehabilitation, suspension, and termination of employment.

##### **Abuse**

The use of illegal drugs and the misuse of prescribed and over-the-counter drugs are destructive of the welfare of our employees. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, except as directed on over-the-counter drugs or as prescribed by a medical doctor, is a violation of government regulations and college policy. Appropriate sanctions for violators will be imposed by the administration. The sanction will, at a minimum, be consistent with local state and federal laws including, but not limited to referral for prosecution, required rehabilitation, suspension and termination of employment.

**Reporting Substance Abuse**

Employees are required to report substance abuse in the workplace to the administration. By government regulation an employee will notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction. The college is then required to notify the appropriate agency within 10 days of receiving such notice and taking appropriate disciplinary action against an employee within 30 days of receiving such notice.

**Voluntary Rehabilitation**

If an employee who has been taking drugs or abusing alcohol seeks help from the college, the college reserves the right, within the law, to suspend normal sanctions. The difficulties of freeing oneself from the drug habit are well known, and it is the desire of the college to surround the person with the best possible support during the crucial period of withdrawal. Therefore, the employee shall be expected to accept such help as is determined necessary after consultation with the Dean of Christian Formation.

**5.4.8 Faculty Grievance Procedure**

It is the intent of Northwestern College to be fair and reasonable with all members of the administration, faculty and staff. However, situations may arise where some member may feel that a problem or problems have arisen or injustices have occurred that are not solvable through ordinary interpersonal discussion with either co-workers or supervisors.

If any person hired by Northwestern College has a question about interpretation or application of college policy or is in disagreement with a co-worker or a supervisor, that person may use the following procedure:

**Step 1 - The Immediate Supervisor**

The grievant shall arrange a conference to bring the concern or question to the attention of the immediate supervisor. If the initial conference does not provide satisfaction for the grievant or if the grievance is with the supervisor and is known to the supervisor, the grievant may submit the grievance in writing to the supervisor.

The supervisor shall provide a solution or an explanation in writing to the grievant within seven working days after receiving the written grievance. In the event that the solution or explanation is not acceptable to the grievant, then the grievant may proceed to step 2.

**Step 2 - The Vice President, Dean or Director**

The grievant may submit the grievance in written form to the appropriate vice president, dean or director within seven working days after receiving the supervisor's written response.

The vice president, dean or director shall investigate and provide a written solution or explanation to the grievant within seven working days. In the event that the solution or explanation is not acceptable to the grievant, then the grievant may proceed to step 3.

**Step 3 - The President**

The grievant may appeal the decision of the vice president, dean or director to the president in writing within seven working days after receiving the decision.

The president shall investigate and provide a solution or explanation to the grievant within seven working days. In the event that the solution or explanation from the president is not acceptable to the grievant, then the grievant may proceed to step 4.

**Step 4 - The Executive Committee of the Board**

The grievant may appeal finally to the executive committee of the board of trustees. The grievant has seven working days after receiving the president's response to submit a written request to the chair of the executive committee.

The executive committee shall investigate and provide a solution or explanation to the grievant. The decision of the executive committee of the board of trustees is final.

**The Role of the Affirmative Action Officer**

The affirmative action officer may be consulted by the grievant or the concerned members of the administration at any time in this process to elicit advice or to request that the officer assume the role of advocate, helper or mediator.

The affirmative action officer shall, upon receiving such a request from either party concerned, thoroughly review the case and then inform both parties what role the officer believes s/he can or should play in light of the specifics of the particular case. The opinion of the officer shall be given in writing to both parties in the case.

Regardless of the officer's decision as to role, it shall be the privilege of either party to request that the officer be present at any meetings between the parties as a witness to the discussions. If invited to be party to the case in any way, the officer shall review the case at each step and convey her/his opinions to the parties concerned in writing.

**Availability of the Grievance Procedure**

Use of this grievance procedure shall not be prejudicial toward the person exercising the privilege and no recrimination shall be taken against such a person by any member of the college community because of its use.

This grievance policy does not cover appeals of decisions concerning faculty tenure and promotion (FHB 7.6).

**5.4.9 Whistleblower Policy** Exec Committee of the Board of Trustees approved 7/28/09

Northwestern College (College) as a Christian institution is dedicated to the highest standards of ethical conduct, professionalism, and high quality in our education and administration. These concepts are consistent with the mission and expected in the behavior of each individual associated with the College.

The College encourages all employees (faculty, staff, student employees, and volunteers) to come forward with credible information on illegal practices or violations of College policies. Any individual is encouraged, in good faith, to report (1) a violation of law or government regulation, (2) a violation of College policy, (3) mismanagement, (4) misuse of College funds, (5) an abuse of authority, or (6) fraudulent or dishonest conduct. Examples of such include, but are not limited to:

- ♦ Violation of law or government regulation;
- ♦ False or misleading financial reporting;
- ♦ Unauthorized destruction, alteration or manipulation of College records (including computer files);
- ♦ Improper financial transaction, including kick backs or financial conflicts of interest;
- ♦ Submitting fraudulent or improper expense reports, for example, manipulation of expense report for business transportation, meals and lodging resulting in an unauthorized benefit;
- ♦ Authorizing or receiving compensation for goods not received or services not performed, for example, falsification of time sheets;
- ♦ Employee theft of College property or assets
- ♦ The use of College property, resources, or authority for personal gain or other non-College purposes except as provided under College policy.

**Reporting**

In order for the College to take necessary internal corrective action, an employee is encouraged to report, in writing, a disclosure of any activity described above to the College's legal counsel (see Contact Information section below). The disclosure should be factual and contain as much specific information as possible. If an employee is unwilling or unable to put a disclosure in writing, he/she should report the activity orally to the College's legal counsel (see Contact Information section below), who will prepare a written summary of the individual's disclosure, and provide a copy to the individual for accuracy and completeness.

All allegations will be investigated by the appropriate College official. All College employees are expected to fully cooperate in the investigation of the allegations. The appropriate corrective action, up to and including termination, will be administered if the investigation finds that an employee engaged in activity as described above.

**Confidentiality**

Individuals who report, in good faith, possible activity as described above will be accorded confidentiality and/or anonymity to the extent possible under state and federal law throughout the investigation.

**Protection from Retaliation**

The College will protect any employee from retaliation who, in good faith, reports any of the above described activity. Retaliation may include but is not limited to adverse employment action, discrimination, harassment, poor work assignments, and/or threats of physical harm.

Any employee who believes that he or she has been the victim of retaliation for reporting an activity as described above or participating in a proceeding related to such an activity should file a complaint with the College's legal counsel (see Contact Information section below). All complaints will be investigated promptly and with discretion, and all information obtained will be handled on a "need to know" basis. At the conclusion of the investigation, if it is determined that retaliation has occurred, appropriate corrective action will be taken with respect to the employee to whom retaliation has occurred and appropriate disciplinary action, up to and including termination, will be taken against the employee(s) found to have retaliated.

**False Allegations**

Any employee who knowingly makes false allegations of alleged activity as described above will be subject to corrective action, up to and including termination of employment, in accordance with College policies.

**Contact Information**

Klay, Veldhuizen, Bindner, De Jong, De Jong, & Halverson, P.L.C.

Brad De Jong

121 Albany Avenue NE

PO Box 405

Orange City, IA 51041

Phone number: 712-737-4851

Email address: bkdejong@klaylaw.com

**5.4.10 Record Retention and Destruction Policy** (Exec Committee of the Board of Trustees approved 7/28/09 )

The records of Northwestern College (College) are important assets. The College must retain records for not only their immediate or current use, but for historical reference or to comply with contractual or legal requirements. Records and documents covered by this policy includes paper, electronic files (including e-mail) and voicemail records regardless of where the document is stored, including network servers, desktop or laptop computers and handheld computers and other wireless devices with text messaging capabilities.

The law requires the College to maintain certain types of business records for specified periods of time. Failure to retain those records for those minimum periods could subject the employee and the College to penalties and fines, cause the loss of rights, obstruct justice, spoil potential evidence in a lawsuit, place the College in contempt of court, or seriously disadvantage the College in litigation. If the employee has any questions as to whether or not to destroy a record, please call the VP for Financial Affairs for clarification.

The College expects all employees to fully comply with the retention schedule listed below. If records are relevant to litigation, or potential litigation (i.e., a dispute that could result in litigation), then those records must be preserved until the VP for Financial Affairs and/or General Counsel determines the records are no longer needed. That exception supersedes the retention schedule for those records.

Failure to comply with this Record Retention and Destruction Policy may result in disciplinary action against the employee, including suspension or termination. Questions about this policy should be referred to the VP for Financial Affairs who is in charge of administering and enforcing this policy.

In order to eliminate accidental or innocent destruction, the College has the following document retention schedule:

<b>Type of Document</b>	<b>Retention Period</b>
Accounts receivable and payable ledgers and schedules	7 years
Annual audited financial statements, audit reports, general ledgers, internal audit reports, trial balance journals	Permanently
Articles of Incorporation, Charter, Bylaws, minutes and other incorporation records	Permanently
Bank reconciliation	5 years
Bank statements, deposit records, electronic fund transfer documents, and cancelled checks	5 years
Benefit reports and rosters (health, flex, life, etc)	8 years
Budgets	7 years
Chart of accounts	Permanently
Contracts (still in effect)	Permanently
Contracts, mortgages, notes and leases (expired)	10 years
Correspondence (general)	3 years
Correspondence (legal and important matters)	Permanently
Correspondence (with customers and vendors)	5 years
Deeds, mortgages, and bills of sales	Permanently
Depreciation schedules	Permanently
Documents relating to exempt status	Permanently
Donations and funded grants	7 years
Duplicate deposit slips	2 years
Employment applications	3 years from making the record/personnel action
Insurance policies, records, current accident reports, claims (still in effect)	Permanently
Insurance policies, records, accident reports, claims (expired)	7 years
Interdepartmental charges	3 years
Inventory records	7 years
Invoices (to customers, from vendors) and purchase orders	7 years
Journal entries	7 years
OSHA logs	5 years
Payroll records, timesheets, garnishments, withholding tax statements	10 years
Personnel files (employee demographic information and compensation records)	10 years
Personnel files (I-9's)	10 years after date of hire or 1 year after termination
Personnel files (payroll records and summaries including records related to employee's leave)	10 years
Personnel files (terminated employees)	10 years after termination
Press releases	Permanently
Retirement and pension records including Summary Plan Descriptions (ERISA)	Permanently
Student billing sheets	5 years
Student loan rosters	7 years

Type of Document	Retention Period
Student loan promissory note and related documents	10 years from date loan is assigned, canceled or repaid
Tax returns and worksheets	Permanently
Trademark registrations and copyrights, patents and related papers	Permanently
Workers compensation documentation	10 years after 1st closure

### **Record Destruction**

After observance of the appropriate retention period shown above, the aged documents will be destroyed in accordance with a regular, systematic method of destruction established by the VP for Financial Affairs.

#### **5.4.11 Employment of Minors**

As a general policy, employees of Northwestern College must be 18 years of age or older and no one under the age of 16 may be employed. A “minor” is defined as any individual under the age of 18.

Supervisors should be aware that certain employment restrictions apply to minors. These include:

Minors age 17 and under are restricted in the number of hours they may work in a day and week. Restrictions on hours worked vary depending upon the minor’s age and whether work is performed on a school day or non-school day.

Minors of any age are not permitted to work under the direct or indirect supervision of a relative.

Employees under 18 years of age are prohibited by law from performing certain types of work deemed hazardous, such as:

- ◆ Roofing or excavation operations.
- ◆ Occupations involving the operation of hoisting apparatus or power-driven tools or machinery (including lawn mowers).
- ◆ The operation of motor vehicles or service as helpers on such vehicles.
- ◆ Construction (including building trades).
- ◆ Spray painting.
- ◆ Operation of weed eater or floor machines and window cleaning above the second floor.
- ◆ Jobs involving exposure to hazardous materials.

If a supervisor is seeking to offer employment to a minor, prior to the offer he/she must contact the Director of Human Resources.

## **6. FACULTY RESPONSIBILITIES**

The faculty of Northwestern College is charged by the Reformed Church in America to carry out the mission of Christian liberal arts higher education through quality teaching, active scholarship, and effective institutional service. Individual faculty members are also part of a larger learning community that includes students, staff, administration, and other constituents. As members of this larger learning community, faculty participate in the whole life of the college.

### **6.1 Point System**

To facilitate a healthy balance of responsibilities, Northwestern College uses a point system to assign credit to faculty work in teaching, scholarship, and service.

#### **6.1.1 Standard Point Distribution**

Credit for faculty work will be based on a 40-point system with each point corresponding (roughly) to an average of one hour of work per week. Under this system, the expectation is that each faculty member will spend, on average,



30 points per week teaching or in FHB-designated equivalent assignments (1.25 points/credit),  
5 points per week in academic research or other scholarly activity, and  
5 points per week involved in institutional service.

## **6.1.2 Variations in Point Distribution**

The point system is based on the premise that each faculty member ought to have a reasonable opportunity to establish an individualized set of assignments for a given year that maximizes the benefits of the individual's special abilities and interests. Variations in the standard 30-5-5 point breakdown will be addressed through individualized contracts, banked points, or overload pay as specified below.

### **6.1.2.1 Individualized Faculty Contracts**

The general rule to be followed in any individual contract that deviates from the "normal" assignment is that the "increase" in an assignment in one of the three major areas of responsibility shall approximately equal the corresponding "decrease" in responsibility in a second major area in terms of anticipated time commitment.

Faculty on individualized contracts, as well as full-time employees with shared faculty (half-time or more) and staff responsibilities, are still expected to focus on teaching as their primary responsibility; to participate in student recruiting and advising, faculty meetings, and other basic service responsibilities; and to produce scholarly work at a level consistent with rank even if they were not required to have a particular scholarly project during any given year or years.

#### **6.1.2.1.1 Individualized Contract for Teaching Emphasis**

- A. A faculty member shall teach additional credits during the year.
- B. The corresponding "decrease" shall be in institutional service and/or in scholarship during this academic year.

#### **6.1.2.1.2 Individualized Contract for Scholarship Emphasis**

- A. A faculty member shall conduct significant research that will culminate in a publication, a performance, a presentation, or other acceptable form of dissemination that will have a professional impact beyond Northwestern College's campus.
- B. The corresponding "decrease" shall be 5 combined points of institutional service and/or teaching during this academic year.

#### **6.1.2.1.3 Individualized Contract for Institutional Service Emphasis**

- A. A faculty member shall be assigned additional service responsibilities.
- B. The corresponding "decrease" shall be in teaching and/or in scholarship during this academic year.

#### **6.1.2.1.4 Procedures for Implementing Individualized Faculty Contracts**

Each faculty contract for the next academic year shall indicate which of the four options, the normal or the three individualized assignments, is in effect for that coming year. Such designations shall be based on the information contained in the faculty assignment form that must be completed by each full-time faculty member, in consultation with the department chair, prior to finalization of the schedule of courses for the next academic year.

### **6.1.2.2 Banked Points and Overload Pay**

In some cases, faculty members may need or prefer to bank teaching or service overloads or accept overload pay rather than develop an individualized contract. Service loads in particular may change mid-year with the addition of a task force or work group assignment, and teaching rotations may lead to a slight imbalance in the annual teaching load. When not already covered in an individualized contract, such overloads will be addressed in the following ways:

- A. An overload in service will be banked for application to service credit in any of the next 4 years.
- B. An overload in teaching will lead to, at the discretion of the faculty member:
  - 1. an equivalent reduction in teaching load, normally the next year or
  - 2. overload pay at the adjunct rate
- C. The maximum allowable annual overload is 3 points; overloads beyond that must be accompanied by concurrent reductions in another area and spelled out in an individualized contract.

## 6.2 Scholarship

### 6.2.1 Introduction

Members of communities of scholars within their own disciplines, faculty are expected to actively participate in those communities by producing scholarly work. Such work also informs teaching, models lifelong learning, and assists in effective mentoring of students.

Scholarly work appropriate to a particular field includes a wide range of activities. While peer-reviewed scholarship is ideal, a variety of other publications, presentations, and performances with external dissemination are appropriate.

Other forms of professional involvement that have an impact beyond Northwestern's campus also fit in the category of scholarly work, including activities such as chairing a session or serving on a panel at a professional meeting, holding an office or performing another leadership role in a professional organization, and serving as a professional consultant.

### 6.2.2 Evaluation of Scholarly and Equivalent Productivity

The evaluation of scholarly and equivalent professional productivity (e.g., research, presentation, publication, performance, adjudication, and other creative work) will always be somewhat subjective. Additionally, standards for such evaluation differ somewhat between and even within the scholarly disciplines. The temptation to quantify such productivity, as in neat formulas such as 10 published book reviews = 4 published articles = 1 book, is therefore intentionally avoided. The additional temptation to establish scholarship equivalencies in the arts, where performance and presentation are often emphasized instead of traditional scholarship, is also intentionally avoided.

The following general guidelines for the evaluation of scholarship are offered:

- A. Virtually without exception, the foundation for scholarship expected of full-time faculty will be completion of a terminal degree or degrees appropriate to the faculty member's discipline. Faculty who have not completed the appropriate degree(s) should give this form of scholarship their highest priority.
- B. Beyond terminal degree expectations, scholarly or equivalent productivity will normally be expected of all full-time faculty. The level of productivity expected, however, may differ by
  - 1. faculty rank or rank sought, and
  - 2. type of individualized contract in a given year.
- C. Scholarly or equivalent productivity will also be expected of full-time employees with shared faculty (half-time or more) and staff responsibilities.
- D. Scholarship is understood in inclusive rather than exclusive terms. Artistic and other creative productions and presentations are to be considered on a par with traditional scholarship.
- E. Both quality and quantity of scholarly or equivalent productivity shall be considered, as opposed to quantity only. The minimal criterion, however, shall be demonstration of some as opposed to no such productivity.
- F. Original performances and productions, work based on primary research, and other original scholarship will be viewed as having greater merit than adjudicating or reviewing the work of others, although the latter is to be included as scholarship.
- G. Professionally evaluated, refereed, or juried work is to be given higher status than work not so evaluated.
- H. Presentations for professional audiences are to be given higher status than those presented to or for lay audiences. Work presented to or for a national or international audience has highest status, followed by regional, state, and local presentations.
- I. Where appropriate, scholarship demonstrating integration of Christian faith and principles within the discipline is preferred.

- J. While some overlap exists in the three areas of service expected at Northwestern (teaching, scholarship, institutional service), work produced and research done primarily to fulfill one's basic teaching or teaching equivalency requirements, or one's basic institutional service expectations, is not to be counted as scholarship.

## 6.3 Teaching

### 6.3.1 Introduction

Teaching is the most important responsibility of Northwestern College faculty. All faculty are expected to strive for excellence in their teaching so that students can acquire the breadth and depth of learning promised in *Vision for Learning*. Excellent teaching assumes relationships between faculty and students that stimulate intellectual curiosity and deep learning. Thus, the role of teacher is multi-faceted, including instructor, counselor, and advisor. Excellent teaching creates opportunities for learning and growth, supports students in and outside the classroom, engages the discipline, leads students to understand and seek out meaningful ways to integrate faith and learning as appropriate to the course and to the discipline. Excellent teaching is focused on learning and employs strategies for course design and delivery that enhance student learning.

### 6.3.2 Normal Teaching Load

#### 6.3.2.1 Normal Teaching Assignment for Lecture Courses

For lecture courses the normal teaching load shall be 12 credit hours per semester, comprised of three 4-credit courses or a combination of 1, 2, 3, or 4-credit courses.

#### 6.3.2.2 Equivalencies for Other Teaching Responsibilities

For teaching responsibilities other than lecture courses, credit equivalencies are calculated on the basis of an assumption that on the average a given 4-credit lecture course demands 10 clock hours per week (16 weeks) of total faculty time and a 2-credit lecture course 10 hours per week (8 weeks). These assumptions lead to the following guidelines for the calculation of teaching load equivalencies in non-lecture courses:

2.5 clock hours per week for 16 weeks = 1 credit hour  
 2.5 clock hours per week for 8 weeks = 0.50 credit hour

#### 6.3.2.3 Teaching Load Equivalencies by Department

##### A. Kinesiology

One (8-week) 1-credit activity course = 1 cr  
 Department chairperson = 4 cr/yr + 4 service points

##### B. Music

Three (12-week) ½-hour private lessons = 1 cr  
 Band, a cappella choir (16-week) = 4 cr  
 Music Secondary ensembles (16-week) = 1.50 cr  
 Department chairperson = 4 cr/yr + 4 service points  
 Directing musical theatre production = 1 cr  
 Music Theory Lab = 1.25 per section  
 Methods Courses = 1.50 cr  
 Chamber Ensembles = 1 cr per semester  
 Chamber Orchestra = 2 cr per semester

##### C. Natural Science

90-minute laboratory = 0.75 cr  
 Prep for 90-minute laboratory = 0.25 cr  
 3-hour laboratory = 1.50 cr  
 Prep for 3-hour laboratory = 0.50 cr

<b>D. Art</b>	
One (16-week) 2-credit studio course	= 2 cr
One (16-week) 4-credit studio course	= 4 cr
<b>E. Theatre</b>	
Drama Ministries Ensemble (16-week)	= 3 cr
Theatre Production Ensemble (16-week)	= 3 cr
(includes Producership of season)	
Direction of one major theatre production	= 4 cr
Design for one major theatre production	= 2 cr
Technical Direction of season (16 week)	= 6 cr
<b>F. Education</b>	
Director of teacher education program	= 4 cr/sem (8 cr/yr)
(Education Department Chairperson)	
Supervision of student teachers	= 1/14 cr/wk supervision
Placement of K-12 student teachers	= 2 cr/sem (4 cr/yr)
Performance-based Teacher Education	= 3 cr/sem (6 cr/yr)
Licensure Agent	= 2 cr/sem (4 cr/yr)+summer stipend
Multicultural Coordinator	= 1 cr/sem (2 cr/yr)
Secondary Education Coordinator	= 2 cr/sem (4 cr/yr)
Supervision of Course Practicum of 25 hours or more (EDU 229, 230, 300 & 301)	= 1 cr/semester
<b>G. Social Work</b>	
Director of social work program	= 6 cr/yr
(Social Work Department Chairperson)	
Director of field and supervision in field placement	= 6 cr/yr
<b>H. Communications Studies/English</b>	
Supervision of 8 practicum students	= 0.50 cr
Supervisor of 2-credit practicum	
in TESL/Spanish	= 0.25 cr/student
Beacon Advisor	= 2 cr/sem
Spectrum Advisor	= 1 cr
<b>I. Directed Studies or Honors Research Projects</b>	
Supervision of one 2-credit study or project	= 0.25 cr
Supervision of one 4-credit study or project	= 0.50 cr
<b>J. Discipline Field Experience Courses</b>	
Supervision of one 4-credit field course	= 0.25 cr
Supervision of one 2-credit field course	= 0.125 cr
<b>K. Discipline Internships</b>	
Supervision of one 8-credit internship	= 0.25 cr
<b>L. Nursing</b>	
Department chairperson	=15 cr/yr + 5 service points
Course with clinical component	= 2.5-3/ course cr hr
Course with lab component	= 2.5/ course cr hr
Course with practicum component	= 2.5/ course cr hr
<b>M. Business</b>	
Department chairperson	= 8 cr/yr
<b>N. Modern Foreign Languages</b>	
Department chairperson	= 3 cr/yr + 2 service points

#### **O. MS Physician Assistant Studies**

Program director	=6 cr/term
Assessment coordinator	=2 cr/term
Academic coordinator	=4 cr/term
Admissions coordinator	=2 cr/term
Clinical coordinator	=2 cr/term
Research coordinator	=2 cr/term
Simulation coordinator	=1 cr/term
Remediator	= 2 cr/term
4-hour laboratory	= 2.0 cr
Prep for 4-hour laboratory	= 0.5 cr
2.5 cr clinical rotations	= 1 cr
6-hour Anatomy laboratory	= 3 cr
Prep for Anatomy laboratory	= 1 cr

#### **P. MS Athletic Training**

Program director	=12 cr/yr
Clinical coordinator	=7 cr/yr
Course with clinical component	= 1 cr /1 course cr hr
3-hour laboratory	= 1.5 cr
Prep for 3-hour laboratory	=.5 cr

### **6.4 Institutional Service**

#### **6.4.1 Introduction**

Service to the institution is also a critical responsibility for faculty members. Institutional service includes cooperative and effective work in student recruiting; in student advising; in academic department; on faculty committees, task forces, and work groups; and/or in other duties assigned by the Vice President for Academic Affairs (VPAA).

Service can also include other leadership roles on campus such as organizing faculty/staff reading groups, active participation in faculty interviews, and participation in Spring Service projects.

#### **6.4.2 Institutional Service Requirements**

- A. Faculty members shall serve as the primary academic advisors for all students with declared majors. It is understood that advising responsibilities shall include such duties as: assisting in student recruiting, assisting students in the course registration process, monitoring the academic progress of advisees, and assisting students to make informed choices about academic, extra-curricular, and career matters.
- B. For full-time time employees with shared faculty (half-time or more) and staff responsibilities, service roles (e.g., committee service) filled through the staff portion of the position shall count toward faculty service responsibilities.
- C. The VPAA in consultation with the Faculty Status Committee may assign or revise the amount of credit awarded for institutional service on a case by case basis.

#### **6.4.3 Credit for Committee Service**

A. Academic Affairs	3 points
B. Academic Program Assessment	3 points
C. Deans Council	2 points
D. Faculty Development	3 points
E. Faculty Status	5 points
F. Northwestern Core	3 points
G. Institutional Analysis	2 points
H. Multiethnic Resource	2 points
I. Retention	2 points
J. Strategic Planning	2 points
K. Quality Assurance	2 points

#### **6.4.4 Credit for Work Group and Task Force Service**

- A. Credit for work group service is assigned by the VPAA on an annual basis depending on the workload of the group in any given year - Usually 0.5 to 2 points.
- B. Task forces shall generally be limited to the summer months, with stipend. If a task force should meet during the school year, the faculty members shall receive institutional service credit assigned by the VPAA in consultation with the Deans Council.

#### **6.4.5 Credit for Individual Assignments (non-departmental)**

- |  |                      |
|--|----------------------|
| A. Director of Assessment              | 5 points + 4 credits |
| B. Director of the Northwestern Core   | 5 points + 8 credits |
| C. Director(s) of the Honors Program   | 3 points             |
| D. Faculty Athletic Representative     | 2 points             |
| E. Faculty President                   | 0.5 point            |
| F. Faculty Representative to the Board | 2 points             |
| G. Faculty Representative to the SGA   | 1 point              |
| H. Faculty Secretary                   | 2 points             |

#### **6.4.6 Credit for Departmental Service**

- |  |  |
|--|--|
| A. Advising 1 to 5 students                    | 0 points   |
| B. Advising 6 to 10 students                   | 0.5 points                                       |
| C. Advising 11 to 15 students                  | 1 point  |
| D. Advising 16 to 20 students                  | 1.5 points                                       |
| E. Advising 21 to 25 students                  | 2 points   |
| F. Advising 26 to 30 students                  | 2.5 points                                       |
| G. Advising 31 to 35 students                  | 3 points (+ 0.5 points per 5 advisees beyond 35) |
| H. Departmental Assessment                     | 2 points   |
| I. Chair of Humanities                         | 0.5 points                                       |
| J. Chairs of ART, COM, CSC, HIS, PHI, PSC, SOC | 2 points   |
| K. Chair of MFL                                | 2 points + 3 credits                             |
| L. Chairs of CHE, MAT/PHY, PSY, BTS            | 3 points   |
| M. Chair of BUS                                | 0 points + 8 credits                             |
| N. Chairs of MUS, KIN                          | 4 points + 4 credits                             |
| O. Chairs of BIO, ENG, THE                     | 5 points   |
| P. Chair of SWK                                | 0 points + 6 credits                             |
| Q. Chair of EDU                                | 0 points + 8 credits                             |
| R. Chair of NUR                                | 5 points + 15 credits                            |

#### **6.5 Monitoring Faculty Loads**

The Vice President for Academic Affairs will monitor faculty service reports for consistency with contract expectations, with follow up if necessary.

#### **6.6 Other Responsibilities for Faculty**

##### **6.6.1 Faculty Meetings**

All full-time faculty shall attend faculty meetings unless there are irreconcilable scheduling conflicts with other college obligations.

##### **6.6.2 Chapel Services**

Faculty shall attend the chapel services held daily under the direction of the Dean of Christian Formation.

### **6.6.3 Official College Events**

Faculty members shall participate in the fall faculty workshop preceding the opening of school. They shall attend the autumn convocation officially opening the school year, the honors convocation, the baccalaureate service and the commencement exercises. The traditional academic procession, requiring full academic regalia, shall be part of these events. If absence is unavoidable, the faculty member shall submit a written request for excuse to the Vice President for Academic Affairs.

Faculty shall not only be welcome at all college events, including mixers, alumni gatherings, student concerts and recitals, drama productions, athletic events and many other activities but their presence is eagerly sought. Student-faculty contacts in such contexts greatly benefit both within the campus community. Except as otherwise specified, the faculty ID's shall be sufficient to admit faculty members, their spouses and dependent children.

### **6.6.4 Chaperoning Student Activities**

Advisors who are appointed by the administration or elected by student organizations shall accept as part of their responsibility acting as chaperones for campus events sponsored by them. The chaperone shall be present throughout the entire event and act as representative of the administration in seeing that the policies and regulations of the college are observed. This shall include supervision of cleanup and the return of equipment. If the advisor is unable to attend, another faculty member may substitute, the advisor informing the Vice President for Student Life in advance of the change.

## **6.7 Faculty Responsibility in the Summer**

Faculty on 9-month contracts shall not be called upon to perform college duties during the summer (mid-May to mid-August), which are normally part of their 9-month responsibilities except that faculty members are expected to participate in the summer orientation/registration days.

## **6.8 Confidentiality**

In the course of their work, faculty have access to confidential information regarding students, staff, and other faculty members. Northwestern employees are not permitted to share this information without express verbal or written consent.

Student directory information is intended only for the internal campus community. By logging in to MyNWC, faculty have access to information including name, campus email, mailbox, major, class, residence hall, room number, cell phone, and hometown address. While this information is not protected by FERPA, it should not be shared outside of campus without the student's permission.

Faculty are also prohibited from divulging confidential information about fellow employees. Personal contact information such as home address or phone number, and employment details such as salary are to remain confidential.

## **7. FACULTY EVALUATION**

### **7.1 Review Procedures**

#### **7.1.1 Review Timetable**

Reviews will normally be conducted according to the timelines established in this section of the handbook (7.1.1). Reviews may be conducted prior to the timing of the normal schedule in the event that the Faculty Status Committee (FSC) and the Vice President for Academic Affairs (VPAA) or Dean of the Graduate School & Adult Learning (DGSAL) agree that there is sufficient concern about the faculty member's performance to merit such review.

#### **7.1.1.1 Review Timetable and Process for Part-Time Faculty**

- A. Class A faculty with a continuing series of 1-year appointments shall be evaluated on the same time table using the same process and criteria for teaching as full time faculty at the equivalent rank (FHB 7.1.3). Class A faculty members with institutional service responsibilities will also be evaluated using the same criteria for service as full time faculty at the equivalent rank.
- B. Other part-time faculty and those staff members who have teaching responsibilities shall also have their teaching evaluated on a 2-, 4-, and 6-year basis and every 6 years thereafter. For the 6-year and subsequent reviews (or in the event that concerns were noted in an earlier review), the FSC shall also review the course evaluations and may choose to conduct a more detailed review.
  - 1. For reviews of part-time faculty teaching in traditional undergraduate programs, the chairperson of the relevant department (or a faculty colleague designated by the chair) will conduct an evaluation and send a summary report to the VPAA and the FSC. Such evaluations shall consist of one or more classroom visits, a review of the syllabi, assignments, and course evaluations, and an interview with the instructor.
  - 2. For reviews of part-time faculty teaching in graduate and adult learning programs, the program director and the Graduate & Adult Learning Quality Assurance Committee will conduct a peer review of archived courses in the learning management system, according to the regular review schedule. The Quality Assurance Committee will submit their review to the program director. The program director will send a summary report to the DGSAL and the FSC. If no program director exists for the respective academic program, the department chair will carry out the review responsibilities described for the program director.

#### **7.1.1.2 Review Timetable for Full-Time Faculty**

Normally, full-time faculty shall be carefully evaluated by means of 2-year, 4-year, and 6-year reviews. For those hired with prior service credit, the review schedule may vary. After the 6-year or tenure review, subsequent reviews shall normally occur every 6 years. The composite results of each evaluation shall be made known to the faculty member by the VPAA (see FHB 7.1.2.1).

##### **7.1.1.2.1 Two and Four Year Reviews Prior to Tenure Evaluation**

The normal probationary period for full time faculty members is six years of full-time service and each faculty member shall be carefully evaluated prior to their tenure review by means of 2-year and 4-year reviews.

##### **7.1.1.2.2 Tenure Reviews**

- A. Notification of upcoming tenure review shall be made to the candidate by the Faculty Status Committee (FSC) by the end of the fifth year with the review taking place in the sixth year and tenure taking effect in year seven if granted. In case of a negative decision, the professor shall be given a 1-year terminal contract.
- B. Faculty members with terminal degrees may request, with no penalty, an automatic extension so that the evaluation for tenure occurs in year seven. Tenure would be effective in year eight if granted. In case of a negative decision, the professor shall be given a 1-year terminal contract.
- C. An Instructor who has not completed the terminal degree by the time of tenure review shall still be reviewed but is not eligible for tenure. In such cases, the FSC and the VPAA or the DGSAL shall each recommend one of the following options:
  - 1. Continuation of employment with a 3-year extension of the tenure clock. To be eligible for this option, the faculty member must:
    - a. Be able to show consistent progress toward the terminal degree relative to the plan accepted as part of the initial contract (FHB 5.2.4.I). Such progress will be reflected in the faculty member's annual service reports.
    - b. Be ABD or the equivalent.
    - c. Meet all the requirements expected at tenure review in the areas of teaching, scholarship, service, and Christian commitment (FHB 7.3.3.1).



- d. Present a revised plan for completion of the terminal degree, and gain approval for the plan by the department, the FSC and the VPAA or the DGSAL.

Tenure review will occur during the academic year following the receipt of the terminal degree. If the terminal degree is not completed within the 3-year time frame, a terminal 1-year contract will be offered.

2. Continuation of employment with a change in status to position of Instructor (non-tenure-track). For this to be an option, the following conditions must be met:
  - a. The faculty member meets all the requirements expected at a 6-year non-tenure track review.
  - b. The department supports the change in status and agrees that completion of the terminal degree is unlikely.
  - c. The result of a recent (within the past three years) national search for a comparable position in the same department has demonstrated that a better-qualified candidate could not be hired. In the absence of a recent search, the faculty member may be offered a 1-year non-tenure-track position. During this year, a search to fill the position with a tenure-eligible individual will be completed.

A faculty member with such a change in status who later completes the terminal degree will be promoted to Assistant Professor and will be eligible for tenure review after two additional years of service. The faculty member shall notify the VPAA or the DGSAL of the completed degree in writing to initiate the promotion and consequential advancement in the salary system (to begin with the next paycheck).

3. Denial of tenure. In this case, a terminal one-year contract will be offered.

In the event of differing recommendations, the Vice President for Academic Affairs will make the final decision, choosing from among the three options listed above.

It is conceivable that in certain rare cases, circumstances (e.g. a serious family or personal crisis) may make it impossible for a faculty member to fulfill the terminal degree expectations during the 3-year extension described above. In such cases, the faculty member may petition for a longer extension. The procedure for making such exceptions shall be as follows:

The FSC and the VPAA or the DGSAL shall each make a recommendation to the Vice President for Academic Affairs who shall make the final decision.

- D. The college may credit up to two years of full-time teaching at other institutions of higher learning toward the probationary period for tenure. Thus in certain cases the tenure decision may be made as early as the end of the fourth year at Northwestern.
- E. Leaves of absence for non-tenured faculty shall not count as part of the probationary period, with the following exceptions:
  1. The professor is on a faculty exchange program approved by the college.
  2. It is stipulated in the leave of absence letter that the leave shall count.

#### **7.1.1.2.3 Post Tenure Reviews**

The effectiveness of the tenured professor shall be reviewed regularly by the FSC and the VPAA or the DGSAL. The word "regularly" shall be interpreted normally as each sixth anniversary of the year tenure was granted, with exceptions being made for a faculty member on sabbatical leave, or one having had a recent review for promotion. If such a review has occurred, a period of six years shall normally transpire before the next "tenured faculty" review.

#### **7.1.1.2.4 Promotion Reviews**

- A. The promotion of a faculty member shall be according to the requirements for the full-time ranks in FHB 7.1.3. The minimum period of time in each rank shall mark the normal time for consideration for promotion. It is understood that promotion is not automatic upon the passage of

the minimum number of years normally required in a given rank. High quality of performance is a prerequisite for any promotion.

- B. Class A part-time faculty members with the ranks listed in FHB 5.3.3 shall be eligible for promotion (or demotion, in cases of unacceptable performance) while serving in a Class A capacity. Class A part-time service credit shall be granted on the basis of one year of credit for each two years served. If a Class A part-time faculty member accepts a full-time faculty appointment, the accumulated part-time credit shall carry over on the same basis toward full-time promotion. (see FHB 7.1.1.2.2.D, 7.1.1.2.2.E for tenure credit) Class B part-time faculty are not eligible for promotion.
- C. If denied promotion in the first review, the faculty member shall be offered review again in two years.
- D. After two promotion denials for the same rank, further reviews shall coincide with the 6-year post-tenure review.
- E. Any faculty member, notified of promotion review, may postpone that review for two years. Such withdrawal from consideration for promotion shall not prejudice subsequent reviews for promotion. When a faculty member voluntarily postpones a promotion review, subsequent review for promotion will be scheduled
  - 1. in two years and will be mandatory, unless
  - 2. promotion has been denied twice, in which case the faculty member may decline any further promotion reviews.

## **7.1.2 Review Process**

### **7.1.2.1 Overview of Review Process**

Faculty under review whose primary appointment is traditional undergraduate education shall be reviewed by the Faculty Status Committee (FSC), an Academic Dean, and the Vice President for Academic Affairs (VPAA). Academic Deans typically will review faculty within their division.

Faculty under review whose primary appointment is in the Graduate School & Adult Learning shall be reviewed by the Faculty Status Committee, the Academic Dean charged with responsibility for the Graduate School & Adult Learning (often referred to as the DGSAL), and the Vice President for Academic Affairs.

- A. Each member of the FSC, an Academic Dean, and the VPAA will, independently, read the faculty member's personnel and active data files in the portfolio.
- B. After reviewing these files, the FSC and an Academic Dean will normally meet for discussion, with the VPAA present.
- C. Either the FSC or an Academic Dean can, at any time, decide to conduct a review (or reviews) completely independently.
- D. After study and discussion of the files, the FSC and an Academic Dean shall make independent recommendations to the VPAA concerning the faculty member under review. The FSC will take a vote with neither a Dean nor VPAA present. The VPAA is encouraged to make classroom visits prior to reviewing the FSC and Academic Dean recommendations.
- E. In the event the recommendations of the FSC and an Academic Dean are the same and the VPAA agrees with this recommendation, the VPAA will convey the recommendation to the President. If the FSC and Academic Dean are not in agreement, the VPAA shall call the FSC and Academic Dean for a joint meeting in which the FSC and the Academic Dean each present a summary of the rationale for their recommendations. The VPAA may ask questions regarding the reports, shall moderate any discussion between the Academic Dean and the FSC, and may explore the possibility of a recommendation that reconciles the differences. The final recommendation shall belong to the VPAA.
- F. The VPAA shall write the letter reporting the recommendation to the faculty member under review.
- G. The recommendation of the VPAA shall be made to the President who makes the final decision and communicates this decision to the Board of Trustees.

#### **7.1.2.1.1 Recommendations for Two & Four Year Reviews**

The Faculty Status Committee (FSC) and an Academic Dean shall independently make one of the following recommendations to the VPAA relative to a faculty member undergoing a 2-year or 4-year review:

- A. Approval of continuation at Northwestern without any reservations.
- B. Approval of continuation with stated qualifications. In this case, the FSC or VPAA or DGSAL may recommend for the following year one or more of the sanctions listed in FHB 7.4. Recommendation of sanction(s) will be accompanied by a letter stating the reasons for such a recommendation.
- C. Disapproval of continuation for stated reasons.

#### **7.1.2.1.2 Evaluation of Performance under Individualized Faculty Contracts**

Since the expectations differ from "normal" expectations, the evaluation shall emphasize relevant performance criteria.

Faculty members on individualized contracts with a specialized emphasis on teaching, scholarship or institutional service shall complete a revised version of the regular end-of-year reports. (FHB 7.2.2.2) This report shall indicate the type of contract and shall include a self-assessment of accomplishments relative to the special responsibilities. The faculty members may also ask the department chair, a faculty colleague, or an appropriate administrator to complete a written evaluation of the accomplishments. When faculty members on individualized contracts come up for review by the Faculty Status Committee, the committee shall choose as one of the peer evaluators a faculty member who can assess these special accomplishments.

#### **7.1.2.1.3 Recusal Policy**

Recognizing that there are occasionally evaluations in which a member of the Faculty Status Committee (FSC), an Academic Dean, the Vice President for Academic Affairs (VPAA), or President should not participate due to conflicts of interest or the inability to participate in an unbiased and impartial manner, that person shall recuse themselves from the evaluation. In the event of a recusal, when that person is a member of the FSC, the remainder of the FSC shall conduct the evaluation and make its usual recommendation to the VPAA. When that person is an Academic Dean, the VPAA will appoint an Academic Dean from a different division to conduct the review and this alternate Dean and FSC will make their recommendations to the VPAA. When that person is the VPAA, FSC and an Academic Dean shall make their recommendations directly to the President; when that person is the President, the VPAA shall make the final decision.

#### **7.1.2.2 Data Collection**

##### **A. Faculty Undergoing Review**

By the end of May, the office of the Vice President for Academic Affairs (VPAA), after consulting with the Faculty Status Committee (FSC), will send notices to faculty undergoing reviews the following academic year. All evaluation materials from the faculty member undergoing review are due by September 15th and must be submitted in an acceptable electronic format. For faculty undergoing tenure reviews, the submission deadline for the tenure paper is October 15th. (FHB 7.2.2.4.2) Failure of the candidate to submit material by the deadline may result in any of the following: a postponement, a tier non-advancement, or a negative review decision.

##### **B. Evaluators for Two-year and Four-year reviews (Tenure, Non-tenure Track, and Professors of Practice)**

In September, letters will be sent to selected faculty requesting their evaluations of one or more of the candidates and to selected students requesting their feedback on the teaching and advising (if applicable) of one or more of the candidates. Evaluation materials are due in mid-October with the exact dates being set each year by FSC. The goal is to have these reviews completed and results communicated prior to Christmas vacation.

**C. Evaluators for Tenure, Promotion, Post-Tenure, Six-Year Non-Tenure Track, and Professors of Practice**

In September, letters will be sent to selected faculty requesting their evaluations of one or more of the candidates and to selected students requesting their feedback on the teaching and advising (if applicable) of one or more of the candidates. Evaluation materials are due in November with the exact dates being set each year by FSC. Faculty reviewing candidates for tenure will read the tenure paper/project prior to completing their evaluation. (FHB 7.2.2.4.2) The goal is to have these reviews completed and results communicated prior to the end of March.

**D. Classroom Visits**

**1. Traditional classroom teaching review**

A faculty member who teaches traditional face-to-face classes and is undergoing an evaluation shall have classroom visits during the current semester by the two peer evaluators chosen by the FSC, by the peer evaluator chosen by the candidate, and by the VPAA. Other evaluators may make classroom visits if such visits are approved by the faculty member being evaluated. The faculty member being evaluated may provide videotaped classroom sessions as an alternative to any of the visits. It is recommended that whenever possible, the peer evaluators and the VPAA make two or three consecutive visits to a given class. Each class visit or series of visits shall include these steps:

- a. Prior to the classroom visit or series of visits the peer evaluators and the VPAA shall study the course syllabus and shall meet with the instructor. During this meeting the instructor shall review the major goals of the course, the methods being used to achieve these goals and any other information deemed pertinent to the upcoming class visit(s).
- b. After each classroom visit or series of visits, the peer evaluators and the VPAA shall complete an appropriate class visitation form, designed to indicate areas of strength and areas for improvement.
- c. After the form is completed, the peer evaluators and the VPAA shall meet with the instructor to discuss the visit(s), to share the content of the completed classroom visitation forms and to make whatever suggestions seem appropriate.
- d. The classroom visitation form shall not become part of the portfolio of the faculty member, but shall be used solely for the purpose of enabling the peer evaluators and the VPAA to be of greatest help to the instructor being evaluated.

**2. Online teaching review**

Faculty who regularly teach in graduate and adult learning programs shall have their online teaching reviewed by two members of the Graduate & Adult Learning Quality Assurance Committee, a peer evaluator chosen by the candidate, and two reviewers selected by the Faculty Status Committee. One of these two reviewers shall be the program director; if there is no program director, or if the program director teaches the course, this reviewer shall be the department chair. Other peer reviewers may evaluate online courses if this is approved by the faculty member being evaluated or requested by FSC. This review process shall be for full-time and adjunct faculty members whose primary appointment is in Graduate School & Adult Learning and for undergraduate faculty who taught six or more credits in graduate and adult learning programs during the two years prior to their review.

- a. Evaluation of online courses by the Graduate & Adult Quality Assurance Committee will utilize the Online Faculty Evaluation rubric and will make particular note of areas of strength and needed growth.
- b. Completed online course evaluations will be placed in the portfolio of the faculty member.

**E. Institutional Service Evaluations**

1. The letter which asks a faculty member to select a peer reviewer will also ask for a list of colleagues who are in a position to provide meaningful feedback on the faculty member's recent service assignments. Recent assignments shall include service positions the faculty member has held within the past 4 years, each for a length of service of one or more years. Recent assignments shall generally exclude new (less than one years' service) assignments unless the faculty member chooses to have them evaluated in addition to recent assignments.
2. Faculty undergoing a four year review will be asked to name one or two colleagues to evaluate their service. Faculty undergoing subsequent reviews will be asked to furnish a list of two to three colleagues. (Faculty undergoing a two year review are not evaluated in terms of institutional service.)
3. Each selected evaluator will receive a copy of the form above with the appropriate service role(s) listed. The lists may be different for each evaluator. Evaluation materials are due in mid-October

with the exact dates being set each year by FSC. The completed evaluations will become part of the faculty member's portfolio.

**F. Gathering Additional Input from Faculty Evaluators**

The FSC normally will base decisions of all evaluations solely on the data listed in the faculty handbook. In exceptional cases, the committee may conduct additional interviews with faculty evaluators, but such interviews will not be conducted without committee approval.

**G. The FSC and the VPAA or the DGSAL response to insufficient number of completed evaluations from faculty**

1. FSC sets deadlines for evaluations to be returned.
2. VPAA or DGSAL sends out letters in September asking faculty to complete and submit evaluations of faculty under review.
3. VPAA or DGSAL visits faculty members when evaluations are five working days late.
4. If a substantial amount of evaluative material for review is not available by ten working days after the deadline, the VPAA, in consultation with the FSC, may postpone two, four, and post-tenure reviews for a year. For tenure and promotion reviews, additional faculty or students will be asked to submit evaluations until enough material is available.

**H. Outside Evaluations**

When the President, the VPAA and/or DGSAL deems it necessary to bring an outside evaluator to campus for the purpose of evaluating a department's curriculum and programs or its personnel, these guidelines shall be followed:

1. All faculty members in the department shall have opportunity to provide input into the selection of an external consultant. If the review includes personnel evaluation, the Faculty Status Committee shall also have input. In such a case, the external evaluator shall be satisfactory to the President, the VPAA or the DGSAL, the FSC and the majority of faculty members in the department.
2. The VPAA shall provide a written statement of the purposes and objectives of the external evaluation to all faculty members in the department and to the members of the FSC, indicating whether the external consultant will review (1) the curriculum and programs of the department, (2) the personnel in the department, or (3) both.
3. If the consultant is brought to campus to complete a curriculum and programs review without a personnel review, the consultant's recommendations shall not be used in any personnel review of faculty members in the department.
4. The external consultant shall not be housed in the home or hosted by any of the department's faculty members.
5. Prior to leaving the campus, the external consultant should provide an oral report to indicate findings and recommendations:
  - a. With the VPAA or the DGSAL and department faculty in a curriculum and programs review.
  - b. With the VPAA or the DGSAL, department faculty and the FSC in a personnel review.
6. Upon receipt of the consultant's final report:
  - a. For a curriculum and programs review, each faculty member in the department shall have the opportunity to submit a written response. The responses shall be included in the file along with the consultant's report.
  - b. For a personnel review, each faculty member in the department and the members of the FSC shall have the same opportunity to submit a written response. They shall be included in the file.

### **7.1.3 Review Criteria**

While some expectations of faculty undergoing review are the same at all ranks, expectations in the areas of teaching, scholarship, and service increase with experience and/or rank. These three areas are described in four categories (Insufficient, Satisfactory, Accomplished, and Distinguished) through evaluation rubrics to be used by the Faculty Status Committee (FSC) and the Vice President for Academic Affairs (VPAA).

The criteria and associated rubrics are intended to lead to consistency in FSC and VPAA recommendations and to provide clarity as faculty determine their own developmental needs. The rubrics are not checklists to be marked and distributed as feedback, and, while some of the language of the rubrics may find its way into written evaluations, the letter from the VPAA which communicates review results should note strengths to retain and areas where improvement is required or desirable rather than attach labels to faculty performance.

### **7.1.3.1 Non-Tenure-Track Instructor Review**

#### ***2-Year Review***

- ◆ meet or exceed Satisfactory in teaching
- ◆ give evidence of an active Christian commitment including a maturing faith, participation in an area Christian church, and healthy relationships with college employees and students

#### ***4-Year Review***

- ◆ meet or exceed Satisfactory in teaching, scholarship, and service
- ◆ give evidence of an active Christian commitment including a maturing faith, participation in an area Christian church, and healthy relationships with college employees and students

#### ***6-Year and Continuing Reviews***

- ◆ meet or exceed Accomplished in teaching
- ◆ meet or exceed Satisfactory in scholarship and service
- ◆ give evidence of an active Christian commitment including a maturing faith, membership and participation in an area Christian church, and healthy relationships with college employees and students
- ◆ give evidence of mature integration of faith and the discipline in teaching and/or scholarship. Such evidence may include course materials and assignments, annotated bibliographies, reflections/essays, published scholarship, or a variation of the tenure paper required of tenure-track faculty. See FHB 7.2.2.4.2.C for a description of the tenure paper.

### **7.1.3.2 Professor of Practice Review**

#### ***2-Year Review***

- ◆ meet or exceed Satisfactory in teaching
- ◆ give evidence of an active Christian commitment including a maturing faith, participation in an area Christian church, and healthy relationships with college employees and students

#### ***4-Year Review***

- ◆ meet or exceed Satisfactory in teaching, practice, and service
- ◆ give evidence of an active Christian commitment including a maturing faith, participation in an area Christian church, and healthy relationships with college employees and students

#### ***6-Year Review***

- ◆ meet or exceed Accomplished in teaching
- ◆ meet or exceed Satisfactory in practice and service
- ◆ give evidence of an active Christian commitment including a maturing faith, membership and participation in an area Christian church, and healthy relationships with college employees and students
- ◆ give evidence of mature integration of faith and the academic discipline and professional practice through a faith integration paper or project. See FHB 7.2.2.4.3 for a description of this requirement.

#### ***Continuing Reviews***

- ◆ meet or exceed Accomplished in teaching and service
- ◆ meet or exceed Satisfactory in practice
- ◆ give evidence of an active Christian commitment including a maturing faith, membership and participation in an area Christian church, and healthy relationships with college employees and students
- ◆ give evidence of mature integration of faith and the discipline in teaching, service or practice. Such evidence may include course materials and assignments, annotated bibliographies, reflections/essays, or published scholarship.

### **7.1.3.3 Pre-Tenure Review for Tenure-Track Faculty**

#### ***2-Year Review***

- ◆ meet or exceed Satisfactory in teaching
- ◆ give evidence of an active Christian commitment including a maturing faith, participation in an area Christian church, and healthy relationships with college employees and students
- ◆ give evidence of completion of or satisfactory progress toward an appropriate terminal degree (FHB 5.2.4 Letter I and FHB 5.3.1.1)

#### ***4-Year Review***

- ◆ meet or exceed Satisfactory in teaching, scholarship, and service
- ◆ give evidence of an active Christian commitment including a maturing faith, participation in an area Christian church, and healthy relationships with college employees and students

#### ***Tenure Review***

- ◆ see FHB 7.3 for information on tenure review

### **7.1.3.4 Promotion Review**

#### ***Associate Professor***

- ◆ have a minimum of 6 years' experience as an assistant professor at Northwestern, with exceptions for prior service credit as listed in FHB 7.1.1.2 and 5.3.1.3.
- ◆ meet or exceed Accomplished in teaching and either scholarship or service
- ◆ meet or exceed Satisfactory in the remaining area
- ◆ both scholarship and service may be at the Satisfactory level if teaching is at the Distinguished level
- ◆ give evidence of an active Christian commitment including a maturing faith, membership and participation in an area Christian church, and healthy relationships with college employees and students
- ◆ give evidence of mature integration of faith and the discipline in teaching and/or scholarship. Such evidence may include course materials and assignments, annotated bibliographies, reflections/essays, published scholarship, or the tenure paper (if reviewed for tenure in the past three years; FHB 7.2.2.4.2.C)

#### ***Full Professor***

- ◆ have a minimum of 6 years' experience as an associate professor at Northwestern, with exceptions for prior service credit as listed in FHB 7.1.1.2.
- ◆ meet or exceed Accomplished in teaching, scholarship, and service
- ◆ service or scholarship may be at the Satisfactory level if one of the other two review criteria is at the Distinguished level
- ◆ give evidence of an active Christian commitment including a maturing faith, membership and participation in an area Christian church, and healthy relationships with college employees and students
- ◆ give evidence of mature integration of faith and the discipline in teaching and/or scholarship. Such evidence may include course materials and assignments, annotated bibliographies, reflections/essays, published scholarship, or the tenure paper (if reviewed for tenure in the past three years; FHB 7.2.2.4.2.C)

### **7.1.3.5 Post-Tenure Review**

#### ***Assistant Professor***

- ◆ meet or exceed Accomplished in teaching
- ◆ meet or exceed Satisfactory in scholarship and service
- ◆ give evidence of an active Christian commitment including a maturing faith, membership and participation in an area Christian church, and healthy relationships with college employees and students
- ◆ give evidence of mature integration of faith and the discipline in teaching and/or scholarship. Such evidence may include course materials and assignments, annotated bibliographies, reflections/essays, or published scholarship

### ***Associate Professor***

- ◆ meet or exceed Accomplished in teaching and either scholarship or service
- ◆ meet or exceed Satisfactory in the remaining area
- ◆ give evidence of an active Christian commitment including a maturing faith, membership and participation in an area Christian church, and healthy relationships with college employees and students
- ◆ give evidence of mature integration of faith and the discipline in teaching and/or scholarship. Such evidence may include course materials and assignments, annotated bibliographies, reflections/essays, or published scholarship

### ***Full Professor***

- ◆ meet or exceed Accomplished in teaching, scholarship, and service
- ◆ service or scholarship may be at the Satisfactory level if one of the other two review criteria is at the Distinguished level
- ◆ give evidence of an active Christian commitment including a maturing faith, membership and participation in an area Christian church, and healthy relationships with college employees and students
- ◆ give evidence of mature integration of faith and the discipline in teaching and/or scholarship. Such evidence may include course materials and assignments, annotated bibliographies, reflections/essays, or published scholarship

## **7.1.3.6 Review Rubrics**

The rubrics below suggest the types of activities and level of performance that will lead to promotion or continuing appointment, but it is not necessary to meet every criterion in a given description to be rated at that level.

### **7.1.3.6.1 Teaching Levels**

**Insufficient**      Lack of or inconsistent teaching effectiveness

#### ***Learning-Focused Teaching:***

- ◆ professor demonstrates significant weakness in helping students understand course concepts
- ◆ professor demonstrates significant weakness in stimulating student interest in the material
- ◆ professor has regularly ineffective or negative interactions with students in and/or out of class
- ◆ professor is unable or unwilling to connect learning to the outcomes outlined in Northwestern's *Vision for Learning*
- ◆ professor demonstrates low expectations for student learning

#### ***Instructional Delivery:***

- ◆ instructional methodologies are inappropriate to the goals of the course and/or the needs of the students
- ◆ assignments and exams are not returned or are regularly returned without appropriate feedback and/or too late for feedback to assist student learning (e.g. after the next test is given or the next major assignment is due)
- ◆ classroom communication is regularly unclear
- ◆ professor is unable to articulate areas for growth in instructional delivery and /or unwilling or unable to form and carry out effective plans for improvement

#### ***Instructional Design:***

- ◆ syllabus does not effectively communicate course objectives, goals, structure and/or policies
- ◆ course topics and/or activities are not sequenced in a way which enhances student learning
- ◆ disciplinary knowledge lacks currency and/or depth
- ◆ professor is unable to articulate areas for growth in instructional design and /or unwilling or unable to form and carry out effective plans for improvement

#### ***Integration of Faith and Learning:***

- ◆ professor makes superficial or no attempts at integration of faith and learning



***Course Management:***

- ◆ academic alerts, grades, and other forms are regularly submitted late or not submitted at all
- ◆ when used, online course management system is used ineffectively

**Satisfactory** Acceptable level of teaching effectiveness

***Learning-Focused Teaching:***

- ◆ professor helps students understand course concepts
- ◆ professor stimulates student interest in the material
- ◆ professor has effective interactions with students in and out of class
- ◆ professor connects learning to the outcomes outlined in Northwestern's *Vision for Learning*
- ◆ professor demonstrates high expectations for student learning

***Instructional Delivery:***

- ◆ instructional methodologies are appropriate to the goals of the course and the needs of the students and are regularly assessed for effectiveness and revised as necessary
- ◆ assignments and exams are returned in a timely manner with appropriate feedback
- ◆ classroom communication is usually clear and effective
- ◆ professor is able to articulate areas for growth in instructional delivery and to form and carry out effective plans for improvement

***Instructional Design:***

- ◆ syllabus effectively communicates course objectives, goals, structure and policies
- ◆ course topics and activities are sequenced in a way which enhances student learning
- ◆ disciplinary knowledge is current and demonstrates appropriate depth
- ◆ professor articulates areas for growth in instructional design and forms and carries out effective plans for improvement

***Integration of Faith and Learning:***

- ◆ professor integrates faith and learning effectively in ways appropriate to the course and discipline

***Course Management:***

- ◆ academic alerts, grades, and other forms are submitted on time
- ◆ when used, online course management system is used effectively

**Accomplished** Strength in teaching

***Learning-Focused Teaching:***

- ◆ professor demonstrates strength in helping students at all levels understand course concepts
- ◆ professor demonstrates strength in stimulating student interest in the material, including challenging academically stronger students and providing significant opportunities for academically weaker students to improve their learning skills
- ◆ professor demonstrates strength in effective interactions with students in and out of class
- ◆ professor connects learning to the outcomes outlined in Northwestern's *Vision for Learning* and makes those connections clear to students
- ◆ professor demonstrates high expectations for student learning

***Instructional Delivery:***

- ◆ instructional methodologies are appropriate to the goals of the course and the needs of the students and are regularly assessed for effectiveness and revised as necessary
- ◆ assignments and exams are returned in a timely manner with feedback which significantly enhances student learning
- ◆ classroom communication is usually clear and effective
- ◆ professor interacts regularly with current pedagogical theories and practices relevant to the field and uses such information, when appropriate, to form and carry out effective plans for meaningful change in instructional delivery

***Instructional Design:***

- ◆ syllabus effectively communicates course objectives, goals, structure and policies
- ◆ course topics and activities are sequenced in a way which enhances student learning
- ◆ disciplinary knowledge is current and demonstrates significant breadth and depth
- ◆ professor interacts regularly with current pedagogical theories and practices relevant to the field and uses such information, when appropriate, to form and carry out effective plans for meaningful change in instructional design

***Integration of Faith and Learning:***

- ◆ professor integrates faith and learning effectively in ways which are appropriate to the course and discipline and which significantly enhance students' understanding of the theological and philosophical connections between their faith and their academic endeavors

***Course Management:***

- ◆ academic alerts, grades, and other forms are regularly submitted on time
- ◆ when used, online course management system is used effectively and efficiently, complementing, supplementing and/or enhancing student learning and communication with students

**Distinguished**     Distinction in teaching

***Learning-Focused Teaching:***

- ◆ professor demonstrates strength in helping students at all levels understand course concepts
- ◆ professor demonstrates strength in stimulating student interest in the material, including challenging academically stronger students and providing significant opportunities for academically weaker students to improve their learning skills
- ◆ professor demonstrates strength in effective interactions with students in and out of class
- ◆ professor connects learning to the outcomes outlined in Northwestern's *Vision for Learning* and makes those connections clear to students
- ◆ professor demonstrates high expectations for student learning
- ◆ professor provokes students to set appropriate expectations for their own academic work, to explore and develop their own interests, and to pursue life-long learning
- ◆ professor connects service and scholarship to teaching in meaningful ways

***Instructional Delivery:***

- ◆ instructional methodologies are appropriate to the goals of the course and the needs of the students and are regularly assessed for effectiveness and revised as necessary
- ◆ assignments and exams are returned in a timely manner with feedback which significantly enhances student learning
- ◆ classroom communication is usually clear and effective
- ◆ professor interacts regularly with current pedagogical theories and practices relevant to the field and uses such information, when appropriate, to form and carry out effective plans for meaningful change in instructional delivery
- ◆ professor demonstrates recognized mastery of instructional delivery; ideas and insights are sought by colleagues in and out of the department

***Instructional Design:***

- ◆ syllabus effectively communicates course objectives, goals, structure and policies
- ◆ course topics and activities are sequenced in a way which enhances student learning
- ◆ disciplinary knowledge is current and demonstrates significant breadth and depth
- ◆ professor interacts regularly with current pedagogical theories and practices relevant to the field and uses such information, when appropriate, to form and carry out effective plans for meaningful change in instructional design
- ◆ professor demonstrates recognized mastery of instructional design; ideas and insights are sought by colleagues in and out of the department

***Integration of Faith and Learning:***

- ◆ professor integrates faith and learning effectively in ways which are appropriate to the course and discipline, significantly enhance students' understanding of the theological and

philosophical connections between their faith and their academic endeavors, and enable students to begin seeking such connections on their own

***Course Management:***

- ◆ academic alerts, grades, and other forms are regularly submitted on time
- ◆ when used, online course management system is used effectively and efficiently, complementing, supplementing and/or enhancing student learning and communication with students

**7.1.3.6.2 Scholarship Levels**

**Insufficient**

Absence of or minimal scholarly activity, as shown in some of the following areas:  
Lack of progress toward the terminal degree (applicable only to Instructors)

***Engagement:***

- ◆ inadequate familiarity with current literature in the field
- ◆ lack of participation in or contribution to appropriate professional organizations

***Dissemination:***

- ◆ lack of meaningful contributions to the field

**Satisfactory**

Acceptable level of scholarly activity, as shown in some of the following areas:  
Meeting expectations for progress as outlined in the terminal degree completion plan (applicable only to Instructors (FHB 5.2.4 Letter I).

***Engagement:***

- ◆ adequate familiarity with current literature in the field
- ◆ participation in or contribution to appropriate professional organizations

***Dissemination:***

- ◆ meaningful contributions to the field through presentations, publications, exhibits, and/or performances to professional groups and external audiences

**Accomplished**

Strength in scholarship, as shown in some of the following areas:

***Engagement:***

- ◆ substantial familiarity with current literature in the field
- ◆ significant participation in or contribution to appropriate professional organizations

***Dissemination:***

- ◆ meaningful and regular contributions to the field through presentations, publications, exhibits, or performances to professional groups and external audiences
- ◆ evidence of a significant scholarly project

**Distinguished**

Distinction in scholarship, as shown in some of the following areas:

***Engagement:***

- ◆ substantial familiarity with current literature in the field
- ◆ significant participation in or contribution to appropriate professional organizations

***Dissemination:***

- ◆ invited addresses and/or presentations at well-respected professional events
- ◆ recognition by colleagues in one's discipline (e.g. awards, grants, commissions, or leadership roles)
- ◆ contributions to the discipline's understanding of how faith informs work within the discipline
- ◆ demonstration of how one's scholarship informs teaching and/or directs service
- ◆ meaningful, regular, and significant contributions to the field through publications, exhibits, and/or performances to professional groups and external audiences
- ◆ guest or regular editorship of journal or book

#### 7.1.3.6.3 Professional Practice Levels

<b>Insufficient</b>	Lack of or inconsistent effectiveness in practice <ul style="list-style-type: none"><li>◆ Professor has not demonstrated a satisfactory level of engagement in her/his professional field of practice.</li><li>◆ Professor has not maintained suitable professional memberships, credentials, and certifications.</li><li>◆ Professor has not provided sufficient evidence of external practice in his or her field.</li></ul>
<b>Satisfactory</b>	Acceptable level of effectiveness in practice <ul style="list-style-type: none"><li>◆ Professor has demonstrated an appropriate and effective level of engagement in her/his professional field of practice.</li><li>◆ Professor has maintained suitable professional memberships, credentials, and certifications.</li><li>◆ Professor has demonstrated a positive record of performance in her/his field.</li></ul>
<b>Accomplished</b>	Strength in practice <ul style="list-style-type: none"><li>◆ Professor has demonstrated an insightful and effective level of engagement in her/his professional field of practice.</li><li>◆ Professor has maintained suitable professional memberships, credentials, and certifications.</li><li>◆ Professor has demonstrated an exemplary record of performance in her/his field.</li></ul>
<b>Distinguished</b>	Distinction in practice <ul style="list-style-type: none"><li>◆ Professor has demonstrated insightful and effective level of engagement in her/his professional field of practice.</li><li>◆ Professor has maintained suitable professional memberships, credentials, and certifications and has earned a position of leadership within professional societies of the practice.</li><li>◆ Professor has demonstrated a masterful record of performance in her/his field.</li></ul>

#### 7.1.3.6.4 Service Levels

<b>Insufficient</b>	Lack of or inconsistent service <ul style="list-style-type: none"><li><b><i>Student recruitment and advising:</i></b><ul style="list-style-type: none"><li>◆ avoidance or rejection of participation in student recruiting</li><li>◆ ineffective advising, including unwillingness to meet with students and/or giving students incorrect information; concerns voiced by students or faculty/staff about the level of competence in advising</li><li>◆ demonstrated lack of concern for student success</li></ul></li><li><b><i>Departmental governance:</i></b><ul style="list-style-type: none"><li>◆ avoidance or rejection of participation in departmental activities</li></ul></li><li><b><i>Institutional service:</i></b><ul style="list-style-type: none"><li>◆ inconsistent attendance and participation in faculty meetings</li><li>◆ inconsistent attendance at or ineffective work on committees or equivalent assignments</li><li>◆ avoidance or rejection of participation in college-wide endeavors (e.g., accreditation, assessment, publicity activities)</li></ul></li></ul>
<b>Satisfactory</b>	Adequate service <ul style="list-style-type: none"><li><b><i>Student recruitment and advising:</i></b><ul style="list-style-type: none"><li>◆ willing participation in student recruiting</li></ul></li></ul>

- ♦ effective advising, including willingness to meet with students and giving students correct information; no concerns voiced by students or faculty/staff about the level of competence in advising
- ♦ demonstrated concern for student success

***Departmental governance:***

- ♦ effective participation in departmental activities including department meetings, the development and assessment of student learning outcomes, curricular planning, and other tasks assigned by the department chair

***Institutional service:***

- ♦ attendance and participation in faculty meetings
- ♦ effective work on committees or equivalent assignments
- ♦ effective participation in college-wide endeavors (e.g., accreditation, assessment, publicity activities)

**Accomplished** Significant service to college and community

***Student recruitment and advising:***

- ♦ willing participation in student recruiting; recognized skill in working with the admissions department to enroll qualified students
- ♦ effective advising, including willingness to meet with students and giving students correct information; student and faculty/staff recognition of skills in advising
- ♦ demonstrated concern for student success; ability to encourage and support students who struggle, students with exceptional gifts, and more typical students in ways appropriate to each student's individual needs

***Departmental governance:***

- ♦ leadership in or significant contributions to the department, including effective participation in department meetings, the development and assessment of student learning outcomes, and curricular planning

***Institutional service:***

- ♦ attendance and participation in faculty meetings
- ♦ leadership in or significant contributions to committees or equivalent assignments
- ♦ effective and enthusiastic participation in college-wide endeavors (e.g., accreditation, assessment, publicity activities)
- ♦ service to the college constituency, broader community, and/or professional organizations through application of disciplinary expertise
- ♦ initiation and/or implementation of service activities in the college community

**Distinguished** Distinction in service

***Student recruitment and advising:***

- ♦ willing participation in student recruiting; recognized superior skill in working with the admissions department to enroll qualified students
- ♦ highly effective advising, including willingness to meet with students and giving students correct information; student and faculty/staff recognition of superior skills in advising
- ♦ demonstrated concern for student success and ability to encourage and support students who struggle, students with exceptional gifts, and more typical students in ways appropriate to each student's individual needs

***Departmental governance:***

- ♦ leadership in or significant contributions to the department, including highly effective participation in department meetings, the development and assessment of student learning outcomes, and curricular planning

***Institutional service:***

- ◆ leadership in or significant contributions to faculty meetings
- ◆ leadership in or significant contributions to committees or equivalent assignments
- ◆ highly effective and enthusiastic participation in college-wide endeavors (e.g., accreditation, assessment, publicity activities)
- ◆ highly effective and enthusiastic service to the college constituency, broader community, and/or professional organizations through application of disciplinary expertise
- ◆ initiation and/or implementation of service activities in the college community
- ◆ promotion and dissemination of service activities to the broader community through writing and speaking
- ◆ partnership with external groups that respects the missions of both college and organization and provides new opportunities for students

## **7.2 The Faculty Portfolio**

Each faculty evaluation shall be based on data accumulated in a faculty portfolio, which shall be an extensive file maintained for each full-time faculty member in the office of the Vice President for Academic Affairs (VPAA).

### **7.2.1 Access to Portfolio**

- A. A faculty portfolio consists of a permanent personnel file, an active data file, and an inactive data file kept for 7 years before permanent destruction.
- B. The personnel file of a faculty member shall consist of a current curriculum vitae, course evaluations, evidence of scholarly production, and all submitted documents from the President, the VPAA, the Faculty Status Committee, and the faculty member in question. This file is always open to the faculty member in question, as well as the President, the VPAA, and the Faculty Status Committee.
- C. The active data file consists of peer and student evaluations collected for a given review of the faculty member in question. Once the faculty member has been notified of a review decision, this file is open to the faculty member in question in redacted form (i.e., with reviewers' names removed and with handwritten evaluations transcribed), after a reasonable effort has been made to notify the reviewers that the material is being given to the faculty member (FHB 7.2.1.F). Peer and student reviewers do not have the right to block access to the redacted material. Requests by the faculty member in question for the redacted data should be made in writing to the VPAA and should allow 10 working days for the material to be prepared. The unredacted data is open to the President, the VPAA and the Faculty Status Committee until a final decision has been made in the particular review, i.e., a positive decision, a negative decision accepted by the faculty member, or the completion of an appeal process.
- D. The inactive data file consists of unredacted peer, service, and student evaluations removed from the active data file once a final decision has been reached in a given review. This inactive data shall be kept for 7 years, after which it shall be destroyed. This file is open to the faculty member in question in redacted form. A request for the data should be made in writing to the VPAA and should allow 5 working days for the material to be prepared. At the request or permission of the faculty member in question, the Faculty Status Committee, the VPAA, the President, or an appeals committee can view the unredacted, inactive data. In this case, no notification of reviewers is required. It is otherwise closed material, that is, the faculty member in question has the right to refuse permission to view the material.
- E. Once a decision has been made by the Faculty Status Committee, the VPAA, and the President, approved by the NWC Board Executive Committee, and the faculty member notified of such decision, the committee's summations and recommendation will be placed in the faculty person's personnel file.
- F. If, after a decision has been made, the faculty person concerned wishes to examine the active data file, the faculty person may notify the VPAA in writing of his or her desire. Allowing 10 working days for the removal of names and copying, and for reasonable efforts to notify reviewers that the material is being given to the faculty member, the faculty member will be notified that the data is available for perusal. Peer and student reviewers do not have the right to block access to the redacted material.

- G. If the faculty person decides to appeal the decision, the appeal process will begin. For appeals procedure, see FHB 7.6.
- H. This section concerning access to faculty portfolio, once approved for the 2002-03 Faculty Handbook, shall not be retroactive, i.e., faculty members shall not have access to peer or student evaluations made prior to fall 2002. However, all inactive file materials, including those collected prior to fall 2002, will be destroyed at the end of seven years after their creation.

## **7.2.2 Portfolio Content**

### **7.2.2.1 Student Course Evaluations**

- A. For the first five years of full-time faculty service at Northwestern College, each course taught will be evaluated using a faculty-approved evaluation form. For faculty teaching multiple sections of a given course, only one section must be evaluated each year, but at least two different classes must be evaluated each semester.
- B. After the first five years, a minimum of two courses shall be evaluated each year, one each semester, using a faculty-approved evaluation form. At least one course shall be lower-level (100,200) and at least one shall be upper-level (300,400). Typically, online courses evaluations shall not fulfill this requirement. Depending upon the results of the 4-year review, the Faculty Status Committee or the Vice President for Academic Affairs (VPAA) may require evaluations of every course to continue until the time of tenure review.
- C. If, upon receiving the summary of evaluation results, the faculty member judges that a response is appropriate, then such a response shall be submitted to the VPAA and will be included in the personnel file.

### **7.2.2.2 Faculty Annual Report**

- A. By August 20th, following the completion of the previous academic year, each full-time faculty member shall complete an annual report and submit it to the office of the VPAA.
- B. The report includes the following information:
  - 1. A listing of all teaching assignments, including a description of new courses or new approaches to existing courses.
  - 2. A listing of all professional and scholarly activities, including professional meetings attended, presentation of professional papers, publications, and performances/exhibitions.
  - 3. A summary of institutional service, including committee assignments, advising, and special department responsibilities.
  - 4. A statement of major goals for the next academic year.

### **7.2.2.3 Major Evaluation Results**

The portfolio shall contain the following results of every 2-year, 4-year, promotion and tenure evaluation, except as noted in FHB 7.2.3.

- A. All data specifically collected at the time of major 2-year, 4-year, promotion or tenure evaluations as described in FHB 7.2.2.4.
- B. A detailed letter from the Vice President for Academic Affairs (VPAA), describing the strengths and weaknesses that emerged from the overall evaluation of the faculty member. The faculty member shall have the option of writing a response to the letter from the VPAA. If this option is chosen, then the response shall be included in the faculty member's portfolio.

### **7.2.2.4 Data for Evaluations**

A major evaluation of a faculty member shall be based on data contained in the faculty portfolio. During the year that an evaluation is taking place the Vice President for Academic Affairs (VPAA) or the Dean of the Graduate School & Adult Learning (DGSAL) shall solicit the following information for the faculty member's portfolio.

- A. A current curriculum vitae.
- B. Syllabi from each course taught during the last two years, and for onsite courses, representative tests, quizzes, and paper/project assignments from those courses.
- C. Copies of presentations, programs of performance, and/or publications completed since the last review.
- D. A summary of the faculty member's current teaching philosophy
- E. Two in-depth evaluations by faculty peers chosen by the Faculty Status Committee, one of whom shall normally be the department chairperson. The candidate for tenure shall be informed of the identity of all peer reviewers.
- F. One in-depth evaluation by a faculty peer chosen by the faculty member being evaluated.
- G. In-depth institutional service evaluations by colleagues chosen by the faculty member under review.
- H. Three in-depth evaluations by students chosen by the VPAA or the DGSAL with input from the department.
- I. Peer evaluations of online teaching from the Graduate & Adult Program Quality Assurance Committee, for faculty whose primary appointment is in the Graduate School & Adult Learning or who taught six or more credits in graduate and adult learning programs during the two years prior to their review.

#### 7.2.2.4.1 Additional Data for Non-Tenure or Non-Promotion Evaluations

- A. A written statement describing how the candidate meets the review criteria (FHB 7.1.1) for current rank and how the candidate has addressed the concerns raised in previous evaluations (if applicable).
- B. Evidence of mature integration of faith and the discipline is required at the six-year evaluation. The mature integration of faith and learning goes beyond prayer and a devotional approach and engages theological and philosophical issues in relationship to the foundations, theories, and applications of the academic discipline. This evidence may include course materials and assignments with explanations; notes or student work samples; annotated bibliographies; reflections/essays; or a variation of the tenure paper/project required of tenure-track faculty (FHB 7.2.2.4.2.C).

#### 7.2.2.4.2 Additional Data for Tenure Evaluations

- A. A written statement describing how the candidate meets the review criteria for tenure (FHB 7.3.3.1) and how the candidate has addressed the concerns raised in previous evaluations. In addition to the written statement, a candidate for tenure may request to meet with the Faculty Status Committee.
- B. An in-depth evaluation by all full-time faculty in the candidate's department who are tenured or tenure track and have at least one year's teaching experience at Northwestern.
- C. A substantial position paper/project that reflects a Christian perspective within the faculty member's primary department.
  1. **Concept:** The project will present the faculty member's understanding of how Christian faith relates to the philosophical and theoretical underpinnings of their department. The project cannot -- and should not attempt to -- touch on every point of contact between Christianity and the department; rather, it may explore the philosophical and theoretical foundations in the field by focusing, for example, on a significant issue or the work of a particular scholar as it illustrates the intersection of faith and scholarly study. The project will demonstrate the faculty member's familiarity with the academic literature on the department's relation to the Christian faith and articulate their effort to address the issue, problem, or question raised by the project. Projects focusing on pedagogical technique or ethical applications are not appropriate.
  2. **Preparation:** The VPAA will guide faculty members through a process that assists them in developing the kinds of integrative questions that will eventually undergird their tenure paper.
  3. **Form:** Tenure candidates may choose to present a project in academic essay or some other form. For forms other than the academic essay, the Faculty Status Committee must be consulted no later than the end of April in the year prior to review. In this case, candidates will be required to submit an accompanying essay explaining and interpreting the primary submission. The tenure project is to be an original work of sufficient size to accomplish the goals of the project. In most cases, 6,000 to 12,000 words should suffice for a tenure paper, 3,000 to 6,000 words for the explanatory essay accompanying a tenure project which takes a



different form. The work should not have been previously published, although candidates may draw on previously written material in order to articulate their current perspective.

4. **Audience:** While the intended audience of the tenure paper is the Northwestern College faculty, tenure candidates are encouraged to consider possible venues of external publication and/or presentation as they prepare their submissions.
5. **Submission:** The tenure project (and accompanying essay, if applicable) shall be submitted by October 15 of the evaluation year and made available to the Faculty Status Committee, the VPAA, the President, and all peer reviewers.
6. **Evaluation:** While the project is not more important than other evaluative data, it is a significant indication of tenure candidates' understanding of the integration of faith and learning and their ability to skillfully articulate that understanding as Christian scholars.

#### 7.2.2.4.3 Additional Data for Professor of Practice Evaluations

- A. A substantial paper or project that demonstrates a command of the integration of faith and the academic discipline and professional practice. The paper or project should explore the connection between Scripture, Christian theology, and an area of specialization of practice within the academic discipline.
  1. **Concept:** The paper or project should
    - a. illustrate the intersection and integration of faith and the discipline and practice;
    - b. demonstrate the professor of practice's capacity to identify and explore specific integrative questions related to faith and the discipline and practice; and
    - c. demonstrate the professor of practice's familiarity with the literature connecting their discipline and practice to Scripture and Christian theology.
  2. **Preparation:** The VPAA and an Academic Dean will guide professors of practice through a process that assists them in developing the kinds of integrative questions that will eventually undergird their paper or project.
  3. **Form:** The professor of practice may choose to present a traditional academic paper or an alternative project. For alternative projects, the Faculty Status Committee must be consulted no later than the end of April in the year prior to review. In this case, the professor of practice will be required to submit an accompanying essay explaining and interpreting the project. The paper or project must be an original work of sufficient size to accomplish the goals indicated above (FHB 7.2.2.4.3.A.1). In most cases, 6,000 words should suffice for the paper, and 3,000 words should suffice for the explanatory essay accompanying an alternative project. The work should not have been previously published, although professors of practice may draw on previously written material in order to articulate their current perspective.
  4. **Audience:** While the intended audience of the paper (or project with accompanying essay) is the Northwestern College faculty, professors of practice are encouraged to consider possible venues of external publication and/or presentation as they prepare their submissions.
  5. **Submission:** The paper or project (with accompanying essay) shall be submitted by October 15 of the evaluation year and made available to the Faculty Status Committee, the VPAA, the President, and all peer reviewers.
  6. **Evaluation:** While the paper or project is not more important than other evaluative data, it is a significant indication of the professor of practice's understanding of the integration of faith and their discipline and practice and their ability to skillfully articulate that understanding.

#### 7.2.2.4.4 Additional Data for Promotion Evaluations

- A. A written statement describing how the candidate meets the review criteria (FHB 7.1.3) for promotion and how the candidate has addressed the concerns raised in previous evaluations. In addition to the written statement, the candidate for promotion may request to meet with the Faculty Status Committee
- B. An in-depth evaluation by all faculty in the candidate's department who are full-time or tenured or tenure-track and who have at least one year's teaching experience at Northwestern.

### 7.2.3 Purging Files of Evaluations

The active files of individual faculty members shall be purged of all peer, student and class evaluations which were made prior to the last change in status. All documents from the President, the Vice President for Academic

Affairs (VPAA) and the faculty member in question, including evidence of scholarly production, shall be retained.

The purged materials shall be stored in sealed manila envelopes. They may be consulted by members of the Faculty Status Committee, the VPAA, or the President, if it is deemed that the material is essential to a later evaluation.

The purging will serve two purposes:

- A. To reduce the excessive quantity of evaluative materials in the active files.
- B. To remove dated comments and irrelevant criticisms so as to avoid coloring current assessments of faculty.

## **7.3 Tenure**

### **7.3.1 Preamble: The Theological Context of Tenure**

Academic tenure at Northwestern College is defined as a covenant between two parties with mutual responsibilities. The faculty member pledges to adhere to the commitment of the college; Northwestern College pledges to maintain quality liberal arts education, within the Christian perspective, as stated in its educational goals.

As a Christian college, Northwestern College recognizes that all decisions regarding personnel must be made with love and justice. When a professor is successful, it is the happy duty of the members of the college family to offer commendation and recognition. When a professor is in need of advice and aid, it is the responsibility of other members of the college family to offer those in the spirit of compassionate concern; every effort shall be made to help a professor improve and overcome any deficiency. By the same token, the demands of love and justice call for the college to make available to its students the best education possible and to deal honestly and forthrightly with a professor in assessment of individual performance, for the professor's own sake as well as for others.

Tenure is consistent with Christian ideals of justice and fair play. Tenure has the goal of replacing a climate of competitive struggle with a model of faculty as a community of co-laborers. The idea of a covenant community serving under God is basic to Northwestern's self-concept.

Tenure is a shield, which allows scholars to work for the true, right and good without being subject to unreasoned prejudice or to undue pressures from various sectors of society. The scholar deserves freedom in particular to teach, research and publish. There is need to examine and appraise the validity of accepted values, established theories and traditional practices. This is consistent with such goals as the search for truth and the cultivation of critical advancement of the cause of Christ.

Freedom is always based upon certain presuppositions within a given framework of faith. Christian freedom is always in Christ and in his covenant people. To reject these is to destroy freedom. The Christian finds freedom within a committed community. Thus freedom implies a reciprocal responsibility. Every faculty member and every institution of learning is accountable to some authority. Northwestern College and its faculty are accountable to Christ and His church, as manifested in the Reformed Church in America and the board of trustees.

### **7.3.2 The Principle of Tenure at Northwestern College**

The granting of tenure means that the college formally endorses the professor's competency in meeting the standards and expectations of the college. Tenure implies that the college has confidence that the professor meets and will continue to meet the standards of the profession. Thus the college guarantees protection from arbitrary harassment in the performance of duty. It assures the professor of the college's support and protection against all charges unless there is patent reason to withdraw that assurance.

Historically tenure has been predicated upon the need to protect the academic freedom of the professor. Northwestern College affirms the principle of academic freedom. Academic freedom, as interpreted by Northwestern College, extends to the professor's discussion of the discipline in the classroom, to research and writing and to other public utterances in the area of professional competence. The professor's freedom of speech

beyond the classroom is unabridged. Further, there is freedom within the classroom to comment on matters of current interest not directly related to the discipline, provided always that this does not take up an inordinate amount of time and is done in a positive, constructive way. Academic freedom does not extend to propagandizing within the classroom on behalf of the professor's personal or partisan opinions, since this would violate the students' academic freedom, that is, their right to formulate their own opinions free from professional pressure and harassment.

Academic freedom, as described above, applies to all Northwestern professors, not just to those of tenure. While tenure enhances academic freedom, the main reason for Northwestern's practice of granting tenure is that the college desires to secure and retain a faculty with a high level of achievement in Christian scholarship and teaching. The college offers tenure as an inducement to quality professors to develop loyal and long-standing ties to the college.

Tenure is accorded to those professors who have demonstrated their worth to the college during a sufficiently long period of time and who give satisfactory evidence of being able to meet and adapt to the continuing and changing needs of the college for the duration of their careers. Tenure provides an incentive to excellence on the part of all non-tenured professors and since the granting of tenure demonstrates the approval and confidence of the college, it may reasonably expect that the tenured professor will reciprocate with the full commitment of ability and energy to the goals of the college.

Northwestern College rejects the concept of a tenure quota either for a discipline or for the total faculty. Tenure shall be awarded to all those who are regarded as strong permanent additions to the faculty. On the other hand, the college is aware of the problems which can arise from being "tenured in" and from a high percentage of tenured members in its faculty.

Finally, Northwestern College is committed to an understanding of tenure that fully integrates faculty development with faculty evaluation. Although development and evaluation can be distinguished from each other in a faculty member's vocational journey, they cannot be separated or accorded unequal status. It would be unreasonable and unjust for the college to declare standards for tenure and promotion without also providing means for professional growth and achieving excellence. This integration of development and evaluation is thus consistent with the covenantal nature of tenure. The college promises to clearly state its expectations for faculty achievement and make available a program for faculty development; faculty members promise to make reasonable use of development opportunities and to commit their energy and ability in fulfillment of their calling as educators. Ultimately, it is the responsibility of faculty members to know, understand, and fulfill all requirements for tenure.

### **7.3.3 The Practice of Tenure at Northwestern College**

#### **7.3.3.1 Requirements for Tenure**

Tenure is not to be construed as automatic. The awarding of tenure is an expression of the college's confidence that the full-time faculty member is worthy of long-term continuing employment at the college. To earn such confidence, the candidate shall have proven trustworthiness as a maturing Christian scholar/teacher. In particular, the faculty member shall evidence such worth by fulfilling each of the seven requirements.

- A. The faculty member shall have attained the appropriate terminal degree. (FHB 5.3.1)
- B. The faculty member shall have demonstrated effectiveness as a teacher.
  1. Learning-Focused Teaching: Professor challenges and inspires students to learn by creating relationships and environments where the excitement and joys of learning are regularly experienced. Professor challenges students with high expectations for learning, stimulates interest in the subject area, supports students by showing interest in them and their learning, and encourages interaction both within and outside of the classroom.
  2. Instructional Delivery: Professor communicates clearly and uses a variety of instructional methodologies as appropriate to the goals of the course and needs of students. Assignments and exams are evaluated and returned to students in a timely manner with appropriate constructive feedback and suggestions for improvement.

3. Instructional Design: Learning experiences are designed, sequenced, and presented in ways that enhance student learning. Course content has appropriate depth and breadth, reflecting current knowledge and practices in the discipline.
4. Integration of Faith and Learning: Professor leads students to understand and seek out meaningful ways to integrate faith and learning as appropriate to the course and to the discipline.
5. Course Management: Academic alerts, grades, and other forms are submitted when due.
- C. The faculty member shall have demonstrated effectiveness as a scholar.
  1. Engagement: Demonstrating familiarity with the current literature in the field as well as participation in and contribution to appropriate professional organizations.
  2. Dissemination: Making meaningful contributions to the field through presentations, publications, exhibits, and/or performances to professional groups and external audiences.
- D. The faculty member shall have demonstrated effective service to the College.
  1. Student recruitment and advising: Effective partnership with the Admissions Department in student recruiting; mastery in knowledgeable, caring advising.
  2. Departmental governance: Effective participation in the activities of the department including department meetings, the development and assessment of student learning outcomes, curricular planning, and other tasks assigned by the department chair.
  3. Institutional service: Regular attendance at faculty meetings and effective participation in campus governance through committee work or equivalent assignments.
- E. The faculty member shall express an active Christian commitment.
  1. Maturing Faith: Commitment to Christ which is personal, active, and life-impacting.
  2. Church Involvement: Membership and participation in an area Christian church.
  3. Healthy Relationships with Colleagues: ability to work with and relate to other college employees in a manner which reflects respect, cooperation, and a servant-minded attitude.
  4. Healthy Relationships with Students: ability to work with and relate to students in a manner which reflects respect and care.
- F. The faculty member shall have completed a satisfactory tenure paper/ project. (FHB 7.2.2.4.2)
- G. The faculty member shall have professorial rank: assistant professor, associate professor, or professor. Only those whose primary task is in the areas of teaching (or acknowledged teaching equivalencies) and scholarship shall be eligible for tenure.

#### **7.3.3.2 Non-Appointment to Tenure**

- A. Any of the following shall be deemed permissible reasons for non-appointment to tenure:
  1. The lack of fulfillment of any of the requirements for tenure (FHB 7.3.3.1).
  2. Performance and qualifications which, although not unsatisfactory in terms of the qualifications for tenure, will not enable the college to achieve its intended educational objectives and standards.
  3. Changes or anticipated changes in the institution's academic program, such as the dropping of a major, a non-major program or a career concentration or the decrease of enrollment in a given program.
- B. Although both result in a termination of contract, non-appointment to tenure is not identical with dismissal for cause; the distinction is crucial. Dismissal involves bringing charges or showing cause why a professor's services should be terminated. Non-appointment to tenure is a regular and indispensable feature of any tenure system that includes a selection process resting on probationary service. It involves the application of relevant criteria, leading to a judgment that it is not in the college's best interests to confer tenure. It is not a negative judgment on the candidate's character or even necessarily on academic ability.
- C. At the candidate's request, the reasons for a decision not to confer tenure shall be supplied.
- D. The recommendations (but not the actual vote) of the Faculty Status Committee and the Vice President for Academic Affairs shall be made available to all candidates denied tenure, if requested. This information will be available from the President. (This policy is not retroactive to decisions made prior to the 1995-96 academic year.)

#### **7.3.4 Tenure and Part-time Faculty Status**

- A. Exceptions to the expectation of full-time faculty status for tenure review or the continuation of tenure and/or rank:

1. Full-time tenured faculty shall retain tenure if they accept class A or class B part-time status at the request of the administration. They shall also keep their rank and may be considered for promotion with every 24 credit hours of part-time service counting as one year of full-time service.
  2. A faculty member in a position with responsibilities shared between an academic department and a staff department may seek and retain tenured status only for that portion of the job designated as academic. At least 50% of the position must be teaching (or equivalent assignments; see FHB 6.1.2.3) in an academic department. Examples include but are not limited to positions shared between Music and Campus Ministry, Nursing and the Wellness Center, and Kinesiology and Athletics.
  3. Retired faculty retain rank but not tenure.
  4. Tenured faculty may request a change in status from full-time to Class A or Class B, retaining rank and tenure and eligibility for further promotions. The request must be accompanied by a proposal specifying the change sought and addressing the current and anticipated needs of the department and the college as well as the availability of qualified adjunct faculty if adjuncts will be necessary to meet the need. The proposal must be approved by the department, the Faculty Status Committee, and the Vice President for Academic Affairs. For future promotion consideration, every 24 credit hours of part-time service will count as one-year of full-time service. A request to return to full-time status is dependent on the needs of the department and requires the approval of the department and the Vice President for Academic Affairs.
- B. Credit toward tenure for part-time faculty who are moving to full-time status: Faculty members making the transition from part- to full-time may apply to the Faculty Status Committee for credit toward tenure (up to 4 years) with every 24 credit hours of part-time service at Northwestern College counting as one year of full-time service. No more than two years of credit will be granted for service at other institutions.

### **7.3.5 Review of Tenured Professors**

- A. While tenure normally affords a substantial degree of job security, this security is not absolute. The college expresses its confidence in the professor when it awards tenure. The continuance of that confidence depends on the professor's continuing to deserve it. To retain tenure, the professor is expected to:
  1. Maintain loyalty to the college and its Christian stance as set forth in the Faculty Handbook and give continued evidence of good character.
  2. Maintain professional competence.
  3. Maintain effectiveness and diligence in the performance of duties.
  4. Cooperate in regular evaluation procedures regarding performance.
- B. If at any review the professor's performance is not found to be satisfactory, the college shall give the professor a written statement of those areas in which significant improvement is necessary. Sanctions for unsatisfactory performance may be recommended (FHB 7.4). In addition, seriously unsatisfactory performance may warrant that the professor's next academic year be stipulated as a "warning year." After March 15 of the warning year, the professor shall be reevaluated. During the warning year the professor shall not be entitled to promotion or salary increase. If the reevaluation is negative, the professor shall be given an opportunity to resign or to take early retirement. Should the professor not take either of these options, formal proceedings under academic due process (see FHB 7.6), leading to vindication or penalties up to and including dismissal, shall be held. If the charges are upheld, the professor shall be given either a terminal-year contract or a 1-year severance payment.

### **7.4 Sanctions for Unsatisfactory Faculty Performance**

When a faculty member's performance is deemed unsatisfactory, the following sanctions may be imposed:

- A. Written reprimand
- B. Loss of prospective benefits for a stated period (e.g., non-advancement of tier in the salary step system or suspension of promotion eligibility)
- C. Reduction in rank
- D. Reduction in salary for a stated period
- E. Enforced leave of absence without pay for a stated period up to a year, without other prejudice
- F. Dismissal

## **7.5 Dismissal for Cause**

### **7.5.1 Grounds for Dismissal**

The continuing appointment of a faculty member may be terminated by the college if warranted for any of the following reasons:

- A. Professional incompetence or irresponsibility
- B. Moral dereliction
- C. Disaffection from the Christian commitment and Christian purposes of Northwestern College as set forth in the Faculty Handbook
- D. Violation of the contractual letter
- E. Financial exigency. A bona fide exigency in the institution, which necessitates curtailing program and staff is also recognized as a reason for release of tenured faculty where transfer to other disciplines is impractical. The claim of fiscal necessity shall be demonstrable, not contrived. The faculty shall have some voice in determining any cuts in the academic program.
  - 1. Faculty reductions caused by financial exigency shall normally be made in the affected disciplines from among non-tenured faculty.
  - 2. Reductions to be made from tenured faculty in affected disciplines shall, as a general practice, be made on a basis in which the last appointed to tenure is the first to go. In the event of a tenured professor's release, the college shall make every effort to place the professor in another position.
  - 3. A tenured professor released because of financial exigency shall be offered a return to a tenured position in the discipline if within three years of release the former position is restored.
  - 4. A tenured professor released because of financial exigency shall be given a 1-year terminal contract.
  - 5. The college retains the right to release a tenured professor rather than a non-tenured one in the exceptional circumstance that the college can demonstrate that the application of the normal policy would seriously compromise the quality of the educational program.
  - 6. A change from full-time to part-time service, on the grounds of financial exigency, shall be an acceptable option instead of release.

### **7.5.2 Procedure for Dismissal of Faculty**

- A. Recommendation for dismissal of a faculty member shall be initiated by the President and shall be effected by the executive committee of the board of trustees. The faculty member shall be informed that the question of dismissal is resting before the committee, what the grounds for dismissal are, and that there is the privilege of appearing before that committee before they act, if it is desired. Any termination with cause of a faculty member shall not be initiated without the NWC Administration notifying the Faculty Status Committee for possible representation of the committee by one or more committee members in the termination process. The faculty member shall be given prompt notification of the dismissal and may request a review of the situation within a period of six weeks from the notification.
- B. If a review is requested, the faculty member shall be given a written statement describing the grounds for the dismissal. Prior to the hearing before the board of review, the faculty member shall have at least two weeks to select counsel, prepare a defense, and summon witnesses. The President and/or the Vice President for Academic Affairs (VPAA) shall also be required to appear before the board of review. A full stenographic record of the hearing shall be made available to all concerned parties.
- C. The board of review shall be composed of eight members of the committee on academic policies of the board of trustees or of other trustees selected by the chair of the board, four faculty members elected by the faculty and four faculty members selected by the faculty member under review. The chair of the committee on academic policies or a member of that committee designated by the chair shall serve as chair of the board of review. The hearing shall be private unless the faculty member under review requests that it be public.
- D. Dismissal of the faculty member shall be upheld or reversed by a majority vote of the board of review. Results of the hearing shall not be publicized except at the request of the faculty member under review.

## **7.6 Faculty Appeals**

- A. A faculty member may appeal a negative decision concerning the administration's recommendation to the Board of Trustees on his or her academic transition (i.e.: promotion or tenure). The recommendations (but not the actual vote) of the Faculty Status Committee (FSC) and the Vice President for Academic Affairs (VPAA)

shall be made available to all candidates denied tenure and/or promotion, if requested. This information will be available from the President. (This policy is not retroactive to decisions made prior to the 1995-96 academic year.)

To initiate the appeal process the faculty member must submit a letter to the President within 14 working days of written notification of the academic transition decision. An appeals committee shall be formed, composed of the following members:

- One faculty member of the appellant's choice
- One faculty member to be appointed by the President
- One faculty member selected by the other two members of the appeals committee

The members of the appeals committee shall each review the data, process, and recommendations of the FSC and VPAA. At its discretion the committee may have access to the closed minutes of the relevant meetings of the Faculty Status Committee, the letter from the Vice President for Academic Affairs to the faculty member, the letter of appeal from the faculty member, and the faculty member's file. The committee may meet with the faculty member, the FSC, the VPAA, and/or the President.

Acting as a team to determine whether the process has been followed correctly, the data has been collected and used appropriately, and the data is consistent with the appealed decision, the appeals committee shall then make a recommendation to uphold or overturn the appealed decision. The appeals committee shall make its recommendation to the President, who shall then make a recommendation to the executive committee of the board. The decision of the executive committee shall be final.

- B. A tenured faculty member may appeal sanctions (FHB 7.4) following the same procedure in FHB 7.6.A.

## **7.7 Faculty Resignation**

Faculty members who have signed their contracts for the next academic year shall give notice of their intention to resign and request release from their contract no later than May 1. If the request is given after May 1, the faculty member shall be released only if a replacement satisfactory to the college administration is found.

## **8. FACULTY DEVELOPMENT AND ASSISTANCE**

### **8.1 Faculty Mentors**

#### **A. Selection of Mentors**

1. The Vice President for Academic Affairs shall provide information about the program to faculty members.
2. The decision to engage in a mentoring relationship is purely voluntary and shall be initiated and terminated by the parties involved.

#### **B. Duties of a Faculty Mentor**

1. To provide assistance and support in teaching (planning courses, testing and evaluation, lectures and discussions, equipment usage, etc.)
2. To provide assistance and support in scholarship (conferences, research, writing for publication)
3. To provide assistance and support in institutional service (advising and recruiting students, committee service, governance)
4. Mentors are encouraged to observe class sessions and to allow their own classes to be observed

### **8.2 Sabbatical Leave**

#### **8.2.1 Purpose of a Sabbatical Leave**

Northwestern College intends that its faculty members shall demonstrate continuous professional and personal growth during their teaching careers. The overarching purpose of the sabbatical leave is to make available significant blocks of time wherein the faculty members may concentrate fully on tasks which foster such growth, without the pressures of their teaching, advising and committee responsibilities.

Activities designed for a sabbatical leave shall make a significant contribution to at least one of the following four specific purposes:

- A. To enhance a faculty member's teaching effectiveness
- B. To enhance the curricular or co-curricular program
- C. To enhance a faculty member's professional growth in the academic discipline, with the production of scholarly and professional work appropriate to that discipline
- D. To provide a faculty member the opportunity to seek synthesis of some aspect of the discipline with other areas of knowledge, with special emphasis on the search for interrelationships between the discipline and the teachings of the Christian faith

Normally, sabbatical leaves will not be granted for the purpose of pursuing a terminal degree to meet the contract expectations of the college.

### **8.2.2 Terms of a Sabbatical Leave**

Sabbatical leaves may be awarded for either one or two semesters. The remuneration schedule is based on the number of semesters on sabbatical. A faculty member on a one-semester sabbatical shall receive his or her full annual salary. A faculty member taking a full-year, two-semester sabbatical shall receive 2/3 annual salary during that year. If the faculty member is the recipient of substantial salary remuneration from external sources, then the college remuneration shall be decreased to the level where the total remuneration shall be the equivalent of the normal college salary plus reasonable sabbatical-related expenses. In a sabbatical leave application by a faculty member, the Vice President for Academic Affairs shall be informed, as part of the proposal, of the amounts and types of income the candidate expects to receive during the sabbatical leave. Part-time employment during the sabbatical shall not interfere in any way with the sabbatical purpose or project.

Upon return from a sabbatical leave, the faculty member shall turn in a report describing the activities carried out and assessing the extent to which the goals established for the sabbatical were actually accomplished. The report shall be submitted by the first business day in either September or January (whichever comes first after the return). A faculty member who has been granted a sabbatical leave shall return to serve at Northwestern College for at least one full academic year after the sabbatical. If the faculty member should decide to resign at the end of the leave, then the faculty member shall reimburse the college for 1/3 the salary remuneration received during the leave.

A faculty member's seniority rights (including voting privileges) and salary status shall be retained during a sabbatical leave, and time spent on such a leave shall count toward the years of experience required for the various stages of promotion. Fringe benefits during sabbaticals shall be as follows:

- A. Medical Insurance. The college's share shall be maintained in full force.
- B. Term Insurance. Term life insurance shall be maintained in full force.
- C. Long-term and Short-term Disability Insurance. Such insurance shall be maintained on the full salary (not the sabbatical compensation) received by the faculty member.
- D. Retirement Benefits. The college's share shall be prorated to the sabbatical salary. The faculty member may maintain full payments.
- E. Social Security. It shall be continued as prescribed by law.
- F. Tuition Waiver. It shall not be automatic but may be formally requested from the Vice President for Academic Affairs. It shall be granted subject to the requirements of FHB 10.2.12.
- G. Bookstore Discount. It shall continue.
- H. Faculty Passes. Faculty ID's shall be issued to sabbatical faculty wishing to make use of them.
- I. Library Faculty Privileges. They shall continue as long as borrowed items remain in the vicinity of the campus and are accessible to the library for immediate recall during the academic year. Taking library items to a weekend or a weeklong conference would not violate this rule, but taking items on sabbatical leave or leaving them in one's office or home while on sabbatical would.
- J. Annual Faculty Development Allowance. Faculty shall continue to be eligible for this allowance. FHB 8.4



### **8.2.3 Eligibility for a Sabbatical Leave**

Eligibility for a sabbatical leave shall be limited to tenured faculty and Professors of Practice who have accumulated six years actual service to Northwestern since appointment or a previous sabbatical. Application shall be made in the year preceding the proposed sabbatical.

### **8.2.4 Application for a Sabbatical Leave**

Application forms are on the J drive or available in the office of the Vice President for Academic Affairs (VPAA).

The eligible faculty member may submit a letter of application with a sabbatical plan to the VPAA's office. Applications for sabbaticals should be submitted by the first business day in September of the academic year preceding the sabbatical year.

Ordinarily, only one full-year sabbatical per department will be awarded, as having more than one member absent is often problematic for the operation of the department. Minimally, it requires careful planning. Furthermore, multiple sabbatical leaves within a department remove experienced faculty from advising and the classroom, creating potential hardships for students. A department may request multiple full-year sabbaticals, but it must clearly state how the department plans to manage sabbatical replacements and reconfigure other departmental assignments for the year. In addition, departments must prioritize the applications prior to submittal in order to facilitate the committee's decision in case only one of the requests from that department can be granted. Two semester-long sabbaticals per department may be considered if the semesters do not overlap; no special argument by the department need be made in this case.

The sabbatical plan shall show the following:

- A. Inclusive dates for the sabbatical leave.
- B. Itinerary and location of the sabbatical site(s).
- C. A clear statement of goals for the sabbatical leave, indicating the various steps that shall be taken to accomplish each goal.
- D. A statement of rationale, indicating how the sabbatical goals, if accomplished, shall contribute to one or more of the four purposes noted in FHB 8.2.1.
- E. A statement from the faculty member's department chair proposing arrangements for teaching the department course offerings during the sabbatical. However, finding a replacement shall not be the responsibility of the person going on sabbatical. The department shall make every reasonable effort to cover the sabbatical leave without requiring additional resources.
- F. Any change in a sabbatical project before or during the sabbatical shall be communicated in writing to the VPAA.

### **8.2.5 Criteria for Awarding Sabbatical Leaves**

The Vice President for Academic Affairs (VPAA) shall receive recommendations on the number of sabbatical leaves to be awarded in a given year and the names of the chosen applicants both from the faculty development committee and from the VPAA. Based on these recommendations, the VPAA shall award the sabbaticals.

Due to financial limitations and the need to maintain continuity in the academic program, the number of sabbatical leaves shall normally be limited to three full-year sabbaticals, or four one-semester sabbaticals, or a combination of full-year and one-semester sabbaticals. The combination of full-year and one-semester sabbaticals shall be the financial equivalent of three full-year sabbaticals. Exceptions shall be made only in unusual circumstances.

The criteria for recommending and awarding sabbatical leaves shall be based primarily on the quality of the proposal; that is, on whether the intended sabbatical holds promise for accomplishing one or more of the four purposes noted in FHB 8.2.1 without significantly disrupting the continuity of the academic program. Plans judged unsatisfactory in quality shall be removed from consideration. Full-year sabbaticals will be given priority over one-semester sabbaticals.

Secondary criteria that may be taken into consideration include (in no particular order): (a) the candidate has submitted a satisfactory plan in a previous year, but has been denied a sabbatical due to limitations on the number of available sabbaticals; (b) the candidate has submitted a satisfactory plan in a previous year, and been granted a sabbatical, but has been unable to take the sabbatical due to extenuating circumstances; (c) the years of faculty-status service the candidate has completed at Northwestern College without the commensurate number of sabbaticals.

### 8.3 Leave of Absence

The college shall make selective provision for the following two types of non-sabbatical leaves of absence:

#### 8.3.1 Personal Leave

Leave for a faculty member, tenured or non-tenured, for personal reasons, such as government service, teaching at another college, temporary church assignment, temporary pursuit of alternative employment, or health reasons.

- A. A faculty member wishing to apply for a personal leave shall submit a letter of request, or other form of communication, to the Office of the Vice President for Academic Affairs (VPAA). Ideally, such a request shall be received by the first business day in September of the academic year prior to the requested leave and shall contain a statement of the reasons for the request. The VPAA shall treat the contents of all requests for personal leave as confidential.
- B. Ordinarily, the duration of a personal leave shall be for one or two semesters within a single academic year.
- C. Northwestern College shall not provide salary remuneration during a personal leave. Many health-related leaves (e.g., injury, illness, mental health, substance abuse, maternity/paternity leave, etc) are eligible for compensation and benefits as required by the Family and Medical Leave Act. Military-related leaves are eligible for benefits as required by the Uniformed Services Employment and Reemployment Act of 1994. For other leaves, benefits shall not be provided. A faculty member considering a leave should consult with Human Resources for specific details.
- D. Normally, time spent on a personal leave other than military or FMLA leave shall not count toward college years of service and associated seniority rights and privileges, including experience credit toward eligibility for promotion and tenure. Neither shall it count towards educational loan forgiveness for Graduate Education Tuition Loans (FHB 8.7).
- E. A faculty salary increase shall accrue during a non-military personal leave only to the extent that such an increase is clearly intended and defined as a cost-of-living adjustment.

#### 8.3.2 Professional Development Leave

##### 8.3.2.1 Types of Professional Development Leave

A professional development leave may fall into one of three categories:

**Terminal degree leave:** Leave for a faculty member for study toward completion of a terminal degree, in response to a college expectation established by the administration at the time of appointment.

**Reassignment leave:** Leave for a faculty member, tenured or non-tenured, to pursue graduate study or other appropriate means of continuing education, in response to a college expectation that the faculty member in question prepare for a major role reassignment at the college (e.g., assignment of significant teaching responsibilities in a second discipline).

- A. Graduate Study – Intended for a faculty member, tenured or non-tenured, in pursuit of advanced study or certification relating to one's own discipline.
- B. Reassignment – Intended for a faculty member, tenured or non-tenured, to pursue graduate study or other appropriate means of continuing education, in response to a college expectation that the faculty member in question prepare for a major role reassignment at the college (e.g., assignment of significant teaching responsibilities in a second discipline).
- C. Research – Intended for a faculty member, tenured or non-tenured, with a short-term appointment with another institution, such as a research team funded by a major grant or a visiting professorship.

### **8.3.2.2 Eligibility**

The Vice President for Academic Affairs (VPAA) may grant the research and reassignment leaves at his/her discretion. Regarding the graduate study leave, the individual shall submit an application to the Faculty Development committee, which will make a recommendation to the VPAA.

### **8.3.2.3 Terms**

- A. Normally, the college will not provide salary during the leave. However, the faculty member can negotiate a special contract with the VPAA, including specifics regarding any possible salary, benefits, impact on sabbatical eligibility and seniority, minimum length of continued service to the college after return, loan forgiveness, access to college properties such as offices or classrooms, and so forth. In any case, such special contracts will not have negative impact on the number of sabbatical leaves offered in any year by the college.
- B. Upon return from a professional development leave, the faculty member shall submit a report to the VPAA describing the activities and assessing the extent to which goals established for the professional development leave were actually realized.

## **8.4 Professional Travel and Activity Expenses**

The college encourages development of its continuing full-time faculty by giving support for attendance and participation in professional activities such as conferences, seminars and artistic presentations. Normally each faculty member (except as noted below) shall have available a fixed sum of money for a given year, determined by the Vice President for Academic Affairs (VPAA) in the fall of the year. Faculty members who are not planning to return for the following academic year are generally not eligible to receive professional travel and activity expense funds after the first semester of their final year. Faculty members on a one-year appointment may apply for professional travel and activity expense funds but are not assured of receiving funds.

### **8.4.1 Professional Activities Involving Travel**

Funds will be generally sufficient for one major trip per year or several shorter trips. If funds are available, the VPAA may award larger sums to faculty members who serve as presenters. Costs, which shall be covered, may include:

- A. The use of college vehicles at a rate determined by the Office of Financial Affairs
- B. Mileage for private cars at a rate determined by the Office of Financial Affairs
- C. Airfare, through a travel agency at the lowest negotiated rates
- D. Registration or admission fees
- E. Normal ground travel to and from airports
- F. Hotel costs
- G. Meal costs
- H. Additional expenses directly related to making a presentation (supplies, software, printing, etc.)

### **8.4.2 College Vehicle Usage Policy**

College vehicles may be reserved for college business electronically at least 72 hours prior to summer trips and a week before trips during the school year. To make a reservation, log into MYNWC, select employees tab and then select request campus vehicle. The budget account number must be provided when the reservation is made. Keys, mileage cards and credit cards should be picked up at and returned to the Maintenance Department office. If the hour of your return is late, the keys and cards should be placed in the drop box located at the north door in the maintenance parking lot.

The Travel Expense Report (available in the Office for Financial Affairs) should be submitted for reimbursement as soon as possible.

Mileage rates charged to departments are as follows:

Car	\$ .42/mile
Mini-Van	\$ .45/mile
Van	\$ .58/mile
Trailers	\$ .10/mile

- A. Any person needing to drive a college vehicle must complete the **Northwestern College Driver Authorization** and will be subject to driving records screening prior to driving college vehicles. Any person with more than two moving violations on their driving record during the past three years will be disqualified from operating a college vehicle until remedial training has been completed. Anyone with a suspended or revoked license, convicted of criminal misconduct while driving or convicted of driving under the influence of alcohol or drugs will be disqualified from operating a college vehicle until approval is received from the college insurance carrier. The driver authorization form must be updated when information changes, such as expiration date of driver's license.
- B. All students needing to drive a college vehicle must complete the **Northwestern College Driver Authorization** prior to driving college vehicle. The disqualifications listed above apply to students as well.
- C. All students needing to drive a college vehicle designed to transport more than 9 passengers must be 21 years of age and must successfully complete a Driver Safety Course. This course is offered at certain times during the school year and will be scheduled through the maintenance office. Faculty and staff are encouraged to complete this course as well.
- D. Students cannot use college vehicles without being accompanied by a college faculty or staff person unless approval has been received from the Vice President for Financial Affairs.
- E. The proper use of seat belts is required for the driver and all passengers while the vehicle is in motion.
- F. Drivers shall not operate cell phones, laptop or tablet computers, navigational aids and any other device that may cause driver distraction while operating a college vehicle or while operating a privately-owned vehicle in the course of conducting college business. Drivers shall properly park their vehicle prior to using such devices. Hands- free devices are recommended for mobile phone use while driving.
- G. If the front passenger seat is occupied, that person is expected to remain awake, help the driver stay alert, and assist with driving directions.
- H. Drivers on extended trips should take frequent breaks and be replaced periodically by another driver.
- I. Maximum speed limit for all college vehicles is the legal speed limit.
- J. College vehicles are to be used only for college-related business. Personal use that occurs incidental to the business use will be allowed if it occurs on the same route and incurs no additional miles. All other personal use is strictly prohibited.
- K. Northwestern College is **not** responsible for the property of others. This includes loss or damage to your property located on our premises or in our vehicles. Please review your homeowner's and auto insurance policies to determine if your property is adequately covered in the event of loss or damage. The only exception to this policy is when the college has care, custody, or control of the property of others. In those circumstances, you may have a claim under the college's policy for loss or damage to your property.
- L. The college will not reimburse employees or students for parking tickets and fines for moving violations.

### 8.4.3 Travel and Tipping Policies

#### **Mileage**

Mileage costs incurred through the use of employees' personal vehicles to attend approved meetings, seminars, and other functions directly related to Northwestern's operations, activities, and mission will be reimbursed at the rate per mile established annually by the Financial Affairs office.

#### **Driving Versus Flying**

In some instances for long distance travel you may choose to drive instead of fly. In these cases, reimbursement for mileage will be at the current rate per mile up to the amount of the cost of an airline ticket (21 day advance out of Omaha) to that destination plus mileage to the airport and a rental vehicle at the destination, if necessary.

#### **Restaurant Gratuity Practices**

It is the policy of the college an adequate gratuity for service at a restaurant should be in the range of 15 to 18%. In the event a restaurant has a mandatory gratuity requirement for large groups, please do not exceed 20%.

### **Other Gratuity Guidelines**

The college will reimburse employees for any gratuity of up to 10% of the total fare for service provided by a taxi cab driver. The services provided by a bellhop, airport attendant or similar service personnel are considered by the college to be personal services and will not be reimbursed as travel expenses.

#### **8.4.4 Non-Travel Related Professional Activities**

Faculty members may use up to \$100 of their individual annual faculty development allowance for non-travel related professional activities. These expenditures should be noted on the individual's annual faculty service report. Activity costs, which shall be covered, may include:

- A. Scholarly resource materials such as books, CDs, videos, etc.
- B. Professional memberships
- C. Journal subscriptions

An expense report shall be submitted with supporting documents to the office of the VPAA within two weeks of the conclusion of the trip or the date the professional activities expenses were incurred, and by June 30 in order to be posted against the current academic year's budget. If submitted after June 30, the amount may not be reimbursed. The faculty member shall receive reimbursement based on actual expenses incurred.

Documentation, specifically receipts, shall be required for all expenses.

Faculty asked by the college officially to represent the institution will be funded separately with approval from the VPAA.

### **8.5 Northwestern Scholarship Grant**

The purpose of the summer scholarship grant is to make it possible for selected faculty to conduct scholarly work appropriate to their academic disciplines, with an emphasis on the production of completed work for publication and other forms of dissemination beyond the Northwestern campus.

#### **8.5.1 Guidelines for Northwestern Scholarship Grant Application**

As funds are available provision shall be made for a faculty summer research program. Summer scholarship grants shall be awarded as follows:

- A. Scholarship grants will be awarded each summer to qualifying proposals as funds allow.
- B. The maximum requested amount shall be limited to \$2,250 for each applicant.
  - 1. Stipends may be requested for full-time scholarly work during the summer months at \$325 per week for a maximum of six weeks.
  - 2. Requests for funding may cover duplicating, software, modest equipment purchases, library usage and travel (for scholarship, moneys for conferences should come out of professional development funds). All equipment and software purchased shall remain the property of the college.
  - 3. Faculty wishing to pursue multiple projects should submit a separate application for each project; the sum total of funding requested may not exceed \$2,250.
  - 4. An applicant submitting multiple projects should rank each project by priority in the event that all of the individual projects cannot be funded (see "Criteria" below).
  - 5. Faculty submitting applications for projects involving students (see below) may not simultaneously submit applications for projects not involving students.
  - 6. Granted funds for scholarship expenses will be available over the summer and subsequent school year (from May 15 to May 15). Faculty and student stipends may only be used during the summer.
- C. Faculty may pursue more elaborate projects involving students.
  - 1. The amount of funding for a project involving a student(s) is limited to \$5,000.
  - 2. Student stipends may be requested at a rate of \$250 per week (32 hrs/week) for a maximum of eight weeks.
  - 3. Funding may also be requested for student travel and lodging expenses, as well as other expenses directly related to student participation in the proposed research.
  - 4. Student roles and responsibilities should be clearly stated in the proposal; furthermore, it should be clear how participation in the project benefits student educational development.
  - 5. The funding of projects involving students is contingent upon available funds.

### **8.5.2 Application Procedure for Northwestern Scholarship Grants**

In November of each academic year, the Vice President for Academic Affairs shall send all faculty an announcement of the program for the coming summer. Applications, located on the network server, should be completed and returned to the Vice President for Academic Affairs's office by the first Friday of the spring semester.

### **8.5.3 Criteria for Awarding Northwestern Scholarship Grants**

The Faculty Development Committee shall determine the procedure for evaluation of summer scholarship grants. They shall evaluate merit of the proposal and appropriateness of funding amounts requested. The following criteria will be relevant in judging the potential for accomplishment of the stated purpose:

- A. The quality of the research proposal, including overall organization, clarity and thoroughness.
- B. The apparent likelihood that the immediate goals stated in the research proposal can reasonably be attained in the time period for the grant. The proposal need not be the final completion of a longer research project.
- C. The apparent likelihood that the work resulting from the research project will either result directly in some form of publication (or some other dissemination to the greater scholarly community) or will represent a significant step toward eventual publication or dissemination. If the faculty member has received a previous summer scholarship grant as part of an ongoing project, then progress toward publication or dissemination shall be an important factor in the judging of the next part.

If funding limitations do not allow for full funding of all qualifying proposals, reasonable equity in the distribution of summer scholarship grants over a period of years shall serve as the guiding principle in application discrimination:

- ◆ Preference shall be given to faculty members who have not received a grant recently and/or faculty members about to undergo tenure or promotional review.
- ◆ In some cases, FDC may have to prioritize expenses over faculty stipends.
- ◆ Faculty submitting multiple projects may not receive funding for every proposed project.

### **8.5.4 Completion of Northwestern Scholarship Grants**

All research should be completed by May 15th of the funded year. In the event that extenuating circumstances preclude the completion of the work, the faculty member should notify the Vice President for Academic Affairs (VPAA) as soon as possible in order to request an extension. The VPAA may grant an extension or may refer the matter to the Faculty Development Committee for consideration. Award recipients shall submit a report, due the first business day in September for those projects completed over the summer. For projects involving a summer stipend but continuing through the school year a progress report should be provided by the first business day in September. For those projects completed over the year, reports should be submitted by June 15. Submit reports to the VPAA's office. A separate report must be submitted for each project.

For projects involving a stipend, pending completion of their report, award recipients shall be paid the second half of their awarded stipend amount in the month of September. (The first half shall be paid in June.) In the event that a deadline extension was requested and granted, the second half of the stipend shall be paid in the month following completion of the report. In the unlikely event that the work cannot be completed, the second half of the stipend shall not be paid; the faculty member will not be liable for any expenses incurred, providing they were anticipated in the grant request.

As per the intentions of their proposal, award recipients should look for a means of external dissemination of their work. In an effort to promote scholarship, encourage conversations among the faculty and students, and to generate new ideas on campus, award recipients are encouraged to present the results of their work on campus. The recipient should work in consultation with the Faculty Development Committee to schedule their presentation.

## **8.6 Northwestern Endowed Research Fellowship**

The purpose of the Northwestern Endowed Research Fellowship is to fund substantive summer research that contributes meaningfully to the faculty member's discipline. The activity may constitute an entire project or be a

portion of a larger project. This research fellowship is not intended to provide monies for less expensive research that can be funded by the non-competitive summer scholarship grants (cap of \$2,250); nor is it intended for curriculum development.

### **8.6.1 Guidelines for Northwestern Endowed Research Fellowship Application**

- A. One Research Fellowship will be awarded on a competitive basis to a tenure track faculty who has their terminal degree, who has completed two years of teaching at Northwestern College, and who will continue to teach for at least another year. In years when the funds allow it, two research fellowships may be awarded providing both applications are deemed equally meritorious. The following conditions also apply:
  - 1. Faculty serving on the Faculty Development Committee are ineligible.
  - 2. Faculty who have been awarded a sabbatical may apply for this research fellowship for either the summer before or after the sabbatical.
  - 3. A faculty member who receives this research fellowship must wait six years before submitting another application. When awarded a Northwestern Endowed Research Fellowship, the faculty member is ineligible for a non-competitive summer scholarship grant that summer.
  - 4. A project proposal that has not been selected may be resubmitted in the subsequent year only if the author has addressed the critiques of the professional adjudicators. Those re-submitting should include an explanation of any changes in the application.
- B. Funds for stipend, travel, equipment, books, supplies, student assistant, and other support may be requested.
  - 1. Projects involving only a single Northwestern faculty member are limited to a total project budget of \$10,000. The project proposal may request a stipend of \$500 per week for 8-10 weeks (maximum \$5,000) for the researcher.
  - 2. Collaborative projects, defined as those involving two or more Northwestern Faculty members, are limited to a total project budget of \$15,000. Collaborative project proposals may request stipend monies for each Northwestern faculty member involved in the project given these restrictions: (1) No individual stipend may exceed \$5,000, and (2) the project's stipend total may not exceed \$10,000.
  - 3. Student assistants may be hired during the summer at a rate of \$250 per week (32 hrs/wk) for 8-10 weeks
  - 4. Budget proposals may include contractual remuneration to persons hired to fulfill specific needs within the proposed research; such persons should possess sufficient skills, expertise or experience that completion of the work would be impractical without their contribution.
  - 5. All other expenses should be outlined in reasonable detail.

### **8.6.2 Application Procedure for Northwestern Endowed Research Fellowship**

By the end of April of the year preceding the award, the Vice President for Academic Affairs (VPAA) shall send all faculty an announcement of the program for the coming year. Application guidelines are located on the network server; from among the guidelines – Humanities, Arts, Sciences, Business and Education – the proposer should select the one best suited to his/her project and research methods. The application must be completed and returned to the office of the VPAA by **the third Friday in September**. All applications should be double-checked to ensure that they are both error-free and complete before being submitted. **NO LATE APPLICATIONS WILL BE ACCEPTED.**

### **8.6.3 Criteria for Awarding Northwestern Endowed Research Fellowship**

The Faculty Development Committee shall evaluate merit of the proposals and appropriateness of funding amounts requested. The following procedure will be used to evaluate applications:

- A. Upon receipt of the applications, the Faculty Development Committee will review all applications and ascertain which applications are error-free, complete, and best fit the goals and parameters of the grant. The committee will then determine a first tier of applications to be sent out for review. Because reviewers receive an honorarium for their work, in order to limit costs no more than five applications will be sent out for review; the committee may opt to send out fewer than five applications.
- B. In October, qualifying proposals will be sent out for external adjudication by at least two professionals in the specific field of each qualifying applicant's proposal. Each reviewer will receive a scoring rubric to use in the process of evaluating the application. Reviewers will be asked to return their critiques by the end of November.

- C. In December and early January, members of the Faculty Development Committee will score each application and weigh reviewers' comments using a rubric. Based on the adjudication of the proposals, the reviews, and evaluation of the third criteria (faith and learning), the FDC will recommend the recipient(s) to the office of the Vice President for Academic Affairs (VPAA).
- D. In the event of a tie and if funds permit, two research fellowships may be given. If funds are not available, preference will be given first to the person who has not yet received a Northwestern Endowed Research Fellowship and then to the person with seniority.
- E. By the third Friday of January, the VPAA will notify applicants and then announce the recipient(s) to the campus community. This timing will allow those who do not receive this fellowship to apply for the non-competitive summer scholarship grants.

#### **8.6.4 Completion of Northwestern Endowed Research Fellowship**

- A. On the first business day in May, the research monies and half the stipend are available.
- B. By the third Friday of September, a progress report will be submitted to the office of the Vice President for Academic Affairs (VPAA). When the progress report is received, one half of the remaining stipend will be awarded.
- C. The research project is to be completed within one calendar year of the award. The final report may be submitted at any time within the fellowship period, but no later than the first business day in May. Upon receipt of the final report and review of the report by the FDC, the remainder of the stipend will be awarded.
- D. During the school year following report completion, the recipient will share his or her research with the faculty in a format similar to tenure presentations.

### **8.7 Graduate Education Tuition Loans**

#### **Purpose**

To develop competent staff, the attainment of graduate degrees or graduate level studies may often be of mutual benefit for both the individual and the college. Where mutual benefit is evident, the college will encourage and support the graduate studies by making available forgivable graduate tuition loans.

#### **Eligibility**

Employees who hold a regular appointment of  $\frac{3}{4}$  time or more are eligible to apply for graduate education tuition assistance. Graduate studies should be related to the enhancement of the employee's skills for fulfilling her/his current position at NWC.

#### **Amount of Assistance**

- A. For full-time employees, 50% of graduate tuition and course fees will be covered up to \$5,250 per year with a lifetime maximum of \$21,000.
- B. Employees at  $\frac{3}{4}$  time (Class A) or above will receive a prorated benefit. For example, a  $\frac{3}{4}$  time (Class A) employee would receive 75% of the 50% tuition benefit.
- C. Travel, housing, books and supplies will not be covered.
- D. Funds will be granted on a forgivable loan basis: 25% of funds forgiven for each year of full-time employment following the receipt of tuition funds.
  - 1. Faculty who resign within four years from the year of participation in the program are required to reimburse the college on the following schedule:

<b>Time Limit</b>	<b>Return of Tuition Refund</b>
Termination at end of year in which receiving tuition loan	100%
Termination after 1 year	75%
Termination after 2 year	50%
Termination after 3 years	25%
Termination after 4 years	No payback required

- 2. The employee will sign a promissory note for the loan agreement upon receiving tuition assistance, stipulating all conditions.
- 3. If the employee should resign at the end of the year in which they have received a tuition loan, they shall have a loan repayment period of 4 years. If they have worked one year at NWC, gaining 25% forgiveness of the loan amount, the repayment period shall be 3 years and likewise for each additional year.
- 4. Monthly payments will commence 30 days following the employee's termination date. During the repayment period prime rate is charged on the unpaid balance of the loan principal. Prime rate will be



determined at the employee's termination date and will be adjusted annually. Principal and interest not paid when due shall draw interest at the rate of 12% per annum.

### **Process for Faculty Applications**

Complete an application. The application form can be obtained from Human Resources or the Human Resources web page. A plan, including rationale, estimated costs, and time line, should accompany the application. Applications will be reviewed and approved by the Vice President for Academic Affairs in consultation with the Director of Human Resources.

Applicants are encouraged to submit applications for the following academic year by October. Applications received after this date will be less likely to be funded.

Applications for graduate studies during the current fiscal year may be submitted. If funding for the current fiscal year is still available, requests will be funded on a first-come, first-served basis.

### **Other Stipulations**

- A. An application and approval from your supervisor and President's Cabinet (PC) member does not guarantee funds will be available and distributed.
- B. Applicants must reapply every year.
- C. An initial acceptance year does not guarantee funds will be available or granted for subsequent years. Preference will be given, however, to those who have received funds in the previous year.
- D. Yearly and lifetime amounts may change if the IRS changes the allowed amount of tax free educational assistance.
- E. Any major variance from funds the employee originally requested in their application form will be discussed with his/her PC member. The employee will be notified if the college can only fund up to the amount requested in the original application regardless of the individual program yearly limit.
- F. Requests for payment of tuition must be submitted to Human Resources once approved by the PC member.
- G. Refer to Professional Development Leave (FHB 8.3.2) for guidelines regarding time off for graduate studies.

## **8.8 Assistance to the Faculty**

### **8.8.1 Student Assistant Program**

Subject to budgetary approval, each full-time faculty member may employ a student assistant for each academic year. The responsibilities to be carried out by a student assistant shall be determined by the faculty member in consultation with the student. Such responsibilities may include one or more of the following: assistance with teaching responsibilities (grading, tutoring), assistance with faculty research, secretarial and clerical services.

The student assistant shall be paid at an hourly rate up to a maximum figure established for each academic year. A student assistant shall keep timesheets, to be signed by the supervising faculty member. Wherever possible, stipends shall come from work study monies. Therefore a student shall not receive a student assistant stipend in addition to another work study stipend. The student assistant assignment shall be that student's work study assignment.

In late spring each academic department may request additional work study help for a given academic year beyond the help being provided individual department members through student assistants. If it becomes apparent later in the year that a student assistant will not accumulate \$800 worth of work, the faculty member shall contact the financial aid office. They shall then seek to provide additional work study assignments to qualified students.

### **8.8.2 Junior Scholar Program**

The program allows the faculty of each department to nominate a maximum of two Junior Scholars each year; the applications are to be approved by the Faculty Development Committee and by the Vice President for Academic Affairs. Application for a junior scholar award shall come from an individual faculty member to the department. The deadline date for submission of the Junior Scholar application is January 31. The Junior Scholar award is set at 20% above the current stipend for work study. Each Junior Scholar will receive an award for either one semester or the academic year. Each selected student works under a "senior faculty scholar," and

shall be involved in the research project of that faculty member. The college does not award academic credit for projects or research completed under the junior scholars program.

## **9. ACADEMIC POLICIES**

The college catalog includes a more comprehensive description of academic policies.

### **9.1 Faculty Involvement in Student Recruitment, Orientation and Retention**

#### **9.1.1 Recruitment During the Pre-Application Stage**

- A. A letter will be sent to each student who inquires about the possibility of enrolling at Northwestern College and indicates interest in a particular discipline.
- B. The admissions office shall provide each department chair with a list of students who have inquired into the possibility of matriculating in that department at Northwestern and are considered good prospects by the admissions office, including those who are eligible for some type of honors scholarship. Each department chair shall call each student on the list or ask other faculty members in the department to share in making such calls. The telephone calls are to include the following:
  - 1. Encouragement for the students to attend Northwestern, commending their academic excellence and promoting the department's academic programs.
  - 2. Indication that the students may be eligible to receive an honors scholarship in the academic discipline in question, based on competition for such select designated scholarships.
  - 3. Encouragement for the students to visit Northwestern's campus, preferably with their parents, calling ahead to the admissions office to make visitation arrangements.

#### **9.1.2 Recruitment and Faculty Advising at the Application Stage**

- A. At the time that a student is accepted at Northwestern, the student shall be assigned to a faculty advisor. The assignments shall be based on the principle of reasonable equity in the number of advisees assigned according to the following groupings:
  - 1. Students who indicate their choice of an intended major, career concentration or pre-professional program shall be assigned to an advisor within that academic discipline.
  - 2. Students who are undecided as to a prospective major, pre-professional program or career concentration but who indicate an interest in a particular co-curricular area such as theatre, music, athletics or publications shall be assigned to a faculty advisor related to that co-curricular activity.
  - 3. Other undecided students shall be assigned to one of a select group of faculty advisors who have relatively smaller advising loads.
  - 4. Students accepted on a conditional or probational basis, shall be assigned to a staff member in the Academic Support Department.

These initial faculty advisor assignments shall be made by the Dean of Admissions, to continue until the student indicates a change is desired because a major has been chosen or switched or for other reasons. The admissions or student file shall go to the new advisor.

- B. Within two weeks after a faculty advisor receives notification of an advisee assignment, the advisor shall either make a phone call to the accepted student or shall write a personal handwritten note. If a call is made, then a report summarizing the results of that call shall be submitted to the admissions office on the form supplied. If a personal note is sent, then a copy shall be submitted to the office. It shall be the responsibility of the Dean of Admissions to insure that this is done within the two-week period. Otherwise the Vice President for Academic Affairs shall consult with the advisor.

When the advisor phones the accepted student, the following are suggested topics of conversation:

- 1. Congratulations on the student's acceptance at Northwestern College.
- 2. Encouragement for the student to attend Northwestern College.
- 3. Description of the major strengths of the academic program the student is interested in, as well as other relevant strengths of the college curriculum.
- 4. Encouragement to enter the competition for either the Norman Vincent Peale scholarship or designated honors scholarships in the discipline, if the student qualifies.

5. Invitation to the student to visit Northwestern's campus, preferably at special visitation times and with an invitation for the parents to come also.
6. Response to any questions the student may raise about curricular details in the discipline or co-curricular activity.

When the advisor writes the personal note, the items a.-e. above are suggested items of content. In addition, an invitation may be extended for a phone call or a note to the advisor in case of any questions. The advisor may include a self-addressed NWC postcard or envelope and may indicate that a phone call will follow.

- C. The admissions office, in consultation with academic department chairs, establishes suitable follow-up procedures to be used in accordance with an agreed-upon timeline.

### **9.1.3 Preregistration for Accepted Students**

Northwestern College hosts two orientation/preregistration dates for accepted students and their parents during the late spring or early summer. All faculty advisors to visiting accepted students should be involved in these weekend activities. When it is not possible, an appropriate substitute may be chosen from the faculty so that each department may be represented.

### **9.1.4 Retention Program**

#### **9.1.4.1 Academic Alert System**

The purpose of the academic alert system is twofold: first, to identify students having serious academic difficulties before it is too late to help them; and second, to initiate a process for providing such students with the help they need. The procedures for the system are as follows.

#### **Academic Alert Initiated by Faculty**

On a timely basis, each faculty member shall alert each such student who is doing D or F work in class about the nature of the student's academic difficulties with the faculty member being as specific as possible about the student's perceived problems. The academic support department must receive a copy of all alerts sent to students. The following steps shall be initiated to provide appropriate support help for the identified students.

- Step 1 Department staff shall send copies of the academic alert form to the student's faculty advisor.
- Step 2 If a student receives one or more academic alerts, academic support staff may contact either the student, the professor or the student's advisor.

#### **Academic Alert Initiated by a Residence Hall Director**

- A. Each residence hall director (RD) shall be provided with a number of "student life alert" forms.
- B. If at any point during the semester an RD is made aware (through a resident assistant or otherwise) that a particular student is behaving in ways that are seriously detrimental to academic performance, then the RD shall meet with that student to discuss the perceived difficulties and shall then complete a student life alert form for the student, sending the form to the academic support department.
- C. One of the following courses of action shall then be taken by the department staff.
  1. The department staff shall send a copy of the student life alert form to the student's faculty advisor.
  2. If the department staff has also received an academic alert form for the student, the director shall meet the student to initiate appropriate learning support. The director shall also make a follow-up appointment with the student. An appropriate follow-up notice shall be sent to the RD, the student's faculty advisor and the faculty member who initiated the academic alert.
  3. If the department staff has not received an academic alert form for the student, the director shall collect grades and comments from the student's professors. If these grades and comments indicate that the student is performing below an appropriate level of expectation, then the department staff shall contact the student and appropriate learning support shall be initiated. If, however, these grades and comments indicate that the student is performing at an appropriate level of expectation, then the director shall encourage the RD to counsel the student.

#### **9.1.4.2 Peer Tutoring Program**

The academic support department shall be responsible for implementing a comprehensive student peer tutoring program, including recruitment, training and supervision of peer tutors.

#### **9.1.5 Advising as to Majors**

##### **9.1.5.1 Department's Screening of Prospective Majors (Sophomores)**

A department may prescribe that certain course requirements be met prior to the end of the sophomore year. Except where it is mandated by an external agency, a department shall not establish grade point requirements for admission to a major beyond those contained in the general college policy. If a department judges that a student's passing grade in certain pertinent courses is too low to make success in the major probable, then that department may and should counsel the student not to pursue the major. The final decision, however, lies with the student, if prerequisite courses have been taken and a grade point average acceptable under general college policies has been maintained.

The student and the student's advisor shall monitor the academic performance of each advisee majoring in the department – based on the department's course requirements and expectations for levels of performance in courses in the department. As needed, this should involve consultation with other members of the department and the department chair. If it is judged that there is a low probability of success in the major, the advisor or chair shall meet with that student to discuss the advisability not to pursue that major. The advisor or department chair may also refer the student to the director of career development.

##### **9.1.5.2 Procedure for Change of Major**

A student may officially change majors after the original declaration by means of a Change of Major form in the Registrar's Office at any time during the academic year. The student will be responsible for changing his/her academic advisor through an Advisor Change form from the Registrar's Office and by acquiring the signature of the new advisor. The Registrar will then change the student's advisor upon receipt of the signed form.

#### **9.2 Academic Major and Minor Guidelines**

##### **9.2.1 Academic Majors**

- A. The number of credits fulfilling the requirements of an academic major range between 28 and 36, depending on the major. No academic major will require more than 36 credits. Exceptions to this requirement include:

1. majors needing an increased load in order to fulfill outside accreditation requirements
2. interdisciplinary majors

These credit hours do not include cognate requirements, and may or may not include the full credit load for practicums, internships, Northwestern College senior seminars, or student teaching. All majors must require students to take at least 12 credits of 300-level or above courses.

- B. A minimum of ½ of major courses comprising an academic major, excluding cognates, must be completed in residency. (Note: Student may petition the respective Department Chair for an exception to this rule.)
- C. All approved majors must include a 2-4 credit Writing Intensive (WI) course that features writing to help students learn course content and ways of writing in the discipline. To be approved as WI, the course must enroll fewer than 26 students and meet the following standards:
1. Writing is comprehensively integrated into the course.
  2. Writing is a significant part of the course work.
  3. Writing is a significant part of the course grade.
  4. Writing is learned through revision.
  5. Writing is explained and practiced in the course.

- D. Discipline-based Senior Seminars that fulfill the NWCore Senior Seminar requirement must be Writing and Speaking Intensive. These requirements are in addition to the WI required course within the major. (See FHB 9.2.1 C for WI standards). To be approved as Speaking Intensive, the course features speaking to help students learn course content and ways of speaking in the discipline. To be approved as Speaking Intensive, the course must meet the following standards:
1. Speaking is integrated into the course as a means of learning content.
  2. Speaking contributes to the course grade.
  3. Speaking has clearly defined expectations.
  4. Students receive feedback on elements of delivery.

### 9.2.2 Student Initiated Majors

If a student wishes to pursue in-depth study that cannot be accommodated by one of our regular majors (or combination of a major and a minor or career concentration), then the student, in collaboration with a faculty member, has the option of designing an individualized major. Students may propose a student initiated major (SIM) that is similar to what other colleges offer but which Northwestern College does not. Or students may propose a major that combines parts of two or three different academic programs in order to prepare them for a career or for graduate study that requires such a combination. The student and collaborating faculty member must complete and sign a request for approval of student initiated major and submit the proposal to the Academic Affairs Committee for approval.

A student wishing to propose a student initiated major must follow these guidelines:

- A. The proposal must be submitted to the Academic Affairs Committee before the student completes 80 credits of course work.
- B. The proposal must indicate all course work required for the SIM (including courses already completed, transfer courses, **and any pre-requisites for listed courses**).
- C. Completed course work may comprise no more than 75% of the total major being proposed.
- D. A minimum of 14 credits must be courses numbered 300 or higher (in addition to internship credit).
- E. Upon approval of the SIM, the collaborating faculty member will become the student's faculty advisor (if not already the student's advisor). Students must complete an advisor change form, obtain the necessary signatures and submit the form to the registrar's office for processing.

### 9.2.3 Interdisciplinary Majors

An interdisciplinary major is a combination of two or more distinct fields of study into a single program. The following parameters will apply:

- A. Approximately equal weight will be given to each discipline.
- B. Interdisciplinary majors will generally not exceed 48 credits, excluding cognates.
- C. A minimum of 16 credits must be numbered 300-level or above.
- D. Traditional students should be able to complete the major in a 4-year period.

### 9.2.4 Academic Minors

- A. Northwestern College offers approximately forty academic minors, constituting a disciplinary area in which a student wishes to receive a broad introduction to complement their choice of major. Academic minors must include a minimum of 20 credits. There can be an overlap of no more than 8 credits with a student's academic major, not counting cognate courses.
- B. As with academic majors, a student cannot elect a pass/no pass option for courses in their minor. All course substitutions affecting the minor must be approved by the department offering the minor.
- C. A minimum of one-half of the academic minor courses, excluding cognates, must be completed in residency.
- D. No one may propose a student initiated minor.

## **9.3 Courses and Classes**

The academic calendar consists of two 16-week semesters in which most courses are either 4-credit courses meeting a full semester or 2-credit courses meeting a half semester. A student will take no more than 18 credit hours of coursework a semester. Exceptions to this limit require special approval by the Vice President for Academic Affairs.

### **9.3.1 Course Changes and Substitutions**

#### **9.3.1.1 Deadlines for Student Course Changes**

The final date for adding a course shall be the end of the fifth school day of the term. The final date for dropping a 2-credit course shall be the end of the 25th school day of the term and for dropping a 3 or 4-credit course the end of the 50th school day. The latter ensures that students may base their decisions on midterm grades. The instructor shall advise a student, as early as possible in the semester, of inadequate performance and the likelihood of an unsatisfactory grade, i.e., a D or an F.

The Registrar will notify both students and faculty 2 days prior to each deadline as a reminder of these important dates.

#### **9.3.1.2 Procedures for Student Course Changes**

The registrar's office handles course changes with the approval of the advisor. Students shall return the "course change authorization" form to the registrar's office. The changes shall be processed immediately so students may know if the new course fits into their schedule and within the maximum course load.

The Registrar will notify instructors to check course rosters for accuracy after the Add/Drop deadline each semester.

#### **9.3.1.3 Course Substitutions**

All student course substitutions intended to meet Northwestern Core requirements must receive the written approval of the student, the faculty advisor, and the registrar. All student course substitutions intended to meet the requirements of a major or minor must receive the written approval of the student, the faculty advisor, the department chairperson, and the registrar. The written approval must be filed with the registrar before the start of the student's last semester prior to graduation. Forms for these course substitutions are available in the registrar's office.

### **9.3.2 Standards for Courses**

#### **9.3.2.1 Credit Hour Definition**

Northwestern College requires 124 credits for the Baccalaureate degree.

Northwestern College assigns credits to courses per the federal credit hour definition:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- ◆ one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for approximately fifteen weeks for one semester of credit, or the equivalent amount of work over a different amount of time; or
- ◆ at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

Accordingly, courses at Northwestern College vary in the amount of credit awarded from .25 to 16 credits. Courses during the academic year may run for either 8 or 16 weeks and may be either face-to-face or online. A credit represents at least 60 minutes of direct instruction, or its equivalent, per week over a semester of 16 weeks or at least 120 minutes of direct instruction, or its equivalent, per week over a half-

semester of 8 weeks. In the case of laboratory work, internships, practica, studio work, and similar activities, the assignment of credits shall consider the number of hours required, the nature of the learning experience, and common practices in the department, recognizing that such learning experiences generally carry less credit per hour.

Thus, the number of credit hours allowed for a course will consider the intended learning outcomes for the course, the number of hours of direct instruction or its equivalent during the semester or half-semester, and the nature and rigor of expectations for work done outside of class. Online and summer school offerings shall have the same learning outcomes and expectations as courses offered on campus, but schedules, assignments, and delivery modes may be different. Departments shall regularly review existing courses to ensure that courses carry the appropriate amount of credit, and that courses offered by different faculty or in different formats have similar outcomes, expectations, and evaluations of student learning. Proposals for new courses must be submitted to the Academic Affairs Committee with a rationale that demonstrates how the proposed credits meet the above criteria.

#### **9.3.2.2 Hybrid Courses**

Faculty members must seek approval from their Department Chair and the Vice President for Academic Affairs (VPAA) if they anticipate delivering more than 20% of regularly scheduled class sessions in an online format rather than holding face-to-face classes. Any course thus approved shall be designated as a hybrid course by the Registrar's Office on the schedule of courses. This does not preclude the use of online delivery of materials to enhance face-to-face classes for blended courses or flipped classrooms. See definitions below.

##### **Hybrid Course**

Any course that uses a combination of face-to-face meeting times and online learning to meet the federal requirements for seat time per credit hour, where the online activity replaces at least 20% of face-to-face meeting times, should be considered a hybrid course. In a hybrid course, online components supplant learning that would have otherwise taken place in the onsite classroom, reducing the number of required meeting times.

##### **Blended Course**

Any course where face-to-face meeting times are equivalent to the federal requirements for seat time per credit hour, and where an instructor uses technology to enhance student learning or productivity, should be considered a blended course.

##### **Flipped Classroom**

Any course where face-to-face meeting times are equivalent to the federal requirements for seat time per credit hour, where an instructor's recorded lectures or notes are shared in the learning management system and assigned as homework prior to face-to-face meeting times, should be considered a flipped classroom. In a flipped classroom, the instructor assigns lecture as homework and uses meeting times with students for discussion and practice.

#### **9.3.2.3 Prerequisite for Courses**

A student shall meet all stated course prerequisites for each course being taken or shall obtain special consent of the instructor or department chair.

#### **9.3.2.4 Course Syllabi for Face-to-Face or Blended Courses**

The instructor shall supply the student with the following information in the course syllabus. The instructor is also encouraged to utilize other features of the LMS to communicate relevant information to the student.

- A. Course number and title, with number of credits
- B. Academic semester, class meeting time and location
- C. Name of the instructor, office location and office hours
- D. Catalog course description, with prerequisites, if any
- E. Course objectives/Student learning outcomes. Northwestern Core courses must include Northwestern Core Committee approved category objectives

- F. Classroom procedures and organization, if any
- G. Course requirements
- H. Basis of evaluation and grading scale, including an overview of all assignments and total points or percentages
- I. Attendance policy
- J. Course outline
- K. Required resources (textbooks, etc.)
- L. Americans with Disabilities Act statement
- M. Academic Integrity Policy
- N. Supplemental resources, if any

#### **9.3.2.5 Style Guide for Papers**

The 1988 MLA style recommendations shall be the standard for term papers unless a professor specifies a different standard.

#### **9.3.2.6 Frequency of Course Offerings**

- A. A single-section lecture course shall not be offered more than once a year if its enrollment was fewer than 15 when last offered, or fewer than 30 for the last two offerings.
- B. A lower-division (100, 200) course that is either a major requirement or a Northwestern Core requirement shall be offered at least once a year.
- C. An upper-division (300,400) major course may not be offered every year but shall be offered on an alternate-year basis unless two of the following three conditions are met:
  - 1. The course is a specific major requirement.
  - 2. The course is a prerequisite for another upper-division course.
  - 3. Enrollment for the course has averaged more than 15 students for the last two offerings.
- D. A course that is not offered within a 2-year period shall normally be dropped from the college curriculum. Exceptions may be made only in cases where unusual staffing adjustments (e.g., for sabbatical leave) have precluded the teaching of such courses within the time period.

#### **9.3.3 Low Enrollment Courses**

- A. Lecture courses with enrollments fewer than six shall not generally be offered unless the course is a specific requirement for a major, a minor or a career concentration.
- B. A course that is a specific requirement for a major, a minor or a career concentration with an enrollment of fewer than six during each of two consecutive offerings shall be evaluated by the Vice President for Academic Affairs, in consultation with the Academic Affairs Committee if judged necessary, during the semester of the second offering in question. This evaluation shall be based on a written recommendation from the department concerning the future of the course. If the department wishes to continue offering the course, a strong justification for it shall be provided.
- C. The faculty who were scheduled to teach courses that have been dropped for reasons of low enrollment may be assigned other college responsibilities.

#### **9.3.4 Changes in Courses**

##### **9.3.4.1 Addition of Courses**

Any new course added to the catalog listing of curriculum offerings must have a well-considered rationale for its inclusion. If the course is needed to cover new developments in the field, valid reasons shall be given for not including the new materials in already existing courses.

The proposer of the course shall review ideas with department colleagues and then present a written proposal to the department, using a form available on the J drive or in the office of the Vice President for Academic Affairs (VPAA). The form shall require the following information:

- A. Proposed course number and title
- B. Proposed course description
- C. Proposed prerequisites for the course



- D. Rationale for the course in the light of the department's objectives and the current curriculum
- E. Proposed timetable for offering the course
- F. Student populations to be served by the course
- G. Expected enrollment
- H. Staffing implications for the course
- I. Equipment implications, if any, for the course

If the proposal is approved by the department, it shall be submitted to the Academic Affairs Committee for action. Course proposals, which are part of elementary or secondary education programs, must also be approved by the Education Department prior to submission to the Academic Affairs Committee.

#### **9.3.4.2 Deletion of Courses**

The procedure for deleting courses from the current curriculum shall be the same as that described in FHB 9.3.4.1 for adding courses, using the appropriate form for deletion of courses, which is available on the J drive or in the office of the VPAA.

#### **9.3.4.3 Deadlines for Changes in the Academic Program**

November 1 shall be the deadline for the submission of proposals to the Academic Affairs Committee related to changes in courses, academic requirements or other curricular matters. Changes that are approved by the Academic Affairs Committee will normally take effect in the following academic year.

### **9.3.5 Northwestern Core (NWCore)**

#### **9.3.5.1 Introduction**

At Northwestern, integrative learning is our educational vision for all students. NWCore embodies the outcomes of the college's *Vision for Learning*: that graduates will trust, love, and worship God, engage ideas, connect knowledge and experience, and respond to God's call.

By encouraging connections across courses, time, communities and learning environments, integrative learning reflects an interconnected view of education. Above all, at Northwestern College, integrative learning means the integration of faith and learning. Integrative learning encourages students to connect knowledge gained from many academic disciplines, engage this knowledge in dialogue with biblical and theological understanding, and apply their knowledge and understanding in a personal sense of calling.

#### **9.3.5.2 Northwestern Core Learning Outcomes**

##### **Integrate Learning**

The overarching outcomes of NWCore are to:

- ◆ Integrate faith and learning. (1.1)
- ◆ Connect knowledge across disciplines. (1.2)
- ◆ Connect knowledge to life outside the academy. (1.3)

##### **Seek Knowledge**

Students will discover the knowledge, tools, and traditions that motivate disciplinary work. In particular, students will:

- ◆ Examine the major themes of the Bible and expressions of Reformed theology, and survey the theology of the broader Christian tradition. (2.1)
- ◆ Explore the mosaic of human cultures, human nature, and what it means to be a person. (2.2)
- ◆ Investigate the interdependencies and interconnections of the natural world. (2.3)
- ◆ Establish and nurture a sense of intellectual curiosity as a foundation for lifelong learning. (2.4)

### **Demonstrate Skill**

Students will practice integrative habits of mind by engaging research questions and issues that demand multidisciplinary thinking, including dialogue with biblical and theological understanding. In particular, students will:

- ◆ Demonstrate creative, effective, and sophisticated abilities in listening, speaking, writing, and visual communication. (3.1)
- ◆ Develop effective quantitative and qualitative reasoning. (3.2)
- ◆ Engage, interpret, and respond to complex texts and problems. (3.3)
- ◆ Practice effective use of electronic tools and technology in communication and research. (3.4)

### **Live Responsibly**

Students will participate in God's redeeming work by developing a comprehensive view of ethical responsibility that encompasses both individual behavior and responsible action in community. In particular, students will:

- ◆ Gain an understanding of the needs of the world and issues of justice, mercy, and humility in keeping with the biblical narrative showing God's concern for the last, the least, and the lost. (4.1)
- ◆ Articulate and support personal beliefs and engage in respectful dialogue with those who hold differing beliefs. (4.2)
- ◆ Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world. (4.3)
- ◆ Discern a calling in which individual abilities and passions serve the church and the needs of the world. (4.4)

### **9.3.5.3 Northwestern Core Requirements**

To graduate with a B.A. or B.S., Northwestern students must complete the Northwestern Core requirements, which include a common Integrative Learning Core and a menu of courses in ten Integrative Learning Categories.

<b>Integrative Learning Core</b>	(14-16 credits)
First-Year Seminar: Speaking and Writing in Community	4 credits
Christian Story I: Biblical Tradition	4 credits
Christian Story II: Theological Tradition	4 credits
Senior Seminar	2-4 credits

<b>Integrative Learning Categories</b>	(31-44 credits)
Aesthetic Experience (AE)	3-4 credits
Belief and Reason (BR)	4 credits
Cross-Cultural Engagement (CC)	3-4 credits
Historical Perspectives (HP)	4 credits
Language and Culture (LA)	0 to 9 credits
Literary Contexts (LC)	4 credits
Physical Wellness (PW)	2-3 credits
Quantitative Reasoning (QR)	3-4 credits
Science and the Natural World (SN)	4 credits
Self and Society (SS)	4 credits

<b>Total Northwestern Core Credits:</b>	<b>45-60</b>
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### **9.3.5.4 Integrative Learning Core**

#### **NWC 101/105 First-Year Seminar: Speaking and Writing in Community**

FYS initiates a four-year process in which students form a learning community marked by trust in God and each other; explore some of life's most profound, enduring questions by grappling with provocative texts; employ the tools of information literacy in pursuing answers; and develop effective practices of reading, writing, and speaking.

FYS addresses the following NWCore outcomes in particular:

- A. **Integrate Learning**
  - Integrate faith and learning (1.1)
  - Connect knowledge across disciplines (1.2)
  - Connect knowledge to life outside the academy (1.3)
- B. **Seek knowledge**
  - Establish and nurture a sense of curiosity as a foundation for life-long learning (2.2)
- C. **Demonstrate Skill**
  - Demonstrate creative, effective and sophisticated abilities in listening, speaking, writing, and visual communication (3.1)
  - Engage, interpret, and respond to complex texts and problems (3.2)
  - Practice effective use of electronic tools and technology in communication research (3.3)

After completing the First-Year Seminar, students will be able to:

- ◆ Articulate the nature of a Christian liberal arts education in the Reformed tradition.
- ◆ Engage a broad range of ideas through interdisciplinary writing and conversation.
- ◆ Write effectively to inform, persuade, and delight a particular audience.
- ◆ Speak effectively to inform, persuade, and delight a particular audience.

Students are invited to enroll in honors sections of FYS (NWC105) based on high school GPA and ACT or SAT scores.

#### **NWC 100 Writing Studio (1 credit)**

Writing Studio provides additional writing instruction and feedback for students taking NWC101 (FYS: Speaking and Writing in Community). The studio engages students in essential practices of college writing through mini-lessons and workshop activities.

**Note:** NWC 100 is required for conditionally accepted students or students entering with an English ACT of 19 or below (SAT Verbal below 470) and no college-level writing course.

#### **BTS 150 Christian Story I: Biblical Tradition**

Through Christian Story I, students learn skills and biblical content that prepare them for a lifetime of critical thinking and faithful living from a biblical-theological perspective. Students should complete this course by the end of their second semester.

Christian Story I addresses the following NWCore outcomes in particular:

- A. **Integrate Learning**
  - Integrate faith and learning (1.1)
  - Connect knowledge across disciplines (1.2)
  - Connect knowledge to life outside the academy (1.3)
- B. **Seek Knowledge**
  - Examine the major themes of the Bible and expressions of Reformed theology and survey the theology of the broader Christian tradition (2.1)
  - Establish and nurture a sense of intellectual curiosity as a foundation for lifelong learning (2.4)
- C. **Demonstrate Skill**
  - Engage, interpret, and respond to complex texts and problems (3.3)
- D. **Live Responsibly**
  - Gain an understanding of the needs of the world and issues of justice, mercy, and humility in keeping with the biblical narrative showing God's concern for the last, the least, and the lost (4.1)
  - Articulate and support personal beliefs and engage in respectful dialogue with those who hold differing beliefs (4.2)

After completing Christian Story I, students will:

- ◆ **Know and understand the Biblical Story** in relation to (a) God and key historical characters, places, and events from the biblical world; (b) the literary contexts of the biblical writings; and (c)

the thematic development of God's story with Israel and the church, through the unfolding of the covenants and their implications for worship, holiness, justice, wisdom, and the kingdom of God.

- ◆ **Think critically about and appreciate the Biblical Message** through an examination of (a) the significance of the biblical canon in terms of the historical process by which the Bible developed and became authoritative; (b) the contextual nature of the Bible's historical and literary "worlds" behind, within, and in front of the text; (c) the scholarly methods and tools that strengthen authentic study of the Bible; and (d) the contribution of the experiences of faith communities in responding to God's revelation in Jesus Christ.
- ◆ **Respond to God through Biblical Application** as (a) individuals in a manner that promotes Christian virtues such as love, justice, peace, and truth; (b) members of a learning community studying scripture together; and (c) the church empowered by the Spirit to be the presence of Christ in the world.

## **BTS 250 Christian Story II: Theological Tradition**

Through Christian Story II, students learn skills and theological content that prepare them for a lifetime of critical thinking and faithful living from a biblical-theological perspective. Students should complete this course by the end of their fourth semester.

Christian Story II addresses the following NWCore outcomes in particular:

- A. **Integrate Learning**
  - Integrate faith and learning (1.1)
  - Connect knowledge across disciplines (1.2)
  - Connect knowledge to life outside the academy (1.3)
- B. **Seek Knowledge**
  - Examine the major themes of the Bible and expressions of Reformed theology and survey the theology of the broader Christian tradition (2.1)
  - Establish and nurture a sense of intellectual curiosity as a foundation for lifelong learning (2.4)
- C. **Demonstrate Skill**
  - Engage, interpret, and respond to complex texts and problems (3.3)
- D. **Live Responsibly**
  - Gain an understanding of the needs of the world and issues of justice, mercy, and humility in keeping with the biblical narrative showing God's concern for the last, the least, and the lost (4.1)
  - Articulate and support personal beliefs and engage in respectful dialogue with those who hold differing beliefs (4.2)

After completing Christian Story II, students will:

- ◆ **Know and understand Christian theology** in relation to (a) God, the people of God and the redemptive gospel of Jesus Christ; (b) the traditions, councils, and theologians; (c) the cultural contexts of theological reflection from the first century until now; and (d) the mission and growth of the Church as the people of God since the apostolic era.
- ◆ **Think critically about and appreciate the content and context of Christian theology** through an examination of (a) the significance of Christian theology in terms of the historical process by which it developed within the Church and culture; (b) the nature of Christian theology's historical, social, economic context; (c) the scholarly methods and tools that strengthen authentic study of theology; and (d) the contribution of Christian communities and experience in responding to God's revelation in Jesus Christ.
- ◆ **Respond to God through theological application** as (a) individuals in a manner that responds in faith to the gospel and promotes Christian virtues such as love, justice, peace, and truth; (b) members of a learning community studying the Christian tradition together; and (c) the church empowered by the Spirit for mission and witness to the gospel of Christ in the world.

## **Senior Seminar**

Senior Seminar serves as the capstone to the entire Northwestern education. Through course materials, oral presentations, and formal and informal writing assignments, students reflect on their learning and connect it to life after college. In all Senior Seminars students:

- ◆ evaluate their success in meeting the goals of NWCore,
- ◆ synthesize their curricular and co-curricular learning experiences,
- ◆ identify their personal commitments, such as a Christian ethic; responsibility to others and the natural world; and a sense of local, national, and global citizenship; and
- ◆ articulate their sense of vocation.

In some Senior Seminars students may also:

- ◆ evaluate their success in meeting the goals of their major(s), and
- ◆ produce a substantial original project.

Senior Seminar may be taught from a departmental, divisional, or interdisciplinary perspective. It includes readings on vocational formation and social responsibility. The original project, if required, may be any type of disciplinary work, including projects in the visual and performing arts.

Senior Seminars vary from 2-4 credits, are Writing Intensive and Speech Intensive, and should be taken during the senior year if possible.

Approved NWCore Senior Seminars will bear the designation SR.

The Senior Seminar addresses the following NWCore outcomes in particular:

**A. Integrate Learning**

- Integrate faith and learning (1.1)
- Connect knowledge across disciplines (1.2)
- Connect knowledge to life outside the academy (1.3)

**B. Live Responsibly**

- Gain an understanding of the needs of the world and issues of justice, mercy, and humility in keeping with the biblical narrative showing God's concern for the last, the least, and the lost (4.1)
- Articulate and support personal beliefs and engage in respectful dialogue with those who hold differing beliefs (4.2)
- Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)
- Discern a calling in which individual abilities and passions serve the church and the needs of the world (4.4)

### 9.3.5.5 Integrative Learning Categories

As stated above (9.3.5.1), integrative learning is our educational vision for **all** students at Northwestern College. Courses proposed within the Integrative Learning Categories should therefore ideally be accessible to a general audience of Northwestern College students. As a rule, 300-level courses designed to service a specific major and/or courses with pre-requisites are not considered suitable courses within the Integrative Learning Categories. These restrictions do not apply to courses previously approved within the Integrative Learning Categories.

No course may count toward meeting more than one NWCore requirement. Courses with different departmental prefixes within the same NWCore category are not equivalent for grade replacement purposes (i.e., HIS 120 HP will not automatically replace a previously earned grade for PSC 120 HP). Exceptions will be made on a case-by-case basis. Students desiring to pursue an exception must receive approval from the Director of the Northwestern Core prior to the start of the new course.

### Aesthetic Experience (AE)

AE courses address the following NWCore outcomes in particular:

**A. Integrate Learning**

- Integrate faith and learning (1.1)
- Connect knowledge across disciplines (1.2)
- Connect knowledge to life outside the academy (1.3)

**B. Seek Knowledge**

Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)

**C. Demonstrate Skill**

Demonstrate creative, effective, and sophisticated abilities in communication (3.1)

**D. Live Responsibly**

Gain an understanding of the needs of the world and issues of justice, mercy, and humility in keeping with the biblical narrative showing God's concern for the last, the least, and the lost (4.1)

Discern a calling in which individual abilities and passions serve the church and the needs of the world (4.4)

After completing the Aesthetic Experience (AE) requirement, students will be able to:

- ◆ Engage works of visual or performing art using their senses and intellect.
- ◆ Use appropriate tools and vocabulary to respond critically to works of art.
- ◆ Advocate for the value of the arts in society.
- ◆ Participate in an act of artistic creation and reflect on the experience.
- ◆ Express a thoughtful Christian perspective on the arts.
- ◆ Draw connections between divine and human creation.

AE courses include at least one individual or group public speaking assignment which

- ◆ is integrated into the course as a means of learning content,
- ◆ contributes to the course grade,
- ◆ has clearly defined expectations,
- ◆ receives feedback on elements of delivery, and
- ◆ employs rubrics with connections to the FYS public speaking rubrics.

**Belief and Reason (BR)**

BR courses address the following NWCore outcomes in particular:

**A. Integrate Learning**

Integrate faith and learning (1.1)

Connect knowledge across disciplines (1.2)

Connect knowledge to life outside the academy (1.3)

**B. Seek Knowledge**

Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)

Investigate the interdependencies and interconnections of the natural world (2.3)

Establish and nurture a sense of intellectual curiosity as a foundation for lifelong learning (2.4)

**C. Demonstrate Skill**

Develop effective quantitative and qualitative reasoning (3.2)

Engage, interpret, and respond to complex texts and problems (3.3)

**D. Live Responsibly**

Articulate and support personal beliefs and engage in respectful dialogue with those who hold differing beliefs (4.2)

Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)

After completing the Belief and Reason (BR) requirement, students will be able to:

- ◆ Think critically and creatively as they listen, read, and write.
- ◆ Use the tools of logic to recognize, evaluate, and construct arguments both for and against a position.
- ◆ Participate knowledgeably in ongoing conversations about significant philosophical questions
- ◆ Reflect on their own beliefs and practices with humility and intellectual honesty and examine the beliefs and practices of others with care and charity.
- ◆ Use the resources of the Christian tradition to construct a coherent and plausible account of God, the world, and their place in it.

## **Cross-Cultural Engagement (CC)**

CC courses address the following NWCore outcomes in particular:

### **A. Integrate Learning**

- Integrate faith and learning (1.1)
- Connect knowledge across disciplines (1.2)
- Connect knowledge to life outside the academy (1.3)

### **B. Seek Knowledge**

- Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)
- Investigate the interdependencies and interconnections of the natural world (2.3)

### **C. Demonstrate Skill**

- Engage, interpret, and respond to complex texts and problems (3.3)

### **D. Live Responsibly**

- Gain an understanding of the needs of the world and issues of justice, mercy, and humility in keeping with the biblical narrative showing God's concern for the last, the least, and the lost (4.1)
- Articulate and support personal beliefs and engage in respectful dialogue with those who hold differing beliefs (4.2)
- Discern a calling in which individual abilities and passions serve the church and the needs of the world (4.4)

After completing the Cross-Cultural Engagement (CC) requirement, students will be able to:

- ◆ analyze the reciprocal relationship between self and culture, with particular attention to privilege and marginality.
- ◆ engage people with other cultural frameworks by suspending judgment, demonstrating curiosity, and asking complex questions.
- ◆ interpret experiences from the perspective of multiple worldviews, empathizing with the feelings and thoughts of others.
- ◆ articulate ways faith traditions influence cross-cultural engagement.
- ◆ articulate ways Christians can heed the scriptural call to love and respect others, value diversity, and seek reconciliation.

## **Historical Perspectives (HP)**

Writing-intensive HP courses address the following NWCore outcomes in particular:

### **A. Integrate Learning**

- Integrate faith and learning (1.1)
- Connect knowledge across disciplines (1.2)
- Connect knowledge to life outside the academy (1.3)

### **B. Seek Knowledge**

- Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)

### **C. Demonstrate Skill**

- Engage, interpret, and respond to complex texts and problems (3.3)

### **D. Live Responsibly**

- Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)

After completing the Historical Perspectives (HP) requirement, students will be able to:

- ◆ Describe how historical context shapes events and our understanding of events.
- ◆ Evaluate the nature and reliability of historical evidence.
- ◆ Develop a thesis-based argument using properly cited evidence.
- ◆ Demonstrate familiarity with a body of historical knowledge.
- ◆ Articulate how faith obliges Christians to pursue historical truth while acknowledging preconceptions, ideologies, and myths.
- ◆ Articulate how the resources of the Christian theological tradition provide a helpful vantage point to reflect on the significance of a historical event, person or idea.

## Language and Culture (LA)

LA courses address the following NWCore outcomes in particular:

### A. Integrate Learning

- Integrate faith and learning (1.1)
- Connect knowledge across disciplines (1.2)
- Connect knowledge to life outside the academy (1.3)

### B. Seek Knowledge

- Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)

### C. Demonstrate skill

- Develop effective quantitative and qualitative reasoning (3.2)

### D. Live Responsibly

- Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)

After completing the Language and Culture (LA) requirement, students will:

- ◆ Have achieved low intermediate skills in another language.
- ◆ Have the confidence to use their non-native language skills beyond the classroom walls.
- ◆ Be able to draw on their non-native language skills to bridge cultural differences.
- ◆ Have an attitude of humility and openness to being blessed by the linguistic and cultural. other.
- ◆ Be able to articulate some ways that cultural differences are embedded in language.
- ◆ Have developed a personal view of the relationship between Christian faith and language study.

## Literary Contexts (LC)

Writing-intensive LC courses address the following NWCore outcomes in particular:

### A. Integrate Learning

- Integrate faith and learning (1.1)
- Connect knowledge across disciplines (1.2)
- Connect knowledge to life outside the academy (1.3)

### B. Seek Knowledge

- Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)

### C. Demonstrate Skill

- Engage, interpret, and respond to complex texts and problems (3.3)

### D. Live Responsibly

- Gain an understanding of the needs of the world and issues of justice, mercy, and humility in keeping with the biblical narrative showing God's concern for the last, the least, and the lost (4.1)

After completing the Literary Contexts (LC) requirement, students will be able to:

- ◆ Imagine other lives, times, and places by reading a variety of texts.
- ◆ Empathize with characters who have diverse stories and perspectives.
- ◆ Analyze different genres of literature using the tools of literary study.
- ◆ Craft a coherent essay with a clear thesis and careful textual analysis.
- ◆ Articulate ways that literature speaks to and informs their own lives.
- ◆ Express delight in God through the beauty of language and literary texts.
- ◆ Witness God's presence in the world through literature.

## Physical Wellness (PW)

PW courses address the following NWCore outcomes in particular:

### A. Integrate Learning

- Integrate faith and learning (1.1)
- Connect knowledge across disciplines (1.2)
- Connect knowledge to life outside the academy (1.3)

### B. Seek Knowledge

- Investigate the interdependencies and interconnections of the natural world (2.3)



### **C. Live Responsibly**

Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)

After completing the Physical Wellness (PW) requirement, students will be able to:

- ◆ Articulate a Christian perspective on stewardship of the human body.
- ◆ Describe the integrative role of physical wellness in human flourishing.
- ◆ Knowledgeably implement a personal program of physical exercise and/or participate knowledgeably in a physical activity.
- ◆ Address lifestyle imbalances through nutrition, stress management, and physical activity.

### **Quantitative Reasoning (QR)**

QR courses address the following NWCore outcomes in particular:

#### **A. Integrate Learning**

Integrate faith and learning (1.1)  
Connect knowledge across disciplines (1.2)  
Connect knowledge to life outside the academy (1.3)

#### **B. Demonstrate skill**

Develop effective quantitative and qualitative reasoning (3.2)  
Practice effective use of electronic tools and technology in communication and research (3.4)

After completing the Quantitative Reasoning (QR) requirement, students will be able to:

- ◆ Interpret and draw conclusions from information presented in formulas, tables, or graphs.
- ◆ Form and evaluate arguments supported by numerical or symbolic reasoning.
- ◆ Use quantitative problem-solving skills to pursue both routine and creative approaches to real-world problems.
- ◆ Articulate how mathematical patterns reveal the beauty and power inherent in God's creation.

### **Science and the Natural World (SN)**

SN courses address the following NWCore outcomes in particular:

#### **A. Integrate Learning**

Integrate faith and learning (1.1)  
Connect knowledge across disciplines (1.2)  
Connect knowledge to life outside the academy (1.3)

#### **B. Seek knowledge**

Investigate the interdependencies and interconnections of the natural world (2.3)  
Establish and nurture a sense of intellectual curiosity as a foundation for lifelong learning (2.4)

#### **C. Demonstrate skill**

Develop effective quantitative and qualitative reasoning (3.2)  
Practice effective use of electronic tools and technology in communication and research (3.4)

#### **D. Live Responsibly**

Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)

After completing the Science and the Natural World (SN) requirement, students will be able to:

- ◆ Demonstrate foundational scientific understanding of basic principles, structures, and processes of the natural world.
- ◆ Apply methods of scientific inquiry to the natural world.
- ◆ Evaluate the reliability of scientific practices and information.
- ◆ Understand and appreciate the interconnectedness inherent in nature.
- ◆ Articulate how scientific reasoning and an understanding of the natural world inform responsible living.
- ◆ Articulate connections between God's natural and scriptural revelations.

## Self and Society (SS)

SS courses address the following NWCore outcomes in particular:

### A. Integrate Learning

- Integrate faith and learning (1.1)
- Connect knowledge across disciplines (1.2)
- Connect knowledge to life outside the academy (1.3)

### B. Seek Knowledge

- Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)

### C. Live Responsibly

- Gain an understanding of the needs of the world and issues of justice, mercy, and humility in keeping with the biblical narrative showing God's concern for the last, the least, and the lost (4.1)
- Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)

After completing the Self and Society (SS) requirement, students will be able to:

- ◆ Investigate the causes and consequences of individual or collective human action.
- ◆ Explain some of the major forces that shape the diversity of human experience.
- ◆ Articulate ways in which systematic study of humans informs their own views and actions.
- ◆ Articulate some personal and communal implications of being made in the image of God.
- ◆ Describe ways that Christian thought and the social sciences shed light on each other.

## 9.3.5.6 Students with Earned Degrees

Students with a completed baccalaureate degree, Associate of Arts, Associate of Science, or Associate Degree Nursing from a regionally accredited college will have met the requirements for the Northwestern Core upon the completion of BTS 150, BTS 250 or equivalent 3-4 credit transfer course and a senior seminar (SR).

Students who transfer to Northwestern with an Associate of Applied Science degree from a regionally accredited college or university must meet the following modified NWCore requirements, with these courses to be taken either at the original institution or at Northwestern.

BTS 150 or BTS 250	4
Aesthetic Experience	3-4
Choose courses from two different categories:	8
◆ Historical Perspectives	
◆ Literary Contexts	
◆ Belief and Reason	
Physical Wellness	2-3
Choose one course:	3-4
◆ Cross-Cultural Engagement	
◆ Language and Culture	
Quantitative Reasoning	3-4
Science and the Natural World	4
Self and Society	4
Senior Seminar*	2-4
Total	33-39

## 9.3.6 Writing Across the Curriculum (WAC)

Following consistent findings of writing research, Northwestern College embraces a longitudinal approach to writing instruction through Writing Intensive (WI) courses that form a rigorous Writing Across the Curriculum (WAC) program. WI courses incorporate frequent writing activities and assignments in ways that help students learn both the subject matter of the courses and discipline-specific ways of thinking and writing. These courses take different forms, but they all share the assumption that writing facilitates learning and that writing is a process. WI courses use a variety of writing activities, closely integrated with the course material,

to help students acquire the knowledge and the skills relevant to that course. Students in these courses will write in a variety of forms, including formal, graded papers that require polished prose, and informal, ungraded papers that allow students to explore ideas and to experiment with writing strategies. WI courses also provide opportunities for students to prepare for, reflect on, and improve their writing—revision of formal writing is an essential part of the process, since it helps students clarify their ideas, recognize their strengths, and learn from their experiences.

### 9.3.6.1 WAC Components

The WAC program consists of five WI courses for a total of 16-20 credits:

FYS/Writing Studio	4 credits
Historical Perspectives	4 credits
Literary Contexts	4 credits
Senior Seminar	2-4 credits
Course in Major	2-4 credits
Total	16-20 credits

Four of the WI courses (FYS/Writing Studio, Historical Perspectives, Literary Contexts, and Senior Seminar) are NWCore courses. FYS/Writing Studio introduces students to college level writing through an emphasis on writing as a process of drafting, feedback, and revision, while simultaneously encouraging a development of audience awareness. This emphasis on writing as process continues through both the Historical Perspective and Literary Contexts courses and eventually the Senior Seminar. The WI Course in Major aims to help students learn about the discourse expectations of a particular discipline. More specifically, it helps students understand how to communicate effectively in a discipline by examining the particular rhetorical strategies, usage preferences, and documentation expectations.

The Writing Studio is a required course for all conditionally-admitted students and students who scored a 19 or below in the English section of the ACT. The course, which is taught in conjunction with FYS, provides writing instruction and support through individual feedback and mini-lessons on writing.

### 9.3.6.2 Support

Support for the WAC program is primarily provided through the WAC Coordinator, Writing Fellows, and writing tutors in the Peer Learning Center. The WAC Coordinator trains and supervises Writing Fellows and writing tutors, facilitates WAC workshops, and consults with faculty at both the individual and departmental level. Writing Fellows support writing instruction in the FYS by commenting on drafts and conferencing with students. Writing tutors provide feedback to student writers through drop-in and appointment tutoring.

### 9.3.6.3 WI Standards for NWCore Courses and Major Courses

Courses designated as WI must meet the following criteria:

#### A. Writing is comprehensively integrated into the course

Writing in the course must be tied to the course objectives and course outcomes, and the syllabus must reflect the critical role that writing plays in the course. Writing assignments in a WI course may be designed as a means to achieving mastery of course content, as a means to enable students to develop professional output, or as a combination of the two.

#### B. Writing is a significant part of the course work

Although there is a temptation to establish a minimum word or page count for WI courses, establishing such minimums is misguided because "significant" or "substantial" can vary among disciplines. For instance, five pages of political science writing is different than five pages of mathematical writing. Furthermore, in the sciences, where synthesis is valued, there can be substantial effort put into creating figures and captions that would not be part of a traditional word count. Consequently, faculty proposing a WI course are invited to explain how the amount and type of writing proposed would enable every student to complete a substantial amount of writing.

**C. Writing is a significant part of the course grade**

Writing must be a major component of the final course grade, with this relationship detailed explained in the syllabus. One way to satisfy this requirement is for performance on writing assignments to be at least 1/3 of the grade. Another would be that students who perform poorly on writing assignments cannot pass the course. Faculty proposing a WI course are invited to explain in their application how writing is a major component of the grade.

**D. Writing is learned through revision**

WI courses must provide meaningful feedback on writing assignments and require revision in response to that feedback. Continuous, focused feedback and revision building systematically over the course of the class is essential, as is a variety of modes and purposes of feedback. A common form of feedback and revision is for students to submit drafts of an assignment or part of an assignment with sufficient time allowed for revision. Feedback might come from the course instructor, dedicated peer tutors, or possibly even classmates. Those proposing a course for WI consideration are invited to explain how the requirement of writing through revision would be met in the course.

**E. Writing is explained and practiced in the course**

Explicit writing instruction must be integral to the course, as part of the course content and as a significant, recurring activity. The forms and types of writing instruction that will be used in the course should be explained in the syllabus or supporting teaching materials, including the provision of rubrics and model papers. Additionally, all WI courses should entail writing instruction. This instruction may take many forms, including engaging students in discussions of the relevance of writing to learning; asking students to analyze course readings for rhetorical strategies or qualities; facilitating frequent “five-minute writing workshops” to engage students in interactive and context-specific analysis of writing style, usage, or mechanical issues appropriate to current assignments; and providing students with appropriate style guides or books.

The WI Course in Major should instruct students about the structures and functions of writing in a particular discipline and should practice writing in a variety of modes appropriate to the discipline. The course should engage students in discussions of the relevance of writing to the discipline and define the unique discourse expectations of the discipline, including style, usage, and documentation guidelines.

**9.3.7 Special Courses**

**9.3.7.1 Honors Research Courses**

See the college catalog for descriptions of honors research courses.

**9.3.7.2 Courses by Arrangement**

- A. All Courses by Arrangement must receive the written approval of the registrar. The deadline for submission for courses by arrangement is the second day of classes for fall and spring semesters.
- B. Summer school course by arrangement requests must be submitted no later than the first Wednesday in July and must be taught over a minimum of three weeks. Grades for summer school courses by arrangement must be submitted to the Registrar no later than August 15th.
- C. No faculty member may teach more than one course by arrangement at a time. Faculty members may teach two courses by arrangement if one or both of the classes was being taught as a regularly scheduled class.
- D. Courses by arrangement must be taught in their entirety during the semester during which they will be granted credit and grades are due by the deadline set for that specific semester.

**9.3.7.3 Directed Studies**

A Directed Study is an individualized course of study designed in collaboration with a faculty member and intended to be either an extension of a previous course or the study of a topic not covered in the present curriculum (2, 3, or 4 credits).

- A. To qualify for a directed study, a student must be a sophomore, junior or senior and must have a minimum grade point average of 2.50.
- B. A course listed in the present curriculum cannot be taken as a directed study.
- C. A practicum, field experience or internship course cannot be taken as a directed study.
- D. A student taking a directed study as an extension of a previous course must have received at least a 'B' in that course.
- E. A student may not take more than 8 credits in directed study during his/her college career.
- F. The faculty shall establish 'teaching load equivalencies' for faculty members who supervise directed study or honors research courses.
- G. Application for a directed study must be submitted to the Vice President for Academic Affairs at least three weeks before the start of the fall or spring semesters and by the first Wednesday in July for a summer directed study before the session begins (fall or spring semester for 4-credit and half semester for 2-credit directed studies).
- H. All assignments must be completed and handed in on a schedule which allows the supervising faculty member to submit the final grade at the regular time when grades are due in the registrar's office.
- I. A directed study course must be designed to insure that each credit hour being granted corresponds to approximately three hours of academic work per week.
- J. Each directed study course should include a reflective component that provides a student with significant exposure to the work of others in the discipline being studied, as well as opportunity to react to such work. It is expected that most courses will accomplish this purpose by means of a significant reading list. In courses having a "performance focus" (i.e. art, music, theatre) additional possible means include attendance at and reactions to museum exhibits, concerts or theatre productions.
- K. Each directed study course is to culminate in a significant final project (final research paper or other appropriate work).

### **9.3.8 Honors Program**

#### **9.3.8.1 Responsibility for an Honors Program**

Two co-directors of the honors program shall be faculty members elected by faculty. Each director's term shall be for three years, and each director is eligible for reelection twice. For the sake of maintaining some experience with the program, the co-directors' terms shall be staggered rather than concurrent. Co-directorships shall be considered level A faculty institutional service responsibilities.

- A. The co-directors shall design and implement a set of co-curricular activities to enrich the experience of students in the honors program, shall request and administer a budget for this purpose, and shall promote the program among students.
- B. The co-directors shall formulate proposals for policy revisions, with such proposals then to be acted on by the Academic Affairs Committee.

#### **9.3.8.2 Honors Program Eligibility, Curriculum and Requirements**

Honors Program eligibility guidelines, curriculum, and requirements are outlined in the Undergraduate Catalog. For additional information, contact a co-director.

#### **9.3.8.3 Course Substitutions for Honors Students**

Honors students, after the first semester of participation in the honors program, shall be given the option of substituting one higher level course of the same general nature and in the same discipline for a general studies course, with the substitution to be approved by the Honors Program Directors and the respective department. Honors students have the opportunity to substitute up to four credits of honors seminars for any non-core NWCore requirement.

### **9.3.9 Class Schedules**

#### **9.3.0.1 The Academic Calendar**

- A. Classes for the fall semester will begin on the Tuesday of August 21-27.

- B. All activities for the second semester, including commencement, shall be completed by the beginning of the Tulip Festival, which always includes the third Saturday of May.
- C. Spring break shall not necessarily be tied to the date for Easter; rather it shall come at approximately the middle of the second semester.
- D. There shall be at least two weekends between Thanksgiving break and first semester final exams.
- E. An attempt shall be made to minimize energy consumption, which includes fuel for heating Northwestern's facilities and fuel for auto travel by students.
- F. Each semester shall contain either 74 or 75 class days with approximately 45 MWF classes and 30 TTh classes.
- G. The scheduling of breaks shall take into account the transportation needs of students.
- H. If possible, occasions involving parent participation on campus shall be scheduled for weekends.

### 9.3.9.2 Scheduling of Classes

The semester class schedule shall be the responsibility of the registrar and the Vice President for Academic Affairs (VPAA). Departments shall be asked to submit recommendations on the courses to be offered with suggestions as to scheduling. The registrar shall compile a tentative schedule with room assignments. This shall be reviewed by each faculty member for possible conflicts or other problems. The registrar shall then issue a final schedule. No regularly scheduled, credit-bearing classes will be held after 6:00 p.m. on Mondays.

### 9.3.9.3 Regular Daily Class Periods

M-W-F Schedule				T-Th Schedule			
7:45	-	8:45	Period 1	7:45	-	9:15	Period A
8:55	-	9:55	Period 2	9:25	-	10:55	Period B
10:05	-	10:30	Chapel	11:05	-	11:55	*Chapel/Comm.
10:40	-	11:40	Period 3	12:05	-	1:35	Period C
11:50	-	12:50	Period 4	1:45	-	3:15	Period D
1:00	-	2:00	Period 5	3:25	-	4:55	Period E
2:10	-	3:10	Period 6	*Chapel – Tuesdays – Double Credit *Committee Meetings – Thursdays *Faculty Meetings – 1 <sup>st</sup> and 3 <sup>rd</sup> Thursdays			
3:20	-	4:20	Period 7				
4:30	-	5:30	Period 8				

Each academic department should comply with the following guidelines when scheduling department courses for a given semester:

- A. Reasonable attempts should be made to ensure that both Northwestern Core and department courses be offered evenly throughout all the periods on MWF and TTh.
- B. Each academic department should attempt to establish a ratio of MWF classes to TTh classes of about 3:2.
- C. If three or more sections of a course are offered in a given semester, then an attempt should be made to schedule one of these sections during either MWF 1 or 4 or TTh A or C.
- D. Other than the multiple-section courses of letter C. above and certain continuing education late afternoon offerings, the class periods 7, 8, and E shall be reserved for music rehearsals and co-curricular activities.
- E. Evening classes shall be scheduled on Tuesday, Wednesday, or Thursday between 7:00 p.m. and 10:00 p.m.
- F. The Registrar, in consultation with the Vice President for Academic Affairs and the academic department, may schedule courses in periods not listed above when circumstances warrant such a need. (i.e., adjunct faculty scheduling, etc.)

### 9.3.9.4 Class Seat Time Requirement

Class seat time shall be determined by course credits and faculty will be required to adhere to the following class seat time schedule:

4 Credit Full Semester	180 minutes per week
3 Credit Full Semester	150 minutes per week
2 Credit Full Semester	90 minutes per week
2 Credit Half Semester	180 minutes per week
1 Credit Full Semester	45 minutes per week
1 Credit Half Semester	90 minutes per week

Exceptions to the above schedule include performance based music and theatre courses (i.e. symphonic band, theatre production ensemble, etc.) and courses that are approved by the Academic Affairs Committee to follow alternative class seat time schedules.

### 9.3.9.5 Dropping and Adding Courses

Students may drop and add courses to their respective semester class schedule based on the following guidelines:

	<b>Deadline:</b>
Adding Full Semester and 1st Half Semester courses:	5th day of school at 5:00 p.m.
Dropping 1st Half Semester courses:	25th day of school at 5:00 p.m.
Adding 2nd Half Semester courses:	5th day after mid-term break at 5:00 p.m.
Dropping Full Semester courses:	50th day of school at 5:00 p.m.
Dropping 2nd Half Semester courses:	25th day after mid-term break at 5:00 p.m.

### 9.3.10 Student Class Attendance

Regular class attendance is essential to scholarship. No system of cuts is recognized; instructors shall inform students of course attendance policies and any penalties for absences.

#### 9.3.10.1 Student Absences

- A. If for medical reasons a student misses a class in which an exam, quiz or other major assignment is scheduled, the student shall directly notify the instructor prior to the scheduled class, or at least within 24 hours after the absence. If there is some question in the mind of the instructor as to the legitimacy of the claim to illness, then the instructor may ask the student to obtain a medical excuse from a medical doctor or clinic within 24 hours of the notification.
- B. A student living in on-campus housing shall be considered to have a medical excuse from class if the student notifies the residence director of illness prior to the class, and the director personally verifies that the student is ill via a visit to the student's room. For extended illness or hospitalization, students living in on-campus housing should notify their residence director or the student life office. After such verification the director or student life office shall notify the registrar of the student's illness, and the registrar shall inform all the instructors who have that student in class.
- C. Instructors may reduce grades for absences, particularly if the nature of the class procedure depends on student participation. If such a reduction may be made, it shall be so stated in the course syllabus.

#### 9.3.10.2 Authorized Absences from Class

Northwestern College recognizes the value of certain educational and co-curricular activities that take place outside the context of the regular classroom. These events include field trips designed for particular courses; concerts, theatre productions and other programs of performing groups; intercollegiate athletic events; and attendance at outstanding lectures and conferences both on and off campus. Appropriate field trips or co-curricular activities shall be planned and scheduled prior to the semester during which they will take place. Such an activity must be approved by the Vice President for Academic Affairs. Activities of this type shall be planned to minimize interference with each participating student's class schedule.

When academic classes and college-sponsored organizations such as performance groups or athletic teams schedule trips during vacation periods (midterm break, Christmas, spring break, or Easter break), the normal expectation is that the trips shall not require early departure or late return necessitating class absences. Requests for exceptions to this expectation shall be directed to the Academic Affairs Committee.

A class absence shall be authorized if and only if the following three conditions are satisfied: (1) the absence shall be due to the student's participation in an approved field trip for another class or an approved co-curricular activity; (2) the student shall have given prior notification to the faculty member whose class will be missed and shall have made arrangements for makeup work; and (3) the absence shall not cause the missing of more than two consecutive class sessions.

This present policy on authorized absences from class shall not supersede the faculty member's prerogative to establish an attendance policy for classes. (e.g., to establish a maximum limit on number of cuts, authorized or otherwise)

The granting of an authorized absence from class puts some responsibilities on the faculty or staff member who plans such a non-class activity, the student who misses a class and the faculty member whose class is missed. These responsibilities, as noted below, are intended to emphasize the central importance of the classroom experience, to safeguard the integrity of that classroom experience, to encourage dialogue between faculty (or staff members) in situations where conflicting demands are being made on the student and to maximize the educational benefits for the student.

#### **9.3.10.3 The Planner of a Field Trip or a Co-Curricular Experience**

- A. Every effort shall be made to avoid planning co-curricular activities or field trips that will take a participating student out of class for more than two consecutive class sessions. Any successive absences beyond the two absences shall not be considered authorized or excused.
- B. Ten calendar days or more prior to an approved co-curricular activity or field trip, the faculty or staff member who has planned the trip or activity shall submit the appropriate form to the Vice President for Academic Affairs (VPAA). The office of the VPAA shall use email notices to inform the faculty about all such listings of students participating in approved field trips or co-curricular activities.

#### **9.3.10.4 The Student on a Field Trip or a Co-Curricular Experience**

- A. A student shall be responsible for adhering to the attendance policy established by the instructor. At the beginning of each semester, the student shall check to be sure that participation in planned field trips or co-curricular activities will not violate the attendance policies established in the courses taken that semester. In cases where such a conflict arises, the student shall either adjust the involvement in the field trip or co-curricular activities or modify the selection of courses for that semester.
- B. It shall be the responsibility of the student to notify an instructor whose classes will be missed due to an approved co-curricular activity or field trip. No such absences shall be considered authorized unless the student notifies the instructor prior to the trip or activity and makes suitable arrangements for making up appropriate work. Such arrangements may include an additional assignment in lieu of class attendance.
- C. A student shall be responsible for all class work and assignments missed due to an authorized class absence.
- D. A student who would prefer not to miss a class due to participation in an approved field trip or co-curricular activity shall consult with both the instructor for that class and the person planning the field trip or co-curricular activity. These two persons shall then confer and arrive at a mutually agreeable solution that will satisfy and will not penalize the student.

#### **9.3.10.5 The Instructor Whose Class Is Missed**

- A. If an instructor whose class will be missed due to an authorized absence has a prior requirement for students on that class day (e.g., a special visiting lecturer or a field trip), then the requirement established by that instructor shall take precedence over the authorized class absence. In a case such as this, it shall be the responsibility of the instructor whose class would be missed to confer with the faculty or staff member responsible for the approved field trip or co-curricular activity relative to this conflict.
- B. The instructor's policy on the taking of quizzes or examinations shall not directly penalize a student who misses a quiz or examination due to an authorized class absence. The instructor may permit a student to make up such a quiz or examination or may not allow such a makeup, provided that the student is not directly penalized as a result of the instructor's decision.



- C. If an instructor judges that a student is performing so poorly in class that it would not be wise for the student to take an authorized class absence, then the instructor shall discuss this judgment both with the student and the faculty or staff member in charge of the field trip or co-curricular activity. The two faculty/staff persons shall then arrive at a mutually agreeable decision whether the student shall be allowed to miss class. If such an agreement cannot be reached, then the case shall be referred to the Vice President for Academic Affairs.

#### **9.3.10.6 Withdrawal Procedure**

Students who wish to withdraw from college during a semester must obtain a withdrawal form from the student life office and complete the withdrawal process by obtaining the necessary signatures. The completed form must be returned to the student life office within two weeks of notifying either the registrar's office or the student life office of the student's intent to withdraw from college. If this two-week period falls within the last two weeks of the semester, this completed form must be returned by the last day of classes. Students will be granted honorable dismissal and receive W's in their registered courses provided the withdrawal form is submitted to the office of the registrar within the time limit for dropping courses. Determination of tuition, room and board refunds is based upon the date the student initiates the withdrawal process.

A student who is unable to complete a semester's course work due to serious physical, emotional or psychological distress may qualify for special consideration. Such students must be recommended by the director of counseling services to the Vice President for Student Life or the VPAA, who have the authority to make voluntary or involuntary medical leave decisions and to authorize other college officials (i.e., financial aid, comptroller) to make decisions based on contextual or individual circumstances. Such students leaving prior to the deadline for dropping classes with a "W" will withdraw from the college with W's for all courses, as would any other student.

A student who is withdrawing under the special withdrawal policy after the official deadline may be granted W's for all courses or (with the professor's approval) incompletes for all courses. Students taking an "I" will have until four weeks following the end of that semester to complete the course work. If the course is not completed, the grade for that course will revert to a "W".

Students who leave college without completing the official withdrawal process (or after the deadline for dropping courses) may not be granted honorable dismissal. A grade of "F" is given in each course in which they were registered.

Note: All completed withdrawal forms must be returned to the Student Life Office within two weeks of notifying either the Registrar's Office or the Student Life Office of the student's intent to withdraw from college. If this two-week period falls within the last two weeks of the semester, the completed withdrawal form must be returned by the last day of classes.

#### **9.3.10.7 Last Date of Attendance**

Northwestern College does not require instructors to take attendance; however, the U.S. Department of Education requires the college to document whether or not a student begins attendance in enough credit hours to support the full-time or part-time enrollment status for which Title IV federal funds are awarded and disbursed. The U.S. Department of Education requires the college to determine if a student who received financial aid and failed to earn a passing grade in a course actually attended and/or completed the course, or if the student stopped attending a course without providing official notification to the college. (34 CFR 668.22) In addition, the college is required to document that students who have gone through the official withdrawal process began attending the course(s) from which they withdrew in order to determine the type and amount of financial aid they may be eligible to retain. Since the instructor is the only person at the institution who can document whether or not a student attended class or participated in an academically-related activity, this documentation must come from the instructor.

As defined by the U.S. Department of Education, an "academically-related activity" includes, but is not limited to:

- ◆ Physically attending the class
- ◆ Submitting an academic assignment
- ◆ Taking an exam, an interactive tutorial, or computer-assisted instruction
- ◆ Attending a study group that is assigned by the institution
- ◆ Participating in an online discussion about academic matters
- ◆ Initiating contact with a faculty member to ask a question about the academic subject studied in the course

If there is no documented attendance or academically-related activity, the student is considered to have not begun attendance.

Faculty are required to certify their class lists by the 5th day of classes. Students who have not met the definition of attendance described above will be contacted by the Registrar's Office and reminded to start attending class. Students who do not officially drop the class by the 7th day of classes will be administratively removed from the course by the Registrar's Office. The Registrar's Office will notify the Financial Aid Office if the removal changes the student's enrollment status from full-time to part-time or from part-time to not eligible for federal aid.

Faculty are required to enter the last date of attendance for each final grade of "F" submitted in Blackboard. Blackboard will not allow grades to be submitted if a faculty member has entered at least one "F" grade that does not have a corresponding last date of attendance. The Registrar's Office will notify the Financial Aid Office if the student never attended class and should have been classified as a part-time student or as an unofficial withdrawal.

## 9.4 Grades and Examinations

### 9.4.1 Academic Grades

See the college catalog for information about grades. Feedback on performance in a course should be timely and specific. Students should have opportunity to benefit from feedback on all earlier performances before they are asked to complete later ones. Students must receive significant feedback before the drop deadline. Those who are in their first semester at Northwestern will receive grades at mid-term. All students will receive grades at the end of each course. The grade submission deadline is 5:00 p.m. on the 5<sup>th</sup> calendar day after the last day of final exams. Meeting this deadline is essential for the determination of academic probation and academic suspension statuses, informing the students of their right to appeal, and to remain in compliance with federal regulations.

### 9.4.2 Final Exam Policy

- A. If the requirements for a course include the giving of any written examinations, then the last examination, whether comprehensive or not, whether in class or take-home, shall be given or due during the final examination period at the time scheduled for that course. A comprehensive final examination is encouraged.
- B. Scheduling of testing activities (as well as co-curricular) during the week prior to half semester and full semester examinations should be sensitive to end-of-course demands on all members of the campus community.
- C. The final examination period for full-semester courses consists of four days, with exams as evenly distributed among these days as is possible. Exam periods should be scheduled so that no student is likely to have more than two in-class exams on a given day. If more than two exams are scheduled for a given student, a request for change may be made to the registrar.
- D. Any exceptions to the final exam schedule, other than that noted FHB 9.4.2.C, must be made by the Vice President for Academic Affairs, upon written request of the student. Exceptions will be made only in cases of illness or personal or family emergency. **No exceptions will be made due to conflicts with outside work commitments or transportation plans. All transportation plans must be built around the final exam schedule.**
- E. Final examinations for evening classes are scheduled within the regular final exam period.
- F. The final examination period for half-semester courses (2 credits) scheduled during the second half of either semester shall coincide with the exam period for full semester courses. For half-semester courses scheduled during the first half of either semester, there shall be a two-day final examination period

immediately prior to midterm break, using the regular class schedule for those days, with the last regular class period prior to the final examination designated a study period, with no class meeting to be held. If more than two exams are scheduled in one day, including first-half final examinations and full-semester midterm examinations, a request for change may be made to the registrar. Times for final examinations in half-semester courses shall have priority for the scheduled time in view of deadlines for grade submission.

## **9.5 Academic Problems**

### **9.5.1 Academic Consequences of Dismissal/Suspension for Disciplinary Reasons**

- A. A student dismissed from the college for disciplinary purposes for a specified period of time within a semester shall fail all in-class academic course work during the period of dismissal but shall be held responsible for the content of all such work upon returning to the college.
- B. A student suspended from college for disciplinary reasons after the drop deadline will receive a grade of either W or WF in each course. A grade of W is reserved for courses which the student is currently passing. For each course, this determination will be made by the instructor and will be based upon all course materials due before the time of withdrawal. Students citing and providing evidence for extenuating circumstances may appeal to the Vice President for Academic Affairs to change a withdrawal-based WF to a W.
- C. A student suspended from college for academic dishonesty will receive a grade of “F” for all courses.

### **9.5.2 Academic Integrity**

#### **9.5.2.1 Principles**

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. In addition, as members of the campus community all students, faculty, and staff have a responsibility to help other members of the community to demonstrate integrity in their actions.

Behavior that violates academic integrity can take a variety of forms including, but not limited to, cheating *or* plagiarism (FHB 9.5.3); using unauthorized material; willful misrepresentation of evidence and arguments.

#### **9.5.2.2 Procedures for Dealing with Academic Dishonesty**

- A. If an instructor suspects that cheating or plagiarism has occurred, the instructor will consult with the department chair (or another faculty member). In the case of plagiarism, the instructor will consult with the department chair or another colleague using a blind copy of the paper. If the violation is verified, or if the instructor believes that a student has cheated, the instructor shall confront the student with the charge. The student shall have an opportunity to confirm or deny the allegation. If the instructor is not able to confront the student, the instructor shall notify the student of the intent to take disciplinary action.
  - 1. If the student confesses to the charge of academic dishonesty, the instructor shall assess the case, determine the penalty, and file an academic dishonesty report with the Office of the Vice President for Academic Affairs (VPAA); the student shall retain the right to appeal the penalty to the VPAA.
  - 2. If the student denies the charge, but the instructor remains convinced of the accuracy of the charge, the instructor may yet enforce the penalty; the student shall have the right to appeal either the charge or the penalty to the VPAA.
  - 3. If after confronting the student, the faculty member believes that academic dishonesty has occurred; the faculty member will inform the student of the details of the appeal process and file an academic dishonesty report with the Office of the VPAA.
  - 4. The ordinary penalty for a first offense shall be a failing grade for the assignment, test, or quiz in which the academic dishonesty occurred. The usual penalty may be modified, at the discretion of the instructor, to allow for greater or lesser penalties, ranging from a lower grade on the assignment to a failing grade in the course.

- B. If the case of academic dishonesty represents a second offense for a student in his/her college career, the VPAA, after the challenge period is over or after all challenges have run their course, will meet with the student to discuss the penalty for a second offense. The penalty will normally result in a suspension from Northwestern College for the remainder of the semester and the entire following semester. However the penalty may be as severe as a permanent expulsion from the College. The student shall have the right to appeal the penalty to the VPAA.
- C. A written record of all cases of academic dishonesty shall be maintained in the Office of the VPAA for the duration of the student's academic career at Northwestern College.
- D. If a student is suspended for academic dishonesty the transcript will permanently record that the student has been academically suspended and the effective date. After 5 years the student may request in writing to the VPAA for Academic Forgiveness to be noted on the transcript. If approved, the Academic Forgiveness notation will be listed on the transcript, along with the Academic Suspension notation, and the date that forgiveness was granted.

### **9.5.2.3 Appeals**

- A. The student shall have 5 school days to submit a written appeal of a faculty member's decision to the Vice President for Academic Affairs. The Academic Appeals Work Group (FHB 4.3.8.1) will be convened within 5 school days of the receipt of the appeal.
- B. The work group shall review both the charges of academic dishonesty and the penalty imposed. The work group shall hear testimony from the student and the instructor.
- C. The work group shall vote on whether to sustain or dismiss the charge of academic dishonesty and whether to sustain, modify, or dismiss the penalty. The work group has 24 hours after the hearing of the appeal to make a decision. This decision will be final.

## **9.5.3 Cheating and Plagiarism**

### **9.5.3.1 Rationale for Preventing Academic Dishonesty**

Northwestern College constitutes a Christian academic community, and any policy, which is formulated to deal with plagiarism, cheating, and other kinds of academic dishonesty shall take that fact seriously. Because it is an academic community, all shall follow the practice of giving proper acknowledgment to others for their thoughts, ideas and words whenever we make use of them. Because it is a Christian community, it is necessary to obey God's commandment to respect and acknowledge the ownership of intellectual as well as material property. This formal policy on plagiarism is an expression of Northwestern College's commitment to integrity and honesty in all intellectual and academic matters.

### **9.5.3.2 Academic Dishonesty: Cheating and Plagiarism defined**

**Cheating** is the unauthorized use of sources or materials on exams, the use of prohibited material for assignments, or any attempt to deceive an instructor concerning assignments or activities which affect an assignment or course grade. Examples of cheating include, but are not limited to, the following:

- A. Use of, or clear attempt to use, unauthorized materials for an examination or use of materials for completion of an assignment which the instructor has prohibited the students to use.
- B. Providing unauthorized assistance to, or receiving unauthorized assistance from, another person on an exam. Providing assistance to, or receiving assistance from, another person on an assignment where an instructor has clearly forbidden such assistance.
- C. Resubmission of work previously or simultaneously submitted in another course, without the explicit permission of the instructor.
- D. Falsifying data or other information for a course assignment.
- E. Unauthorized acquisition of exams or other academic material belonging to an instructor.
- F. The use of unauthorized electronic devices in the classroom during exams, tests or quizzes. Or the use of an authorized electronic device if such a device has transmitting capability and this ability has not been discussed and approved by the classroom instructor prior to the exam, quiz, or test.
- G. Allowing another person to log into the college's learning management system to participate or complete course requirements posing as the registered student.

**Plagiarism** is the presentation of someone else's work, words, images, or ideas as one's own. Examples of plagiarism include, but are not limited to, the following:

- A. The unacknowledged use of words, ideas, or data from any published or unpublished source, including Internet sources and other students. Any ideas or information a student obtains from a source, whether or not directly quoted, must be appropriately acknowledged and referenced.
- B. Improperly quoting a source. Any phrase directly taken from a source must be placed in quotation marks and cited. Any failure to indicate a direct quotation is considered plagiarism, even if the source is cited. Any paraphrase (restatement of an idea in one's own words) must be cited.

The instructor should clarify what constitutes plagiarism and correct citation within a given course.

## **9.5.4 Academic Suspension**

### **9.5.4.1 Academic Suspension Appeals Policy**

- A. A student may appeal his/her academic suspension only in cases of extenuating circumstances. An extenuating circumstance is defined as a disruptive, unavoidable circumstance beyond the student's control (e.g. chronic illness, medical emergency, family crisis, physical attack).
- B. Students wishing to appeal their academic suspension must submit, either by mail, fax or email attachment, a one-page typed letter, signed and dated, to the Registrar or to the Director of Academic Support within two weeks of the last day of final exams. The letter should outline:
  - 1. the extenuating circumstances that affected the student,
  - 2. actions the student has taken to address those circumstances so that they will not influence future academic endeavors, and
  - 3. whether or not the student wishes to attend the appeal meeting.Letters written by outside persons supporting the appeal must be sent to the Registrar or to the Director of Academic Support at this time.
- C. The Academic Appeals Work Group will consider the appeal. The student may choose to be present when the group considers the appeal; a request for an outside party to be present at the appeal must be approved by the group prior to the appeal. After the appeal meeting, the student will be notified of the Academic Appeals Work Group's decision.

### **9.5.4.2 Readmission Procedure**

- A. A student is suspended for a minimum of one semester. Students wishing to return after one semester must submit a Reinstatement Application to the Registrar. Application deadline information is available from the Office of the Registrar.
- B. The Registrar shall provide a copy of the Reinstatement Application to the Dean of Admissions, the Director of Residence Life, the Director of Academic Support and the Director of Financial Aid, who will provide immediate feedback concerning any specific issues that would prevent the student from being issued a Reinstatement Eligibility Contract.
- C. The student will complete a Reinstatement Eligibility Contract, which will specify the following:
  - 1. The student will provide the name of the institution, the course numbers, the course titles and the number of credits for each course. At a minimum, the student must take at least 12 credits (concurrently) at a regionally accredited college and attain at least a 3.0 grade point average in those courses. Type and level of difficulty of each course will also be factors.
  - 2. The student will provide a verifiable plan to reverse past academic and personal patterns that hindered the student's success at Northwestern College.
  - 3. The Registrar will provide various academic scenarios showing what courses and grades are needed at Northwestern College to attain good academic standing, should the student be readmitted.
- D. All reinstatement application materials (Reinstatement Application, Reinstatement Eligibility Contract, and any academic transcripts) should be in the hands of the Registrar by the appropriate deadline.
- E. Upon receipt of ALL reinstatement materials, the Registrar shall notify the chair of the Academic Appeals Work Group, who will schedule a meeting. The student has the option of meeting with the committee prior to its deliberation, but must request this option on the Reinstatement Application. The committee will make a decision within one week after the deadline. The committee decision is final.

- F. The student shall be promptly notified by a member of the Academic Appeals Work Group of its decision, which includes a phone call and an official letter providing details of the grounds for the group's judgment.

## **9.6 Online Programs and Courses**

Northwestern College is committed to offering superior online educational experiences. As such, high quality courses and programs developed for online delivery are essential to ensure Northwestern's reputation for academic excellence.

### **9.6.1 Online Course Development**

#### **9.6.1.1 Standards**

Online courses developed for Northwestern College should contain rigorous and relevant curriculum, faith integration, opportunities for interaction, and the characteristics of good course design.

- A. Northwestern College courses and programs offered online will meet the same standards as courses and programs offered on site.
- B. Academic departments and the Dean of the Graduate School & Adult Learning will work with adjunct faculty members to provide professional development and resources for course development to ensure the quality and fit with mission of all such courses.
- C. All online courses will respect the characteristics of online learners and be developed in consultation with the Dean of the Graduate School & Adult Learning.

#### **9.6.1.2 Course development timeline**

Course developers should meet benchmarks for development as established by the Dean of the Graduate School & Adult Learning and have a completed course ready for review at least one week prior to the start date of the course. Online courses will be reviewed by the Dean of the Graduate School & Adult Learning or a peer review team to ensure the course meets quality standards for Northwestern College. Courses under development which do not meet deadlines or quality standards may be cancelled, postponed, or require revision before the first day the course is scheduled to run.

#### **9.6.1.3 Course Syllabi for Online Classes**

The instructor shall supply the student with the following information in the course syllabus and also by utilizing additional features of the LMS as required by the Dean of the Graduate School & Adult Learning.

- A. Course number and title, with number of credits
- B. Academic semester
- C. Name of the instructor, contact information, and virtual office hours/availability
- D. Catalog course description, with prerequisites, if any
- E. Course objectives/Student learning outcomes. NWCore courses must include Northwestern Core Committee approved category objectives
- F. Instructor policies, including but not limited to:
  - 1. preferred method for students to ask questions
  - 2. anticipated response time for student questions
  - 3. required method for submission of coursework
  - 4. late work policy
  - 5. anticipated timeline for feedback on student work
- G. Course Schedule including due dates
- H. Basis of evaluation and grading scale, including an overview of all assignments and total points or percentages
- I. Requirements for mandatory participation
- J. Netiquette policy, if any
- K. Proctoring requirements, if any
- L. Required resources (textbooks, etc.)
- M. Recommended resources

- N. Americans with Disabilities Act statement
- O. Academic Integrity Policy

### **9.6.2 Online Course Delivery**

#### **9.6.2.1 Required use of LMS**

- A. To ensure a consistent experience for students, to enable review of online courses, and to maintain accurate archives, courses developed for online learning must be offered within the college's learning management system. Though developers may choose to use some external content, all grading and discussion must take place within the course.
- B. While acknowledging differences in content and pedagogy associated with different programs and instructors, NWC online courses will have a consistent format to ensure that students can spend more time on learning, less on the learning management system (LMS).

#### **9.6.2.2 Active engagement**

Active engagement by the instructor is expected for all online courses offered by Northwestern College. Students' questions should receive timely responses, and assessments should receive timely and valuable feedback.

#### **9.6.2.3 Adjunct Faculty**

Adjunct faculty members will be expected to teach online courses using the same guidelines as full time faculty members.

### **9.6.3 Online Course Evaluation**

To provide data that informs course revision and hiring decisions for adjunct faculty, all online courses will include the college approved student course evaluation at each instance the course is offered.

### **9.6.4 Ownership**

- A. Northwestern College will not exercise any ownership rights it may have in online course content developed by a faculty member — for online or onsite courses — unless the faculty member and Northwestern College have entered into a course co-ownership agreement.
- B. The college expects that NWC courses will not be offered for other institutions in a format that suggests they are NWC courses.
- C. Neither online courses nor online content developed by Northwestern current or former full-time or adjunct faculty will be shared with other full-time or adjunct faculty without their permission, unless the faculty member and Northwestern College have entered into a course co-ownership agreement or the course was developed collaboratively or by a department.

## **9.7 Off-Campus Study by Students**

### **9.7.1 Purpose of Off-Campus Study**

The purpose of off-campus study for Northwestern students is to provide qualified students with educational opportunities that are not available on Northwestern's campus and that complement and further enrich the academic programs available at Northwestern. The faculty considers it to be a valuable means for broadening the educational experience of students who have demonstrated their potential to benefit significantly from such experience.

### **9.7.2 Approved Off-Campus Courses or Programs**

- A. Discipline field experience courses
- B. Discipline internships
- C. For a description of off-campus programs sponsored by external institutions please refer to the college catalog.

- D Programs sponsored by Northwestern College
  - 1. Romania Semester
  - 2. Oman Semester

### **9.7.3 Discipline Field Experience Courses**

An academic department may elect to offer a field experience course for up to two credits, as part of its regular department course offerings. Each such course requires approval of the Academic Affairs Committee, based on an appropriate course description and a detailed syllabus outlining the purposes of the course and the course design, including all requirements. The expectations that the on-site supervisor shall place on the student shall be described in detail in the course syllabus, as well as the expectations placed on the student by the faculty supervisor.

Each discipline field experience course shall involve an appropriate combination of work experience with suitably designed reflective components, which may include activities such as the keeping of a daily journal, to be regularly discussed with either the on-site supervisor or the Northwestern faculty supervisor; regular conferences with either supervisor; or a reflective paper. All expectations for such reflective components shall be included in the syllabus for the course. Such a field experience course is graded on a pass/no pass basis.

The administration of a field experience course is the responsibility of the academic department offering such a course. A department faculty member is responsible for supervision, including the choice of an on-site supervisor, the scheduling of conferences, written evaluation of student performance, assignment of readings and determination of a final grade.

### **9.7.4 Discipline Internships**

A discipline internship is an academic experience for 2-12 credit hours credit in a work setting jointly supervised by Northwestern College and an associated employer, for whom the student shall work for a minimum of 420 hours. In addition to the work experience, each internship shall include significant reflective components.

The administration of discipline internships is the responsibility of the director of career development, working in conjunction with a Northwestern faculty supervisor and an on-site supervisor.

Responsibility for faculty supervision of an internship shall be counted in the normal teaching load of a faculty member and therefore shall not involve additional financial remuneration.

#### **9.7.4.1 Screening and Approval of Requests**

There is a common screening and approval process for all student applicants for participation in discipline internships and all off-campus programs sponsored by external institutions. There are no budgetary limitations on participation in discipline internships, so all applicants who satisfy the criteria will be awarded internships.

#### **9.7.4.2 Academic Policies for Internships**

- A. Each internship earns 2-12 credit hours with two or four credit hours to apply toward the student's major, at the discretion of the major academic department.
- B. Each semester internship requires a minimum of 420 hours of work experience, an average of 30 hours per week if the internship is taken for a 14-week period. Each half-semester internship requires a minimum of 300 hours of work experience, an average of 43 hours per week for seven weeks.
- C. In addition to the work experience, each internship requires the following reflective components:
  - 1. The student shall keep a loose-leaf daily journal, spending 30 to 45 minutes per working day on this journal. The Northwestern faculty supervisor for the internship shall assess the contents of the journal after the second, fifth, ninth and fourteenth weeks of the internship and shall submit these assessments in writing to the student intern.
  - 2. An on-site supervisor shall give the student intern an appropriate reading assignment each week of the internship experience. The faculty member supervising the internship must assign at least one



- of the reading assignments and may assign up to half of the reading assignments. The student shall write a 1-page reaction paper on each assigned reading, to be submitted to the on-site supervisor.
3. Each intern shall meet for at least one hour each week with the on-site supervisor to discuss the assigned reading for the week and other pertinent aspects of the work experience.
  4. Each student intern shall write a reflective paper of at least seven pages on a problem or issue which surfaces during the internship experience. One copy of the paper shall be submitted to the faculty supervisor for grading and one copy shall be submitted to the Director of the Career Development Center and shall thereafter serve the screening committee as an important element in the assessment of the quality of the internship experience.
- D. All internships are graded on a pass/no pass basis.
  - E. Faculty supervisors are normally expected to make at least one site visit during the first half of the internship, with exceptions to be approved (for financial or scheduling reasons) by the Vice President for Academic Affairs.
  - F. Internship placements shall be sought only with agencies and companies that are capable of and will commit themselves to providing the on-site "reflective component" noted in 3 above. This determination is made by the director of career development in consultation with the appropriate academic department.
  - G. While participating in an internship, the student may elect to take up to eight credit hours of directed study courses, under the supervision of one or more Northwestern faculty members.

## **9.7.5 Programs Sponsored by External Institutions**

### **9.7.5.1 Limits on Student Participation in External Programs**

Due to the financial implication of Northwestern students studying off-campus under the sponsorship of other institutions, the following policies and limitations apply to student participation in these programs:

- A. Since students majoring in Spanish are required to participate in study abroad Spanish language programs approved by the Academic Affairs Committee, Spanish department and Global Education Office, such students shall be assured of participation, provided they satisfy the minimal requirements described below, including a minimum cumulative GPA of 2.00 or higher.
- B. The same criteria used for Spanish majors apply to students who are approved for admission into the programs under our jurisdiction, which currently include off-campus study programs in Romania, Oman and Denver. Here, too, students shall be assured of participation, provided they satisfy the minimal requirements described below, including a minimal cumulative GPA of 2.00 or higher.
- C. The number of students accepted for admission into the various off-campus study programs will be determined by the criteria noted below (see 9.7.5.4.2) when the number of eligible applicants exceeds the budget. Those who fall outside the budgetary threshold will be put on a waiting list.
- D. Students who are faculty/staff dependents are treated the same as all other applicants apart from the faculty/staff tuition waiver, which carries over into NWC study abroad programs as well (Oman, Romania, and Denver). This does not apply to other study abroad programs.
- E. Study abroad program affiliation approval by site and/or location is granted by the associate dean of multicultural and off-campus programs, in cooperation with the Academic Affairs Committee. Students should contact the Associate Dean of Multicultural and Off-campus Programs, or the Career Development Center to receive a list of currently approved study abroad program sites and/or locations from each of our affiliated institutions.

### **9.7.5.2 Financial Policy for External Programs**

All students participating in approved off-campus study programs register at Northwestern and are considered to be students of Northwestern during their off-campus experience, and as such may continue to receive financial aid from Northwestern.

### **9.7.5.3 Grading Policy for Externally Supervised Programs**

Northwestern shall accept the grade policy (letter grade or pass/non-pass) of any externally supervised program in which we participate.

### 9.7.5.4 Screening and Approval of Applications

Students who desire placement in discipline internships or programs sponsored by external institutions shall return application forms which include a resume, a transcript, and all required references to the Director of the Career Center by these deadlines:

September 30      for spring semester discipline internships or programs

March 15            for summer and fall semester discipline internships and for any program throughout or within the coming year sponsored by external institutions

There is a common screening and approval process for all student applicants for participation in off-campus programs sponsored by external institutions and in discipline internships. The screening committee consists of the Associate Dean of Multicultural and Off-Campus Programs, the Director of Career Development, the Vice President for Student Life (the Dean of Christian Formation may substitute for the VP for Student Life), and a faculty member from the Academic Affairs Committee, chosen annually by that committee.

For AuSable applicants the chair of biology or a designated substitute shall participate in screening and for the Dordt and Alma program applicants the chair of foreign language or a designated substitute shall participate.

#### 9.7.5.4.1 Minimal Requirements for Applicants to Global Education Programs

Admission into a semester-long Global Education program is open to all students who are suitably qualified.

- A. Priority given to junior or senior standing (unless stipulated otherwise)
- B. Cumulative GPA of 2.00 or higher at the time of application (a higher GPA is required by some external programs)
- C. Priority given to those for whom the program offers significant benefit to a major field of study or vocational aspiration

If there is any question the committee may exercise the prerogative of interviewing the applicant and/or soliciting further information from other sources. When the screening procedure suggests that a student may have physical, emotional or psychological problems that would seriously jeopardize the potential for a positive off-campus experience, the Vice President for Academic Affairs (VPAA) may exercise the prerogative of requiring written certification from a physician or mental health practitioner attesting the capability of the student and the desirability of participation in the off-campus program. If this prerogative is exercised, only the VPAA shall have access to the written certification and shall make the final judgment as to the student's participation.

#### 9.7.5.4.2 Rating System for External Applicants

When more applicants meet the minimal requirements than the budget covers, the following additional criteria shall be used to rate the applicants:

Criteria	Point Rating
Cumulative GPA	3.5 and above      2
	3.0 to 3.49        1
	2.5 to 2.99        0
Criteria	Point Rating
Recommendations from references	Superb              3
	Excellent           2
	Good                1
	Fair                  0

Student Essay	Superb	2
	Excellent	1
	Good	0
Classification	Senior	2
	Junior	0
	Sophomore	0
Program matches requirements for student's major		2

**Note 1:** Each member of the screening committee shall independently rate qualified applicants using the rating system. The committee shall discuss the results and make the final selection of participants.

**Note 2:** If there is a 'tie' determining which students go on the wait list, they will be rated by grade point.

#### **9.7.5.4.3 Appeal**

Students whose internship application was denied by the screening committee may submit an appeal to the Academic Affairs Committee; this appeal shall be submitted in writing to the Vice President for Academic Affairs.

### **9.7.6 Off-Campus Courses Sponsored by Northwestern College**

Certain off-campus courses are approved courses within Northwestern's regular curriculum. Responsibility for these courses lies with the instructor, subject to the policies below.

#### **9.7.6.1 Minimum Required Student Enrollments**

Minimum enrollments for any of these off-campus courses during the summer months shall be established in each particular case in any given academic year on the basis of the financial policies below.

#### **9.7.6.2 Financial Policy for Northwestern Off-Campus Study**

The financial policies for any of these off-campus courses sponsored by Northwestern shall depend on the manner in which they are offered, either overlapping or not overlapping the regular semesters.

##### **9.7.6.2.1 Off-Campus Courses Which Do Not Overlap Semesters**

- A. A faculty member responsible for teaching an off-campus course entirely in the summer or between semesters shall submit a budget proposal to the Vice President for Academic Affairs (VPAA), to be approved by the VPFA. The proposed budget shall contain the following four categories:

Category 1 Tuition

Category 2 Educational Expenses

1. Rental of equipment
2. Lab rental
3. Planning costs
4. Costs of publicity
5. Cost of faculty lodging and meals (if over cost for students)
6. Cost of faculty travel (if over cost for students)

7. Rental of facilities
8. Cost of on-site education and travel

Category 3 Travel, Meals, Lodging, and Health Insurance

1. Cost of meals for students
2. Cost of lodging for students
3. Cost of travel for students to and from site
4. Cost of health insurance (if not covered by individual policies)

Category 4 Faculty Salaries

- B. On the basis of the budget above, the minimum required enrollment and the cost to be assessed per student should be calculated as follows:
  1. A student shall pay the same tuition rate per credit as charged for courses taught on-campus during the current summer session.
  2. In addition a fee shall be calculated based on the total of Category 2 expenses plus 10%. The announced fee for each student shall vary according to the established minimum enrollment, the minimum balancing reasonable group size with reasonable costs. If enrollment exceeds the minimum, the fee shall be reduced.
  3. Category 3 expenses are the responsibility of each student.
  4. If the course does not reach minimum enrollment, the faculty member may have the option of still offering the course on a prorated salary in consultation with the Vice President for Academic Affairs.

#### 9.7.6.2.2 Off-Campus Courses Which Overlap Semesters

Certain off-campus courses sponsored by Northwestern during the summer months or between semesters require for students significant study and interaction with faculty in the semesters either before or after the off-campus experience or both. When this semester work is judged by the Vice President for Academic Affairs not to be a significant enough time commitment for faculty and students to warrant special consideration, the following policies shall apply:

- A. The financial procedures and guidelines in FHB 9.7.6.2.1 shall apply in their entirety.
- B. Students may not include such an off-campus course in their course load during the semesters involved.

When the Vice President for Academic Affairs judges the semester work to be a significant enough time commitment to warrant special consideration for faculty and students, the following policies shall apply:

- A.. The student shall register for the off-campus course as part of the regular semester's course load, without additional tuition charge unless the load exceeds the present ceiling of 18 credit hours per semester.
- B. The course in its entirety, including the summer or between-semester portion, shall be considered a part of the faculty member's normal teaching load during one or both of the semesters involved. It shall not be assigned as an overload and the faculty member shall not receive additional remuneration.
- C. The rest of the policies of FHB 9.7.6.2.1 shall apply.

#### 9.7.7 Collaborative Student Exchange Agreement

Northwestern College and Dordt College offer an arrangement whereby each institution agrees to allow their respective students to enroll in the other institution free of charge *for a given course when that* regularly scheduled course in a student's own institution is not offered in a given year but is offered at the other institution. The student(s) will contact the Office of the Registrar at the respective institutions and fill out an Institutional Visitor Form (Dordt College) or a Collaborative Education Student Exchange Form (Northwestern College). Northwestern students must carry a full-time course load at Northwestern College in order to receive approval to take the Dordt course. The Registrar at Northwestern College will notify the Vice President for

Academic Affairs (VPAA) at the end of each term how many exchange students attended Northwestern. Coursework from Dordt College will be considered in residency, thus credits and grades will transfer in. (Note: Transportation and/or meals are not provided)

### **9.7.8 Travel Policies and Procedures: The Risk Assessment Team**

Northwestern College recognizes the value and the necessity of travel by students, faculty and staff. In light of increasing concern for safety, the college in 2003 developed and adopted policies and procedures related to travel, to assess the level of risk and address any problems that might occur. (See documents entitled Travel Program Policy and Travel Program Procedures on the J drive in the Risk Assessment folder). Travel that is regular, routine, and relatively short and close to the college does not require special approval. Sponsoring departments are responsible for adequate planning and oversight. However, travel that is of longer duration, further away, and not as routine must be reviewed and approved. Examples of such travel include Spring Service Projects, Summer of Service, Summer Study Abroad, music and athletic team trips.

In order to implement the policies adopted by the President's Cabinet and approved by the Board, a Risk Assessment team was established. The RAT evaluates the safety level for any destination of a Northwestern group or student. The policies call for the RAT to consist of "College faculty and staff competent in the knowledge and/or skills related to the legal, political, financial, logistical, administrative issues that will arise in the event of a crisis situation."

The team is composed of the following people:

- Vice President for Financial Affairs (chair)
- Vice President for Student Life
- Administrative Assistant to the President
- Director of Global Education
- Director of Missions
- Director of Public Relations
- Campus Ministry/Publicity Assistant

Any proposal for travel of the second type described above must be submitted to the Risk Assessment Team for approval. The team uses a variety of resources, including U.S. government and other websites that monitor conditions internationally, to assess safety issues in any country. In the event of a crisis or emergency situation in another country or place where there are Northwestern College people, the RAT has policies and procedures in place to address their safety and welfare, and provide information to relevant parties. The RAT will be the only component of the college addressing the situation.

## **9.8 Summer School Policy**

### **9.8.1 Summer School Goals**

The primary goal shall be to offer a reasonable number of classroom courses for the benefit of Northwestern students. The secondary goal shall be to create teaching opportunities for as many faculty desiring to teach as possible under as fair an arrangement as possible. The summer school program shall not adversely affect the regular academic year program.

### **9.8.2 Summer School Registration Procedures**

- A. Summer school registration shall begin at least three weeks prior to the final exam week in the spring semester.
- B. The curriculum for each of the two summer sessions shall be finalized on the Friday noon prior to the Monday start of the session, based on the registrations received up to that time. Courses with enrollments of four or more students as of these dates shall be part of the curriculum.
- C. On the Friday afternoon of the closing day for registration for a given summer session, each faculty member teaching a course in the finalized curriculum shall be notified of the course enrollment, and each student for whom a course has been dropped due to low enrollment shall be so notified.
- D. There shall be allowance for late registrations up through the first day of each summer session, but only in those courses listed in the finalized curriculum for each session.

### 9.8.3 Summer School Internships

Internships are encouraged for the summer because it is an ideal time for carrying out internship projects.

### 9.8.4 Credit Loads and Teaching Loads for Summer

No faculty member shall teach more than the equivalent of two courses or eight credit hours during the 3-week summer school sessions. Courses conducted as study tours during the summer shall constitute part of the maximum load, as do classes below the enrollment of four, including directed studies. Internship supervision may be above the maximum load. Students who want to take more than one 3-4 credit summer course during a three week period session must submit an academic exception form to the registrar.

## 9.9 Co-Curricular Activities

### 9.9.1 Scheduling and Involvement

#### 9.9.1.1 Scheduling of Events

The campus life office maintains the master calendar. Any person or group should consult that office when planning events and notify them when dates are set in order that these events may be placed on the college calendar. They may also notify the director of information services to arrange publicity.

#### 9.9.1.2 Co-Curricular Scheduling and Final Exams

No co-curricular activities will be scheduled during the examination period (The only exception will be for culminating competitions or performances beyond the scheduling control of the college). Scheduling of required co-curricular activities during the seven days prior to semester examinations should be sensitive to end-of-semester demands for all members of the campus community.

#### 9.9.1.3 Student Co-Curricular Involvement

- A. Student involvement records will show participation in co-curricular and extra-curricular activities during the time of enrollment at Northwestern. Advisors should use the records as a tool to identify involvement of each advisee, not to restrict participation but to attain a balance necessary between academic and co-curricular pursuits. The records shall also include skills, interests and abilities for each student, broadening the student's understanding of liberal arts education.
- B. The student has the responsibility, in conjunction with the advisor, of maintaining a balance necessary between academic and co-curricular pursuits.

### 9.9.2 Athletic Policies

#### 9.9.2.1 Length of Season and Frequency of Contests

##### 9.9.2.1.1 Athletic Contests per Season

- A. The maximum number of contests/dates per sport per season, one contest equaling one date, shall be:
  1. Fall Sports

Cross Country (M and W)	9 contests
Football (M)	11 contests
Golf (M and W)	10 contests
Soccer (M and W)	19 contests
Volleyball (W)	26 dates
  2. Winter Sports

Basketball (M and W)	28 contests
Wrestling (M)	20 dates
  3. Spring Sports

Indoor Track (M & W)	12 contests
Outdoor Track (M & W)	12 contests

Baseball (M)	23 dates
Softball (W)	23 dates

#### B. Post-Season Playoff Participation

If no qualification standards exist for post-season play, team or individual, the head coach of that sport and the director of athletics shall decide whether or not to participate. Guidelines for decision shall be:

1. Team or individual record
2. Team and/or individual improvement throughout the season
3. Whether the budget for the sport permits participation. If there is NAIA qualification and subsidy, this guideline is met. If no qualifications are necessary, the expenses must be met by the budget for that sport.

#### 9.9.2.2 Athletic Contests per Week

- A. A maximum of two weekdays (class days) may be used for contests. In addition, contests may also be scheduled on Saturdays.
- B. When scheduling athletic contests, the director of athletics shall make every effort to avoid successive weeks in which three days are used as contest days.

#### 9.9.2.3 Practices

- A. No practice sessions shall take athletes out of class.
- B. No practices shall take place on Sunday.
- C. Pre-season practices and training shall be kept within reasonable limits.
- D. Out-of-season practices shall be limited to fifteen practices over a five week period.

#### 9.9.2.4 Approval of Schedules

- A. Proposed schedules must be approved by the director of athletics at least six weeks in advance of the beginning of the season.
- B. Any exceptions to the scheduling guidelines in FHB 9.9.2.1 must be approved by the Academic Affairs Committee.

### 10. FACULTY SALARIES AND BENEFITS

#### 10.1 Vision for Salaries

Our faculty members are among the best teachers and scholars committed to fulfilling their vocation at a Christian liberal arts institution. We strive to provide compensation that attracts and sustains them with the economic resources to meet both day-to-day and long-term challenges of thriving in God's world. The college attains this vision by setting specific goals in the face of a variety of economic and demographic constraints, and our goals for compensation need to be flexible enough to adjust to changing conditions. In spite of the uncertainties, however, we trust God's provision for our economic needs, and we are committed to providing compensation that keeps pace with the rising cost of living, rewards faculty achievement, and creates an atmosphere in which faculty know that their salaries and benefits are competitive with those of our peer institutions.

#### 10.2 Full-time Faculty Salary Schedule

The assumption of Northwestern College is that only qualified and gifted faculty members are hired. Accordingly, it is assumed that all faculty members will be doing work that is consistent with annual pay raises. The general pay plan is that of a step system for all faculty members.

##### 10.2.1 Step Plan

All salaries will be expressed as specified percentage of a baseline salary. In this plan, the baseline salary will be set at the starting assistant professor level (ABD, no prior experience).

The different levels at each rank will be called tiers; each tier represents 1 year of satisfactory NWC faculty experience or 1 year's credit for prior experience.

The differences between tiers will be called steps; they are percentages of baseline according to the following schedule (the decimals represent the fraction of baseline salary paid to those faculty at the specified tier and rank):

<b>tier</b>	<b>inst</b>	<b>asst</b>	<b>assoc</b>	<b>full</b>
1	0.844	1	1.2	1.378
2	0.867	1.022	1.222	1.4
3	0.889	1.044	1.244	1.422
4	0.911	1.067	1.267	1.444
5	0.933	1.089	1.289	1.467
6	0.956	1.111	1.311	1.489
7	0.978	1.133	1.333	1.511
8	1	1.156	1.356	1.533
9	1.022	1.178	1.378	1.556
10	1.044	1.2	1.4	1.578
11	1.061	1.217	1.417	1.594
12	1.078	1.233	1.433	1.611
13	1.094	1.25	1.45	1.628
14	1.106	1.267	1.467	1.644
15	1.117	1.283	1.483	1.661
16	1.128	1.3	1.5	1.678
17	1.139	1.311	1.517	1.694
18	1.15	1.322	1.533	1.711
19	1.161	1.333	1.55	1.728
20	1.172	1.344	1.561	1.744
Each additional step after 20	+0.011	+0.011	+0.011	+0.01

A base jump expresses the difference between the tier-one (or base) salary at a given rank and the baseline salary as a percentage of baseline salary. Thus the instructor base is 84.4% of the baseline, the associate professor base is 120% of the baseline, and the full professor base is 137.8% of the baseline. A step expresses the difference between a given tier and its predecessor as a percentage of baseline salary.

#### 10.2.1.1 Assignment to Step Plan

At the time a faculty member is hired, the Human Resources Director (FHB 5.2.4) will assign that faculty member to a tier in the step plan according to the following criteria:

Classification of and credit for prior experience:

- A. Previous full-time college teaching is credited 1 year to 1 year. Experience prior to completion of terminal degree is recorded at the instructor level; experience after completion of terminal degree is recorded at the assistant professor level.
- B. Related professional experience (after completion of a Bachelor's degree) is credited 2 years to 1 year. Experience prior to completion of terminal degree is recorded at the instructor level; experience after completion of terminal degree is recorded at the assistant professor level.
- C. TA/RA work is credited 3 years to 1 year and recorded at the instructor level up to a maximum of 2 years' credit.



- D. Adjunct work is credited 6 courses to 1 year. Experience prior to completion of terminal degree is recorded at the instructor level; experience after completion of terminal degree is recorded at the assistant professor level.

*Note: Credit will be allowed for concurrent work experiences but no more than one tier's credit will be given for any one year's time span.*

Our expectation is that the standard practice will be to offer to each new faculty member the salary determined by proper placement in the step system. In the event of positions that are hard to fill due to unusual market demand and/or an unusual set of skills and gifts of the person sought for a particular position, hiring bonuses (salary amounts offered above scheduled tier amount) which would be considered as salary addenda to be phased in over four years (25% of the hiring bonus paid in each of the first four years) may be offered.

#### **10.2.1.2 Base Salary**

The decimals in the step schedule are multiplied by the base salary to determine each faculty member's salary for the year. The 2009-10 baseline salary is \$41,400.

The Deans Council, after consultation with the faculty, comparison with a selected group of peer institutions, and consideration of the change in the consumer price index, recommends to the administration a salary percent increase for the given year. As in all matters pertaining to conditions of employment, this figure is subject to board approval. The base salary will increase by a percentage resulting in the total salary percent increase approved by the administration. For an overall increase of 4%, for example, the base would increase by about 2.5%, up or down depending on relative locations of current faculty within the tier structure.

#### **10.2.1.3 Movement to the Next Tier**

In the normal course of events, tier advancement will be awarded as follows:

- A. One-tier advancement will be awarded each year for satisfactory job performance.
- B. Tier placement upon promotion will be determined by a three-tier advancement at the previous rank (one tier for standard annual advancement, the other two for promotion) and comparison of the corresponding salary to salaries at the various tiers of the next rank.
- C. Completion of terminal degree will result in a one-tier advancement at the assistant professor level (in addition to standard or promotion advancement).

Either the Vice President for Academic Affairs (VPAA) or the Faculty Status Committee (FSC) may recommend tier non-advancement (FHB 7.4) in the event of unsatisfactory performance. Such a recommendation will be accompanied by a letter stating the reasons. No matter which party makes the initial recommendation, in any potential case of tier non-advancement both the VPAA and the FSC will examine the data and each will make its own recommendation (with accompanying explanatory letter) to the President. In the event that the two recommendations differ, the President shall call the FSC and the VPAA together in order to try to reconcile the differences. The final decision shall belong to the President. If the decision is to withhold tier advancement, the faculty member will receive a copy of the letter(s) outlining reasons for the action. If the faculty member wishes to appeal the decision, refer to FHB 7.6 for the procedure to do so.

#### **10.2.1.4 Transition Period Policies**

- A. For each faculty member, the initial transition adjustment is defined to be the current salary difference (actual salary minus scheduled salary), with amounts below scheduled tier recorded as negative.
- B. For salaries below scheduled tier, the transition adjustment will be reduced by roughly 25% of the original amount in each of the next four contracts.
- C. For salaries above scheduled tier, the transition adjustment will be phased out by decreasing it, in each successive contract, by 1% of the previous year's salary (or by the remaining transition adjustment, whichever is smaller) until no adjustment remains.

### **10.2.2 General Disclaimer on Salaries**

The college's financial condition may, in a given year, require that all salaries be frozen, or in fact that a salary decrease may be unavoidable.

### **10.2.3 Benefit Enrollment Forms & Payroll Deductions**

All employees of Northwestern College must meet with the Human Resources office within three (3) days of beginning employment to complete various required employment, payroll and benefit forms.

When an employee marries or when the number of dependents changes, a revised W 4 statement must be filed and submitted to Human Resources. The College is required by law to withhold from all employees specified amounts for federal and state income taxes and social security tax. Optional deductions are allowable if authorized in writing by the employee. Some examples would include medical insurance family coverage, participation in the tax sheltered retirement program, and payroll deductions which are contributions to Northwestern College. Each employee will receive a W-2 statement of the annual salary and deductions for income tax purposes.

### **10.2.4 Policy on Exempt Pay**

In accordance with the Fair Labor Standards Act regulations, exempt employees who are required to be paid on a salary basis may not have their pay reduced for variations in the quantity or quality of work performed. Employees who believe their pay has been improperly reduced should contact the Director of Human Resources. If it is determined that an improper deduction has occurred, the college will reimburse the employee as promptly as possible.

It is also the college's policy to pay exempt employees on 9- or 10-month appointments over 12 months. Exempt employees will not have the option of choosing a payment schedule less than 12 months.

### **10.2.5 Payroll Payment Schedule**

Paychecks are issued the 25th of each month. Checks will be directly deposited into your bank account and direct deposit is required as a condition of hire. If the 25th day of a month falls on a Saturday, then payroll payments shall be made the day before, on Friday the 24th. If the 25th falls on a Sunday, payments shall be made on the following Monday, the 26th.

## **10.3 Full-Time Faculty Benefits**

### **10.3.1 Adoption Benefits Policy**

#### **Policy Overview**

To offer assistance to all employees who are building families, a policy has been developed to provide eligible employees with adoption benefits—including financial reimbursement and adoption leave of absence.

#### **Eligibility**

Effective July 1, 2007, all employees working at least 1560 hours per year are eligible for adoption benefits after one year of employment. If an employee and his/her spouse both work at Northwestern College, only one employee can utilize the financial benefit, but leave may be shared between the two parents per the Family Medical Leave of Absence (FMLA). The employee must be actively employed at the time any financial reimbursement is made.

Adopted children, to be considered for this benefit, must be under the age of eighteen and may not be a stepchild or a relative.

#### **Financial Reimbursement**

Eligible adoption-related expenses will be reimbursed to a maximum of \$2,000 per adopted child. Adoption of a special needs child with a permanent mental or physical disability will qualify for an extra \$1,000 reimbursement per child. (Documentation from the placement organization of special needs will be required.) Most expenses directly related to the adoption are reimbursable. These include:

- ◆ Home studies
- ◆ Agency and placement fees
- ◆ Legal fees and court costs
- ◆ Temporary foster care costs
- ◆ Medical expenses of the child, not covered by insurance
- ◆ Immigration, immunization and translation fees
- ◆ Transportation and lodging

#### **Timing and Procedure for Reimbursement**

Upon legal placement of the adopted child, obtain an Adoption Financial Reimbursement Form from the Human Resources department. Itemized receipts for expenses are required for documentation.

Financial assistance for adoption expenses are exempt from federal and state income tax withholding, but are subject to social security and Medicare taxation. All qualifying adoption expenses reimbursed will be reported on an employee's W-2. Employees should refer to Internal Revenue Service instructions entitled *Qualified Adoption Expenses* regarding taxation of financial benefits, tax credits and tax exclusions.

#### **Adoption Leave of Absence**

##### **Paid and unpaid leave**

An employee who adopts, whether male or female, is eligible for up to 7 days of paid leave. This time may be utilized both pre or post adoption, and will be applied to leave allowed under the Family Medical Leave Act. Additionally, the employee is eligible for up to 11 additional weeks of unpaid leave per FMLA. If both parents are employees by the college and each wish to take FMLA leave, they may only take a combined total of 12 weeks of leave. Employees may use accumulated sick leave, vacation, personal leave, or other paid time as designated under the college's FMLA benefit during their leave. During Family Medical Leave, employees will continue to receive regular benefits which are related to date of hire. (Please refer to the Family Medical Leave of Absence, FHB 10.3.4, for more detailed information.)

##### **Procedures for leave of absence**

Employees are requested to provide their supervisor with as much preliminary information on need for time off as early as possible. Though many adoptions are unpredictable as to when they occur, in many cases this will prevent unplanned interruptions in departmental workflow while allowing employees to take necessary leave time. Once an employee knows the dates needed for the leave, they must complete a FMLA leave of absence request form.

#### **10.3.2 Retirement Plan**

Retirement benefits are provided for all full-time, Class A and Class B faculty on the first of the month coinciding with or following the date of hire. The college shall contribute a sum equal to 4% of the base salary of employees to TIAA. In addition, the college will match employee elective contributions of up to 2% of eligible compensation. Part-time faculty Class C or D (less than 1,000 hours annually) are eligible to make elective deferrals to the plan, but are not eligible for employer contributions. Please refer to the Summary Plan Description for the 403(b) **Defined Contribution Plan** for additional information regarding this benefit and definitions of terms.

#### **10.3.3 Bookstore Discount**

The College Bookstore offers employees a 15% discount on merchandise other than textbooks or items already discounted. Departmental charges for merchandise do not receive the 15% discount. Books special ordered are without shipping charges and receive a minimum 15% discount. Price quotes are available on special order books before placing an order.

#### **10.3.4 Family And Medical Leave Of Absence (FMLA)**

Northwestern College understands the importance of family issues as its staff and faculty members often face conflicting demands of family obligations and work. Because employees may find it necessary to take leave from their jobs for a temporary period to address certain family responsibilities or their own serious health

condition, and in order to comply with the Family and Medical Leave Act (FMLA) as revised January 2009, Northwestern College has established the following family and medical leave policy and procedures.

Northwestern College provides to eligible employees unpaid time away from work for up to a total of 12 weeks or 26 weeks as applicable during a 12-month period for the following reasons:

- ◆ The birth and care of an employee's newborn child (12 weeks)
- ◆ The placement of a child with an employee for adoption or foster care (12 weeks)
- ◆ The care of a spouse, child (under 18 years of age or older child if disabled) or parent with a serious health condition (12 weeks)
- ◆ The inability of the employee to work because of a serious health condition (12 weeks)
- ◆ A qualifying exigency caused by a family member's active duty or call to active duty in the National Guard or Reserves in support of a contingency plan (12 weeks)
- ◆ The care of a family member seriously injured or made ill in the line of active military duty (26 weeks)

### **Eligibility**

To be eligible for FMLA leave, an employee must have been employed by the college for at least 12 months, and have worked at least 1250 hours during the 12-month period immediately preceding the leave.

## **GENERAL GUIDELINES**

### **Leave Year (12-Month Period)**

The "leave year" will be the 12-month period measured forward from the day an eligible employee's first FMLA begins. The employee may use the leave that is allowed during the year and, if he/she uses the total amount, will not be eligible for another such leave for a period of one (1) year from the FMLA begin date.

### **Serious Health Condition**

A serious health condition is defined as a condition that requires inpatient care at a hospital, hospice or residential medical care facility, including any period of incapacity or any subsequent treatments in connection with such inpatient care or a condition that requires continuing care by a licensed health care provider.

### **Birth, Adoption or Foster Care Placement**

Leave must be completed within 12 months of birth, adoption or foster care placement. Additional FMLA leave is not available due to multiple births, such as twins.

### **Spousal Exception**

If spouses both work for Northwestern College and each wishes to take leave for the birth of a child, placement of a child for adoption or foster care, or to care for a child with a serious health condition, the spouses may only take a combined total of 12 weeks of leave.

### **Qualifying Exigency**

An employee whose spouse, son, daughter or parent either has been notified of an impending call or order to active military duty or who is already on active duty may take up to 12 weeks of leave for reasons related to or affected by the family member's call-up or service. The qualifying exigency must be one of the following:

- ◆ Short-notice deployment (limited to seven days from notification)
- ◆ Military events and related activities
- ◆ Child care arrangements and school activities (but not ongoing childcare)
- ◆ Financial and legal arrangements (limited to 90 calendar days if after the termination of active duty)
- ◆ Counseling by a non-medical counselor (such as a member of the clergy)
- ◆ Rest and recuperation (leave permitted up to five days for each instance)
- ◆ Post-deployment activities (limited to 90 calendar days after termination of duty)
- ◆ Additional activities that arise out of active duty provided that the college and employee agree, including agreement on timing and duration of the leave

Leave to handle qualified exigencies is not available to family members of the Regular Armed Services. Active duty or call to active duty status for purposes of qualifying exigencies applies to retired members of the Regular Armed Forces, the retired Reserves, the Reserves, and the National Guard. The leave may commence as soon as

the individual receives the call-up notice. (Son or daughter for this type of FMLA leave is defined the same as for child for other types of FMLA leave except that the person does not have to be a minor.)

**Military Caregiver Leave (also known as covered service member leave)**

This leave may extend up to 26 weeks in a single 12-month period for an employee to care for a spouse, son, daughter, parent or next of kin covered service member with a serious illness or injury incurred while on active military duty and who is unable to perform the duties of the service member's office, grade, rank or rating. Next of kin is defined as the closest blood relative of the injured or recovering service member.

Leave to care for an injured or ill service member, when combined with other FMLA-qualifying leave, may not exceed 26 weeks in a single 12-month period.

**Intermittent Leave or a Reduced Work Schedule**

An employee taking leave for their own serious health condition or to care for a sick family member need not take such leave continuously and may take it on an intermittent basis (a few days at a time), or by reducing the employee's scheduled work hours. The employee must provide certification from the health care provider caring for the employee and/or family member that it is medically necessary for leave to be taken in this manner. If leave is not taken continuously, it will be deducted from the employee's entitlement to leave (i.e., 12 or 26 weeks equivalent during a 12-month period).

Requests for intermittent or reduced schedule (part-time) leave after the birth, adoption, or foster care placement of a child will be considered on a case-by-case basis.

**Workers' Compensation Medical Leave**

An employee who is injured on the job will receive workers' compensation following three days off from work as provided under state law. The workers compensation leave and FMLA will run concurrently.

**Procedures for Requesting Leave**

Employees must 30 days advance notice to the College for foreseeable family or medical leaves. For unforeseen circumstances, notice must be given as soon as possible and practicable. Except in cases of extreme medical emergencies, the employee is expected to advise Human Resources as soon as they know of the need for and expected duration of the leave by completing the FMLA Request Form. Within 5 business days after the employee has provided this notice, the HR Director will complete and provide the employee with the DOL Notice of Eligibility and Rights.

Employees requesting leave must provide the appropriate certification to support a requested leave within fifteen (15) calendar days of the request. Failure to provide certification may result in a denial of continuation of leave. The following DOL Certification forms can be obtained by contacting Human Resources:

- ◆ Certification of Health Care Provider for Employee's Serious Health Condition
- ◆ Certification of Health Care Provider for Family Member's Serious Health Condition
- ◆ Certification of Qualifying Exigency for Military Family Leave
- ◆ Certification for Serious Injury or Illness of Covered Service member

Within five business days after the employee has submitted the appropriate certification form, the HR Director will complete and provide the employee with a written response to the employee's request for FMLA leave using the DOL Designation Notice.

**Impact of a Leave On Pay and Benefits**

An employee who takes an FMLA qualifying leave is entitled to return to the position held before the leave was taken, or to be placed in an equivalent position with the same benefits, pay, and other terms and conditions of employment. Any leave granted will be unpaid unless employees are eligible for paid time as defined below.

Staff employees on 12-month appointments can use accumulated sick leave or other paid time-off benefits during an FMLA qualifying leave. Health-related leaves of absence for eligible full-time and  $\frac{3}{4}$  time faculty, and for full-time and  $\frac{3}{4}$  time athletics, student life and academic affairs staff on a 9 or 10-month appointment will provide for regular salary payments according to the following schedule during the academic year. Additional periods of medically required absence beyond 12 weeks will be worked out in consultation with the employee's President's Cabinet representative and Human Resources.

<b>Years of Service</b>	<b>Weeks Paid (maximum)</b>
1-4	4
5	8
6	9
7	10
8	11
9	11
10+	12

Where necessary, the college will be responsible for arranging and paying substitutes to cover the classes that are missed. The full-time faculty member retains responsibility for course content, class procedures and student grades.

There will be no change in faculty status for faculty members who receive a medically required leave of absence.

### **Group Medical Insurance**

During any period of FMLA, the employee's group medical insurance will remain in effect provided the employee continues to pay their regular premium for medical insurance. Employee contributions will be required either through payroll deduction while on paid leave or direct payment to the college by the 1<sup>st</sup> of the month if the employee is on unpaid leave. If required premium payments are not paid within 30 days of the date such payments are due, medical coverage will be discontinued for the duration of the leave. The college will provide 15 days' notification prior to the employee's loss of coverage.

If the employee chooses not to return to work for reasons other than a continued serious health condition of the employee or the employee's family member or a circumstance beyond the employee's control, the college will require the employee to reimburse the amount paid by the college for the employee's health insurance premium during the leave period.

If the employee notifies the college that he/she is not returning from leave or does not return after 12 weeks, health benefits will terminate and the employee will be entitled to continuation of health insurance benefits in accordance with COBRA and the provisions of the group medical plan.

### **Retirement Plan**

During a paid leave of absence, contributions to the college's retirement plan will continue to be made based on an employee's compensation paid during their leave of absence. No contribution will be made during an unpaid leave of absence.

### **Other Benefits**

Other benefits normally provided to an employee shall be available only if permitted by the plan document governing the provision of benefits, and if the employee complies with the schedule for any required premiums.

### **Return to Work**

Employees returning from leave will be reinstated to the same or an equivalent position, benefits, and pay to that which was held prior to leave, unless the employee would have lost their job in the absence of any leave (i.e. layoff, elimination of position, etc.) or any benefit or condition of employment has been discontinued for the college's employees.

The College may require a fitness-for-duty certification prior to reinstatement if an employee wishes to return to work early or where there is any question regarding the employee's ability to perform the essential functions of their job.

Employees who fail to return to work after a leave covered under this policy shall be treated as having voluntarily terminated their employment.

**Confidentiality**

Northwestern College will keep confidential all information relating to requests for family or medical leave. This information will be used only to make decisions in regard to the provisions of this policy. Supervisors must submit all records to Human Resources and should not retain any copies in their files.

**Summary**

The function of this policy is to provide employees with a general description of their FMLA rights. In the event of any conflict between this policy and the applicable law, employees will be afforded all rights required by law.

If you have any questions, concerns, or disputes with this policy, you must contact Human Resources in writing.

**10.3.5 Parental Leave**

Northwestern College provides to full-time and 3/4x (75%) employees paid parental leave time away from work for the purpose of recovery from childbirth and/or to care for and bond with a newborn or newly adopted child. Six (6) weeks of paid parental leave is available after twelve months employment or after twelve months employment since the end of a prior paid parental leave.

- A. Paid parental leave is available to be used in a single six-week block of time commencing upon the birth of a child or placement of an adopted child. Additional parental leave is not available due to multiple births, such as twins.
- B. This paid leave may be used by the birth mother, father, adoptive parents or an employee acting “in loco parentis” (in place of a parent).
- C. If spouses both work for Northwestern College and each wishes to take parental leave for the birth of a child or placement of a child for adoption, the spouses may only take a combined total of 6 weeks of leave. The two parents need not take leave time concurrently.
- D. Parental leave will run concurrently with FMLA and is limited to a total of six-weeks per birth or adoption per family.
- E. Parental leave will not be extended by, but rather will run concurrently with, any paid holiday falling within the leave period.
- F. An additional six (6) weeks may be used under provisions of the FMLA policy.
- G. Parental leave has no adverse effect on employment with the college. The break in employment does not affect continuous employment, nor will it affect seniority, status, tenure or promotion decisions, or benefit eligibility.
- H. All benefits in which an employee is enrolled will remain in effect provided the employee continues to pay their regular premiums for those benefits.
- I. Contributions to the retirement plan will continue to be made based on an employee’s compensation paid during their leave of absence.
- J. It is not the intent of the Parental Leave provision to provide remuneration beyond that for which a faculty member is contracted. Thus, faculty members will not receive compensation for any part of Parental Leave utilized during a scheduled academic break.

Written request for this leave should be submitted to Human Resources and an employee’s President’s Cabinet member thirty (30) days prior to the expected leave date, or as soon as practicable. The FMLA Request should also accompany this leave request.

Employees who fail to return to work after a leave covered under this policy shall be treated as having voluntarily terminated their employment.

**10.3.6 Flexible Benefit Plan**

Full-time and Class A employees are eligible for the flexible benefit plan on the first of the month coincident with or following the date of employment.

The flexible benefit plan allows employees to:

- ♦ Pay employee benefit plan contributions on a pre-tax basis.
- ♦ Set aside money on a pre-tax basis in a medical spending account for unreimbursed medical expenses such as: deductibles, cost-sharing amounts, dental services and vision care.
- ♦ Set aside money in a dependent care spending account. Day care expenses are babysitting while employees and their spouses are at work.

Due to the tax advantages of flexible benefit plans, the Internal Revenue Service imposes certain rules. Employees must make a commitment to participate for the entire plan year. Elections cannot be changed except in the event of a qualifying family status change (i.e., marriage, birth, adoption, death, change in spouse's employment). Also, if employees do not use the funds during the plan year, they will be forfeited.

If employees participate in a Health Savings Account (see FHB 10.3.7.1 below), they can only participate in a Limited Purpose Medical Flexible Plan for dental and vision expenses.

Consult your **Flexible Benefit Plan booklet** for additional information regarding this benefit.

### 10.3.7 Insurance

#### 10.3.7.1 Medical & Health Savings Account

Full-time and Class A employees are eligible for medical benefits and participation in a Health Savings Account (HSA) on the first of the month coincident with or following the date of employment. Coverage ends on the last day of the month in which termination of employment occurs.

The college will pay a portion of the cost of medical coverage for eligible full-time employees. The college will pay the premium of Class A employees on a pro-rated basis. Employees will pay the cost of medical coverage for eligible, enrolled dependents. Employees can contribute to the HSA on a pre-tax basis and can make changes to contribution amounts throughout the year. The college will determine annually any employer contribution to an employee's HSA account. HSA accounts rollover from year to year and employees take funds with them upon termination of employment.

If eligible employees age 65 and over have both the college's medical plan and Medicare, the college medical plan will be primary and Medicare secondary payer. Medicare participants are not eligible to contribute to an HSA.

#### **COBRA Continuation**

The Federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health coverage under the college plan when a "qualifying event" would normally result in the loss of eligibility. Examples of qualifying events include:

- A. Employment for the employee or spouse ends for any reason other than gross misconduct,
- B. Death of an employee,
- C. Reduction in an employee or their spouse's hours,
- D. An employee's divorce or legal separation;
- E. A dependent child no longer meeting the eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage under the college plan plus an administration fee.

**IMPORTANT:** This information is subject to change. Consult your **Medical Benefit Plan booklet** for additional information regarding this benefit.

#### 10.3.7.2 Short-term Disability

##### **Eligibility**

Full-time employees and Class A faculty are eligible for short-term disability benefits on the first of the month coincident with or following the first day of employment. An employee's eligibility to receive short-term disability payments will terminate on:



- A. the day the employee is terminated
- B. the day the employee fails to meet the eligibility requirements as stated in the Summary Plan Description.

Faculty members on sabbatical leave are considered actively at work and will receive benefits based on annual contract pay.

### **Benefits**

Benefits are payable beginning on the 90<sup>th</sup> day of disability. Benefits shall end on the earlier of:

- A. the 180<sup>th</sup> day of disability,
- B. the end of the employee's disability, or
- C. death.

'Disability' means that the employee, because of injury or sickness, is continuously unable to perform the substantial and material duties of their regular occupation; under the regular care of a licensed physician who verifies disability; and not gainfully employed in any occupation for which the employee is qualified by education, training, or experience. The amount of the monthly benefit will be the lesser of 60% of the employee's salary, or \$5,000. The monthly benefit will be further reduced by the reductions set forth below under "Coordination of Benefits."

'Salary' means 1/12 of a faculty member's annual contract pay. For non-faculty members, salary means the monthly wage or salary as of the date disability began. Basic monthly salary does not include overtime earnings, incentive pay, bonuses, or other compensation earned by the employee.

No benefits shall be paid under the Plan during any period of confinement for any reason in a jail, correctional institution or home pursuant to the order or sentence of a court.

### **Partial Disability**

Partial disability benefits will be paid if the employee, because of injury or sickness, is unable to perform all of the substantial and material duties of the employee's regular occupation on a full-time basis but is able to perform such duties on a partial or part-time basis or only able to perform some of the duties of their regular occupation. Partial disability benefits will be equal to the monthly benefit (as reduced by any Coordination of Benefits), less 50% of the employee's salary during the period of partial disability. An employee must be under the regular care of a licensed physician to remain eligible for partial disability payments.

### **Coordination of Benefits**

The monthly benefit shall be reduced by:

- A. Disability benefits paid, payable, or for which there is a right under:
  - 1. The Social Security Act because of an employee's disability;
  - 2. Any worker's compensation or occupational disease act or law which provides compensation for an occupational injury or sickness;
  - 3. Any disability provision of any group or insurance plan;
  - 4. Any benefits or salary continuation paid from the college's sick leave plans (if any); or
  - 5. Any retirement or pension plan.
- B. Any wages, salary, or other compensation received from the college or from any other source which is attributable to work or service.
- C. Disability benefits paid under any state disability law.
- D. Any federal, state, or municipal government disability or retirement plan.
- E. The mandatory portion of any "no fault" motor vehicle plan or state compulsory benefit act or law.
- F. Any benefits or payments received under an unemployment compensation law.

### **Evidence of Disability**

As a condition to receiving short-term disability benefits, the employee must submit such medical evidence as may be required by the Plan Administrator to establish the existence of the disability, the date of the onset of such disability, and the continuation of such disability. In addition, the employee must submit to

all medical examinations as may be requested by the Plan Administrator to establish the existence, onset or continuation of their disability.

#### **Recurrent Disability**

If disability for which payments were made ends but recurs due to the same or related causes less than 6 months after the end of the prior disability, it will be considered a resumption of the prior disability.

Disability which recurs more than 6 months after the end of a prior disability shall be considered a new disability and require the incurrence of a new 90-day disability period before a monthly benefit becomes payable.

**NOTE:** This information is subject to change. Consult your Short Term Disability Plan Summary Plan Description for additional information regarding this benefit.

### **10.3.7.3 Life**

#### **Eligibility**

Full-time and Class A employees are eligible for life insurance on the first of the month coincident with or following the date of employment. Coverage ends on the day employment is terminated. This benefit is provided by the college.

#### **Benefits**

The death benefit is \$50,000. The benefit is reduced for employees over age 65. Benefits are also available for accidental death and dismemberment.

**IMPORTANT:** This information is subject to change. Consult your **Life Insurance Certificate** for additional information regarding this benefit,

### **10.3.7.4 Social Security**

The college shall pay the employer's share of social security as prescribed by law.

### **10.3.7.5 Workers' Compensation**

All employees of the college are covered by the Workers' Compensation provisions of the laws of Iowa.

### **10.3.8 Jury Duty**

The college recognizes the civic responsibility of all citizens to serve on jury duty. It is mandatory, however, to obtain in advance the approval for it from your immediate supervisor. In addition, an absence report must be filed. In case of jury duty, your regular salary will be maintained, minus any amount paid to you by the Court for your services. Many times a call to jury duty entails only a weekly reporting in at the courts and you are not actually assigned to jury duty. Therefore, you will be expected for regular work schedule on days when you are not actually serving or reporting. Upon receiving notice of jury duty, it should be reported to your immediate supervisor.

### **10.3.9 Fax Service**

A facsimile machine is available for employee use (707-7247). The equipment is located in the library and a nominal charge will be made for personal use of this equipment.

### **10.3.10 Library Services**

The resources of the library are available at no cost to all employees. Those resources include the books, journals, equipment, and online databases to which the library subscribes.

### **10.3.11 Assistance with Moving Expenses**

The College will provide reimbursement of moving expenses for new full-time faculty/staff members living further than 50 miles from Northwestern College. Moving expenses are limited to the costs of transporting the

faculty/staff member and their family to the new residence and of moving ordinary and customary household goods and personal effects. This reimbursement is considered a taxable fringe benefit by the IRS. Fringe benefits are subject to Federal and State tax withholding as well as Social Security and Medicare taxes and will be included on an employee's W-2 form. The Human Resources office will coordinate the reimbursement of moving expenses and can be contacted for the moving assistance policy.

#### **10.3.12 Rowenhorst Student Center**

The Rowenhorst Student Center (RSC) is an integral part of the college's total educational program and as such offers to all employees and their immediate families an excellent facility in which you may profitably spend some of your leisure time, including physical fitness activities. All faculty and staff are automatically considered members of the RSC and are entitled to the privileges that come with such membership. Booklets explaining the philosophy and policies of the RSC, membership privileges, and the facilities are available from the RSC staff.

#### **10.3.13 Tuition Waiver**

Full-time and Class A employees are eligible for the tuition waiver. The tuition waiver will be pro-rated for Class A employees in direct proportion to their work schedule (75%).

For the purpose of attracting qualified employees for Northwestern College, the following tuition waiver policy has been adopted:

- A. A tuition waiver shall be available for Northwestern's own curricular offerings, both during the academic year and courses offered during the summer, and also for study abroad opportunities that are sponsored solely by Northwestern College and taught by our faculty members (i.e. Sports in Societies, Topics in...Cultural Studies). It does not apply to private lessons, summer courses-by-arrangement, or summer directed study. The tuition waiver cannot be applied to any off-campus tuition costs. However, all other financial aid may be applied against the off-campus tuition costs.
- B. The tuition waiver is limited to actual tuition costs less all grants and scholarships (Federal, State Institutional, etc.) to which the student would be entitled. All tuition waiver students must pay applicable program and miscellaneous fees. The student is required to file the Free Application for Student Aid (FAFSA) by June 30 if he/she has been admitted as a regular degree-seeking student. Failure to file the FAFSA by the deadline when outside grants would be received will reduce the amount the college will waive accordingly.
- C. The employee shall be employed each semester the tuition waiver is applied to the student account except for an employee who dies, is totally disabled, is called to military service, or retires while in the employ of the college. In such exceptional cases a tuition reduction on the balance remaining after all other grants have been applied shall be granted at the rate of 10% for each full year of full-time employment at Northwestern College or prior institutions maintaining a tuition waiver policy. (For purposes of this benefit, a person "retires" when leaving the full-time employ of the college after age 59½.)
- D. The tuition waiver program applies to undergraduate classes only.
- E. All eligible employees, their dependent spouses, and unmarried dependent children or step-children under 24 years of age who have made application for state and federal tuition grants and scholarships shall be eligible for a tuition waiver following one year of employment. Dependent children or step-children are eligible for the waiver through the end of the semester in which they turn age 24. A married child might be eligible if they are reported as a dependent on their parent's income tax return for the year in which they are applying for the tuition waiver benefit. If the child files a joint return with their spouse for the tax year, they cannot be considered a dependent for purposes of this benefit.
- F. Employees must complete the "Tuition Waiver Benefit Verification" form and submit it to the Financial Aid office for each year they or a qualifying dependent apply for the tuition waiver benefit. This form is available from the Financial Aid and Human Resources offices, or the Human Resources intranet site <http://intranet.nwciowa.edu/hr/default.asp>.

#### **10.3.14 Tuition Exchange**

Northwestern participates in a tuition program with the Council for Christian Colleges and Universities (CCCCU). The CCCC tuition exchange program uses the same eligibility criteria as found in the FHB 10.3.13 Sections A–E. All tuition exchange students must pay applicable program and miscellaneous fees. Students

will be required to process the same financial aid application as other student applicants at the receiving college. After completion of the aid application process, the financial aid director at the receiving college will determine the "actual" amount granted by the college to make a full tuition award. Each college in the CCCU reserves the right to choose not to participate in the exchange program or to exempt certain programs. The Financial Aid office has information regarding individual college's participation details.

Northwestern also participates in the Council of Independent Colleges (CIC) tuition exchange and Tuition Exchange Inc. For more information about these programs and participating institutions, please contact the Financial Aid office.

#### **10.3.15 NWC/Western Theological Seminary Tuition Waiver Program**

In recognition of the historic connection as servants of the Church of Jesus Christ and in particular the Reformed Church in America, Northwestern College and Western Theological Seminary agree to a tuition waiver program as stated in the following:

##### **Who is eligible?**

Northwestern College faculty, staff, spouses and their children would be eligible for a tuition waiver as degree-seeking candidates (having met the normal admissions requirements) or as a participant in individual courses in the in-residence and/or distant-learning Master of Divinity program. This waiver would be consistent with that offered by Western Theological Seminary to spouses and children of their own faculty and staff.

Western Theological Seminary's faculty and staff members' children would be eligible for a tuition waiver consistent with Northwestern's current policy for her faculty/staff dependents (children 24 years of age or younger) and with the tuition waiver available through the Council of Christian Colleges and Universities (CCCU).

- A. Applicants must meet the requirements for admissions acceptance to Northwestern College.
- B. Students and his/her parents need to file annually a FAFSA as the application for all federal and state aid.
- C. This waiver applies to tuition only.

##### **How will parity issues be addressed?**

Every three years an audit of actual credits will be made by each institution. The maximum imbalance shall be the equivalence of two years' credits.

Should Western Theological Seminary exceed the program limit, Northwestern College shall be empowered to grant a Northwestern College/Western Theological Seminary Partnership Grant to the graduate of their choice to attend tuition free Western Theological Seminary in order to complete the normal course of studies for the Master of Divinity.

Should Northwestern College exceed the program limit, new students to the program would pay tuition to Western Theological Seminary at the following discounted rates until the program returned to within the two-year equivalency.

- A. Full-time Master of Divinity candidates would pay 10%.
- B. Part-time or individual courses for credit would pay 50% of the normal tuition rate.

Either institution, Northwestern College or Western Theological Seminary may discontinue this program at the conclusion of any academic year. However, it is the hope of both institutions that a long and successful relationship will continue.

#### **10.3.16 Sioux Falls Seminary Tuition Reduction Agreement**

Sioux Falls Seminary offers a tuition reduction of 25% for all Northwestern College employees. Dependents are not eligible for this reduction. To receive the tuition reduction, a letter of request should be signed by either the Director of Human Resources or the President. This tuition reduction will be in effect until further notice from Sioux Falls Seminary.

### 10.3.17 Retirement

- A. **Normal Age** – Sixty-five is the “normal” retirement age for all Northwestern College employees. There is, however, no mandatory retirement age for faculty.
- B. **Retirement Benefit** – Those eligible for the retirement benefit retain it until they retire from the College.
- C. **Phased Retirement for Faculty**

Northwestern College offers phased retirement as a benefit to its employees. By entering into a Phased Retirement Agreement, the employee acknowledges that the employee's participation in the Phased Retirement Program is voluntary and has not been compelled in any way by the College.

#### 1. Eligibility

Participation in the Phased Retirement Program is open to all regular, full-time faculty members in good standing who have completed 10 years of service and whose age plus the number of academic years of service at Northwestern College as a full-time employee equals or exceeds seventy-seven (77). All requests for participation in the program must be approved at the discretion of the Vice President for Academic Affairs (VPAA). The College reserves the right to limit participation in the program based on the needs of the college or academic department.

#### 2. Terms

Participation in the Phased Retirement Program is limited to no more than three years. After three years, a participating faculty member must enter full retirement.

Participating faculty members will be allowed to elect a reduced workload for a corresponding fraction of their salary as indicated below, but no less than a 50% reduction:

- ◆  $\frac{3}{4}$  faculty service =  $\frac{3}{4}$  of full-time salary + 10% of last salary
- ◆  $\frac{1}{2}$  faculty service =  $\frac{1}{2}$  of full-time salary + 10% of last salary

During this period, the faculty member will continue prorated duties in addition to teaching, including advising, scholarly activities and committee assignments. Overload teaching will not be allowed.

Tenured faculty employed under this plan will retain the rights and responsibilities of tenure as described in section 7.3 of the Faculty Handbook.

A participating faculty member and the VPAA will establish an agreement specifying the terms of the reduced workload. The VPAA and the faculty member will review and renew the workload agreement annually up to a maximum of three years.

#### 3. Benefits

- a. Participating faculty members will continue to receive full health, dental or vision benefits at the regular full-time employee rates, provided the employee pays the required employee premium contribution for any coverage.
- b. College-provided life insurance will continue for the faculty member and any family members as long as the faculty member is at  $\frac{3}{4}$  service. If the faculty member has less than  $\frac{3}{4}$  service, life insurance is only available to the employee and family members are excluded.
- c. College-provided 403(b) contributions are based on a faculty member's actual salary during participation in the Phased Retirement Program.
- d. College-provided disability insurance is based on a faculty member's actual salary provided the faculty member is at  $\frac{3}{4}$  service during participation in the Phased Retirement Program. Disability benefits are not available at less than  $\frac{3}{4}$  service.
- e. Participating faculty members are also entitled to tuition remission.
- f. Participating faculty members are not entitled to sabbaticals.

Northwestern College may modify or terminate the terms of this program at any time in its discretion or if benefits are changed for all College employees generally.

#### 4. **Procedures**

A written request for participation must be submitted to the VPAA no later than six (6) months before the beginning of the semester that the faculty member wishes to enter into the Phased Retirement Program.

After the request is submitted, the VPAA and the faculty member will meet to discuss the request. The VPAA will indicate tentative approval or reasons for denying the request. Denial of a request does not preclude approval of a subsequent request. If the dean provides tentative approval, the matter will be forwarded to the VPAA for final approval. Upon approval of the VPAA and the faculty member will develop an agreement establishing the terms of the faculty member's participation in the Phased Retirement Program. The Phased Retirement Program agreement will include the reduced workload agreement. The reduced workload agreement is subject to annual review and renewal for up to three years.

Once a Phased Retirement Program agreement has been developed, it will be reviewed by Human Resources before the dean provides final approval. After review by Human Resources, the VPAA will make any required changes to the agreement. When it is finalized, the VPAA and the faculty member will review and sign the agreement.

#### D. **Early Retirement**

The policy of the College is to contribute to the College's Retirement Program on behalf of an employee was adopted to ensure that employees will, through the Retirement Program and Social Security, have a reasonable retirement income when they retire. For employees, normal retirement age has been defined in the College's Retirement Program as age 65 and one's normal retirement date is the last day of the academic year during which he/she attained the normal retirement age. The academic year of the College is the 12 month period beginning on August 15 and ending on August 14. (For purposes of determining the age eligibility of this benefit, the academic year is utilized.)

It is recognized, however, that for personal reasons an employee may wish to retire before age 65. In an effort to be responsive to individual aspirations and needs, as well as to the ongoing needs of the College, this Early Retirement Program (the "Program") has been developed.

1. **Eligibility** – The early retirement plan at Northwestern College provides two eligibility options for qualified full-time employees.
  - a. Option A: Employees who have reached the age of 57 and have completed 20 years of full time service to the College. An employee who has attained age 57 and served the College on a full time basis for at least 10 years, but has not completed 20 years of service to the College, is eligible for these benefits on a pro-rata basis, based on the ratio of years of full time service to 20 (i.e., an individual with 10 years of service shall pay 50% of the cost).
  - b. Option B: Employees whose age plus the number of academic years of service at Northwestern College as a full-time employee equals or exceeds seventy-seven (77). The employee must meet the 77 point requirement by the requested retirement date. **Unless renewed by the College's Board of Trustees, this Option B is in effect only until August 14, 2020, at which time it shall terminate.**
2. **Monetary Benefits**
  - a. Early retirement benefits are payable for a maximum of five years or for each year of early retirement preceding age 65, whichever occurs first, with such amount to be paid in twelve monthly installments.
  - b. Under Option A, the College will pay to an early retiree an amount equal to 16.25% (plus .25% for each year of service to the College beyond 20) a year of the retiree's last academic year's salary.
  - c. Under Option B, the College will pay to an early retiree an amount equal to 16.25% a year of the retiree's last academic year's salary for a combined age and service equal to 77. The College will pay an additional .25% for each 2 points above 77 (i.e. plus .25 at 79, 81, 83, 85, etc.).
3. **Additional Benefits** – For a maximum of five years or until they reach normal retirement age, whichever occurs first, the College will provide employees who retire pursuant to the Program with the following benefits:

- a. Retirement Plan – The College will make a contribution to the retiree’s retirement plan as it does for regular benefit-eligible employees. This contribution will be based on the early retirement compensation.
  - b. Medical Insurance - Early retirees who participate in the College’s group medical insurance plan on the date of early retirement have the option of continuing medical coverage for the early retiree and his or her eligible dependents for a maximum of five years or until they reach normal retirement age (65), whichever first occurs. If the early retiree has 20 or more years of service at the time of his or her retirement, the College shall pay the same share of the cost of the early retiree’s coverage under the Plan that it pays for the coverage of its active employees. Early retirees with less than 20 years of service will be required to contribute a pro-rated amount of the cost for the retiree’s coverage as established from time to time by the College. The retiree will assume full cost of coverage for his or her eligible dependents. This continued coverage may be selected in lieu of electing COBRA continuation coverage. COBRA continuation coverage will be available to a retiree upon the expiration of the retiree continuation coverage. The College may amend or terminate this coverage for retirees in whole or in part, including amending the contributions required for such coverage, at any time and for any reason, without prior notice to any person and without regard to the effect that such amendment or termination may have on the benefits payable to any retiree; provided, that nothing shall deprive a retiree of the right to receive any payment due and owing under the plan as of the effective date of the change. The College may at any time amend, modify, or terminate the continuation coverage for retirees without any requirement that the coverage for active employees or other dependents be similarly amended, modified, or terminated.
  - c. Life Insurance – Life insurance for early retirees is limited to basic life insurance coverage, with no additional benefits for accidental death or dismemberment insurance. The life insurance benefit will terminate on the first of the month following the attainment of age 65 or after five years of early retirement benefits, whichever occurs first. Early retirees with less than 20 years of service will be required to contribute a pro-rated amount of the cost for the retiree’s life coverage.
4. Employees who elect early retirement cannot return to full time employment by his/her own election.
  5. An employee who elects early retirement may accept an invitation, when extended by the College, to work on a part-time basis.
  6. An employee who wishes to retire early pursuant to this Program must notify the College in writing of this intention no later than October 1 of the academic year at the close of which the early retirement is to commence. Staff members should make this notification to the Vice President for Financial Affairs and faculty members should notify the Vice President for Academic Affairs (VPAA).
  7. A faculty member in early retirement is eligible for emeritus status and all the privileges and benefits accorded emeritus faculty members on the same basis as normal retirees.
  8. Early retirement benefits shall not apply to persons who qualify for disability status.
  9. Staff employees will be paid any earned but unused vacation or personal time prior to retirement benefits.
  10. If an eligible employee dies after electing to participate in the early retirement, the employee’s spouse will be eligible for the retirement payments. If there is no surviving spouse, the College is relieved of the responsibility to make payments under this plan. Continuance of payments after death to the employee’s spouse will cease in the event of the spouse’s death prior to the completion of the payment period.
  11. Unless renewed by the College's Board of Trustees, this program is in effect until August 14, 2020, at which time it shall terminate. The benefits of the program are not available to anyone unless a written request for these benefits has been received before October 1, 2019.

### **10.3.18 Military Leave**

It is the policy of Northwestern College to comply with the Uniformed Services Employment and Reemployment Act of 1994 (USERRA) and applicable state laws which protect job rights and benefits for workers who serve in the military. The law covers all persons serving in the Army, Navy, Marine Corps, Air Force, Coast Guard, Public Health Service commissioned corps, and the reserve components of these services and the National Guard.

USERRA gives protection to those individuals who are absent from work for active duty, active duty for training, and initial active duty training (such as drills). USERRA also includes inactive duty training, full-time

National Guard duty, and a period for which a person is absent from a position of employment for the purpose of an examination to determine the fitness of the person to perform any such duty.

#### **10.3.18.1 Procedure**

An employee in a regular full- or part-time position, excluding an employee in a brief or non-recurrent appointment, who is drafted or called to active duty by the U.S. military services will be granted military leave as specified below. In the granting of such leave, Northwestern College may require verification of an employee's military orders.

##### **A. Notification**

Unless precluded by military necessity or circumstances under which the giving of notice is otherwise impracticable or unreasonable, the employee (or appropriate officer of the uniformed services in which the employee serves) must give as much advance written or verbal notice as possible of the need for military leave. Whenever possible, written notification is preferred along with a copy of the official military orders or other evidence that the employee is performing service in the uniformed services.

##### **B. Types and Length of Military Leave**

###### **Military leave consists of:**

Reserve training leave for inactive duty, such as weekly or monthly meeting or weekend drills. Faculty or staff members whose positions require their presence during the academic year when students are on campus should, if possible, arrange such training leave at times when it won't interfere with their job duties.

Temporary military leave when ordered to full-time active military duty for training for a period not to exceed 180 calendar days, including the time spent traveling to and from such duty.

Extended military leave when an employee enlists or is ordered to active-duty service of any length or active-duty training in excess of 180 days or when an employee is ordered to active Federal military duty as a member of the National Guard, Air Force, or Marine Corps. Such leave will be granted for a period not to exceed 5 years.

Emergency National Guard leave when an employee is called to active duty by proclamation of the Governor during a state emergency. An employee who as a member of the National Guard is called to active federal military duty at the request of the President of the United States will be granted extended military leave.

Physical examination leave when an employee is required to take a pre-induction or pre-enlistment physical examination to fulfill a commitment under a Selective Service or comparable law, or during a period of war or comparable national emergency.

#### **10.3.18.2 Benefits And Compensation**

Military leaves of absence are unpaid. However, employees may request to use any paid leave benefits (i.e. vacation, personal leave) if they wish to be paid during any portion of this unpaid leave.

An employee granted military leave will receive the following benefits:

- A. **Healthcare:** Continuation of health insurance benefits is available as required by USERRA based upon the length of the leave. For an employee on active duty for fewer than 31 days, the College will continue healthcare coverage as if he or she is actively at work. Those on active duty for 31 or more days may elect to continue group health coverage for up to 24 months by paying 102% of the full premium cost. The Medical Benefits Plan booklet has more information on USERRA and the continuation of health care coverage. Health insurance benefits will be reinstated, with no waiting period or exclusions, when the employee returns to active employment.
- B. **Retirement Plan:** Upon the employee's return to work, the college will make up contributions to the Plan that would have been made on behalf of the employee had the employee not been absent.



Employees who also make voluntary contributions through salary reduction will have up to three times their period of service in the military to make missed employee deferral contributions (not to exceed five years).

- C. Other length-of-service credits related to employment that would have been granted had the employee not been absent, provided that the employee returns to Northwestern College's service at the conclusion of the leave in accordance with the applicable Federal and State laws.
- D. Other Benefits: Group life insurance, short-term disability, and long-term disability insurance will be reinstated, with no waiting period, when the employee returns to active employment with the college.
- E. Tuition Waiver: Dependents of employees who are eligible or become eligible for tuition benefits will retain this eligibility during the time the employee is on military leave.

If, prior to leaving for military service, an employee knowingly provides clear written notice of intent not to return to work after military service, the employee waives entitlement to leave-of-absence rights and benefits not based on seniority. This does not surrender other rights and benefits, particularly reemployment rights.

### 10.3.18.3 Reinstatement

Upon the completion of service an employee must return to work based upon the following schedule unless the delayed return is due to factors beyond the employee's control (hospitalization, disability, etc.) and the employee has provided prior notice.

Period of Service	Return to Work Following Release From Duty
Fitness Examination	First full, regularly scheduled day after release
1-30 days	Return to work on the next scheduled work day following completion of service plus an 8 hour period of rest
31-180 days	Submit a request for reemployment within 14 days of release
181+ days	Submit a request for reemployment within 90 days of release

When returning to work an employee will be provided with a position equal or comparable to the job that would be occupied if the employee had remained continuously employed. The position provided will be comparable if not equal in both seniority and pay. If an employee is disabled while in military service, an extended return date may be granted and reasonable efforts will be made to accommodate the employees' disability so the employee can perform the position they would have held had they remained continuously employed.

An employee who fails to notify the college of his/her intent to return within the specified time periods will be considered to have voluntarily terminated their employment.

**NOTE:** This policy may not address all items concerning an employee's rights during military leave. If issues arise that are not addressed in this policy, the college will abide by USERRA and any controlling state laws.

### 10.3.19 Wellness

In an attempt to emphasize the importance of physical fitness and overall well-being, the college may on occasion offer an incentive-based wellness program for employees. Eligibility, details and guidelines will be distributed to employees prior to the start of any Wellness program. To promote individual wellness, the college also offers annually:

- A. An employee physical examination and will waive the co-pay fee for employees covered by the college's medical plan
- B. Discounted flu shots
- C. Free or reduced cholesterol screenings

### 10.3.20 EAP

Northwestern College offers an Employee Assistance Program (EAP) to all employees who work 1,000 or more hours during the year. The EAP provides access to confidential prepaid professional services which help employees and their family members deal with a wide range of problems including: family or relationship, emotional or mental health, substance abuse or addiction, financial or legal, gambling, or other problems that interfere with daily living.

#### **Benefits**

Employees or their family members can call a 24-hour hotline, speak directly to an EAP representative, and give a brief description of their problem. The representative will talk with them and if needed, set up a face-to-face appointment with a counselor at an area agency that deals with a particular problem area.

Individuals can have from one (1) to three (3) counseling sessions per incident at no cost to them. Any additional counseling needed is either at their own expense, or if for a medical condition covered under the college's health plan, can be submitted for reimbursement under the health plan.

#### **Confidentiality**

Services are completely confidential. The college receives a report on usage in order to pay for EAP services, but no personal identifying information on any employee or family member. Employees can use a variety of providers, including participating EAP providers outside the immediate area in order to further maintain confidentiality.

**IMPORTANT:** Consult your EAP information for additional information regarding this benefit, or contact Human Resources for questions on accessing EAP services.

### 10.3.21 Facility Rentals

Current employees of Northwestern College receive a 50% discount on the rental rate for campus facilities (excluding housing facilities) when rented for their own personal use. Employees can contact the Maintenance Office Assistant (ext. 7170) for information and pricing on facilities available for rent.

### 10.3.22 NWC Faculty/Staff Identification Cards

#### **Introduction**

At the time of hire, each employee will be issued a Faculty/Staff Identification Card. This ID card is issued to all full-time and part-time employees, including adjunct faculty. The following privileges, not extended to the general public, are available to all holders of a NWC ID card:

- A. Free admission for employees, their spouses and dependent children under 24 years of age or the employee and one accompanying guest to regularly scheduled athletic contests, drama and music events sponsored by the college. GPAC conference or NAIA tournaments are not eligible for free admission. Occasionally, programs of a more professional nature are presented on campus for which the ID card is not valid (i.e. concerts coordinated through the Student Activities office, Madrigal Dinner, etc.).
- B. Use of the Rowenhorst Student Center (RSC) athletic facilities during regular hours for the employee, spouse and dependent children under the age of 24 or the employee and one accompanying guest. ID card holders are expected to follow all RSC policies.
- C. Food discounts at the dining hall and RSC snack bar offered by the college's food service vendor.
- D. A discount of 15% at the college bookstore (textbooks excluded).
- E. Use of library resources at the college library.

#### **Retirees and Emeriti Faculty**

Faculty/Staff ID cards will be issued to faculty and staff who officially retire from the college after at least 10 years of full-time or equivalent service, and to emeriti faculty. This ID card allows them the same privileges as current employees such as admission to athletic, drama and music events, use of the RSC athletic facilities, bookstore discount, discount food service and library privileges.

This benefit is intended for Northwestern College retirees and early retirees, not those who leave the college for other employment.

### **Procedure**

At the time of hire the employee will be asked to complete a “Northwestern College Employee Profile Form”. They will then be issued a photo Faculty/Staff Identification Card and their family, if requested, will be issued printed ID cards without a photo. Each year, new cards will be issued to employees and other eligible individuals at the start of the academic year for use during the current year. The ID cards for family members will allow them access to athletic events and the RSC athletic facilities in the absence of the employee.

Employees and other ID card holders should not lend their ID card to friends to enjoy the benefits reserved for employees, retirees, emeriti faculty and trustees, nor should the family guest passes be lent to those who are not immediate family members.

The ID card is required when using the RSC facility and should be presented at the RSC Control Desk for admittance. Students who staff the RSC desk are not expected to know each ID card holder personally.

If an employee or other cardholder loses his/her ID card or wants to have a new card issued, there will be a charge for that service. The replacement fee for an ID card is \$10.00. Cards can be ordered from the Student Life office.

### **10.3.23 Key Policy**

Keys for your office and the building in which it is located may be obtained from the Maintenance office.

The college-wide policy with respect to the issuance and use of keys is as follows:

- A. General responsibility for issuance of keys for all college buildings will rest with the Director of Facilities Management. Records concerning all keys will be kept in that office.
- B. Request forms for approval and issuance of keys, available in the maintenance department office, must be completed and presented to the Director's office before any keys will be issued.
- C. Each request form needs to be signed by the immediate department chair or supervisor and by the appropriate vice president or dean. Student keys must be requested by their supervisor. The key will then be issued to the supervisor who will be responsible for the student returning the key at the end of the academic year. Keys for residence halls will be handled between the Dean of Residence Life and the Director of Facilities Management.
- D. Each person receiving a key must sign the Issuance form to obtain the key(s).
- E. Each person having a key to any college facility agrees not to duplicate or let anyone else duplicate that key, nor loan the key to others.
- F. Keys are to be returned to the maintenance department office when the person no longer needs a particular key or keys, or when employment with the college terminates, or when a faculty/staff person will be away from campus for longer than six months. **If keys are not returned, employees will be charged up to \$50 per lock that's affected by the missing key on their last paycheck.**
- G. Students who have obtained keys must return them to their supervisors at the end of the academic year.
- H. A \$20 charge will be collected before any replacement can be issued for a lost key. Key Replacement Request forms are also available in the maintenance department office.
- I. For buildings in which keys are issued in large numbers to staff persons, loss of a key will mean replacement of lock and issuance of new keys to all persons involved. The person losing the key is responsible for the cost of replacing the lock and keys.
- J. Any lost or stolen keys should be reported at once to the Director of Facilities Management.

### **10.3.24 Emeriti Faculty**

#### **Emeritus Benefits**

An Emeritus Professor or Librarian will be granted an Emeriti Faculty ID Card, which will provide the following privileges:

- A. Admission to college events (FHB 10.3.22)
- B. Bookstore discount (FHB 10.3.3)
- C. Cafeteria discounts
- D. Library services (FHB 10.3.10)

- E. Tuition waiver (FHB 10.3.13)
- F. Lifetime email account
- G. Invitations to major campus events including (but not limited to) the following events: convocations, baccalaureates, and commencements
- H. Membership to Rowenhorst Student Center

### **10.3.25 Break Time for Nursing Mothers**

In accordance with section 4207 of the Patient Protection and Affordable Care Act (also known as Health Care Reform), the college will provide reasonable break time\* and a private, non-bathroom place for nursing mothers to express breast milk during the workday, for one year after the child's birth.

Supervisors may consider flexible working arrangements. Women may use their break and lunch time to express milk. Additional time used beyond authorized break time will be uncompensated and should be recorded as such unless the employee makes up the additional time needed or uses any paid leave time.

The college will also make a reasonable effort to provide the employee with a private location within close proximity to her work area to express milk. Milk should be placed in cooler-type containers and may be stored in college refrigerators.

An employee wishing to be provided a break and/or location for expressing breast milk should notify the Director of Human Resources.

\*The frequency of breaks needed to express milk as well as the duration of each break will likely vary.

### **10.3.26 Voluntary Shared Leave Program**

#### **Purpose**

The college recognizes that staff members may experience serious personal or family medical hardships or catastrophic illnesses that cause a severe impact to them, resulting in a need for time off in excess of their available paid leave hours. This program allows staff members with paid leave benefits to donate vacation or personal leave from their unused balance to a shared leave bank to be distributed to eligible staff in need, in accordance with the shared leave guidelines as outlined below.

#### **Eligibility**

Eligibility applies to those staff employees who have exhausted all available paid leave, such as sick, vacation or personal leave hours and do not meet the requirements for short-term disability (STD), long-term disability (LTD), or workers' compensation benefits; and who also meet the definition of having a "serious medical hardship or catastrophic illness or injury."

Criteria to receive donated leave include:

- ◆ An incapacitating, critical, or catastrophic illness or injury of the staff member or an immediate family member that poses a threat to life and/or requires hospital or hospice health care and that has been certified by the treating licensed healthcare practitioner.
- ◆ The staff member qualifies for FMLA leave due to the staff member's or immediate family member's qualifying illness or injury.
- ◆ Family members include: employee's spouse, dependent child or parent.

**Serious medical hardship or catastrophic illness or injury** may include:

- ◆ Cancer – In a treatment program requiring radiation or chemotherapy;
- ◆ Major surgery for a life-threatening condition;
- ◆ A serious accident;
- ◆ Heart attack;
- ◆ In a treatment program requiring kidney dialysis;

- ◆ Other serious or life-threatening illnesses; or
- ◆ Diagnosed as terminally ill; and
- ◆ For which a physician has certified the condition is likely to result in the cessation of active work for 30 or more calendar days.

Maternity leave and short-term, common conditions or illnesses will not be eligible for donated leave hours unless there are extenuating medical complications that meet the guidelines for catastrophic illness.

### **Operation of Program**

The Human Resources office will administer the voluntary shared leave program. Requests for shared leave donations will be solicited by Human Resources periodically or when the bank of hours is low.

The shared leave program is strictly voluntary; no staff member shall be compelled to participate in the shared leave program. Staff members are eligible to donate leave according to the criteria below:

- ◆ Vacation – Minimum donation is four (4) hours. Vacation hours donated should not reduce the donor’s vacation leave below an annual accumulation of 80 hours (2 weeks); prorated for part-time employees.
- ◆ Donation of carryover vacation (previous vacation) will not be allowed January through March when the carryover period is close to expiring.
- ◆ Personal leave – Minimum donation is one (1) hour. Personal leave hours donated should not reduce the donor’s personal leave below an annual accumulation of 8 hours (1 day); prorated for part-time employees.
- ◆ Sick leave is excluded from donation. Employees must retain sick leave in the event they have short or long term illness or injury or family medical needs.
- ◆ Donors should complete the “Voluntary Shared Leave Donation Form” found on the Human Resources website.

Leave donated to a recipient’s leave account is exempt from any carryover restrictions. Donors may not personally donate to or restrict their donation to a specific employee. All donated hours will be deposited in the leave bank to be distributed indiscriminately.

Donated leave will be paid at the receiving employee’s current rate of pay. All monies received will be taxable and subject to scheduled deductions.

Donated hours to the leave bank will not remain in the bank indefinitely. All hours donated in a fiscal year (July 1 – June 30) will expire on the following year end, June 30.

### **Confidentiality**

Medical information is confidential. No information on an approved recipient will be disclosed

Individual leave records are confidential and only individual employees may reveal their donation or receipt of leave.

## **10.3.27 Employee Benevolence Fund**

### **Purpose**

The Northwestern College Employee Benevolence Fund was formed as an expression of our Christ-centered community and call to care for one another as colleagues and brothers and sisters in Christ. The fund exists to facilitate the loving concern and generous spirit of our community, assisting employees with essential needs in the event of a crisis, hardship, or emergency.

## **Governance**

An Employee Benevolence Fund Committee will oversee the distributions of the fund. Meetings of the Committee are held as needed to review requests for distribution of the funds. Members of the committee include: Director of Human Resources, Dean of Christian Formation and faculty member (TBD).

## **Application Process**

All requests for assistance from the Benevolence Fund can be made by submitting a “Benevolence Fund Application Form.” The application form is submitted to Human Resources, and then brought before the Employee Benevolence Fund Committee for review and appropriate action. Supporting documentation and sufficient explanation should be provided as part of the application. However, Benevolence Fund Committee members may also become aware of a need, initiate the process to determine the scope of need, and reach out to the affected employee to see if they would like assistance. Participation as a donor or beneficiary is voluntary.

## **Eligibility**

The Employee Benevolence Fund Committee shall evaluate all requests using the following criteria:

- ◆ Beneficiary must be an employee of NWC and in a regular full-time or part-time position. Temporary employees and student workers are not eligible.
- ◆ Beneficiary’s financial assistance must be in response to or in the context of “undue hardship.” An undue hardship is hereby defined as an emergency or unforeseen circumstances beyond the employee’s control, either of which are of a magnitude or severity that it is unlikely that the employee has sufficient resources to reasonably expect a favorable outcome.
- ◆ Undue hardship may include, but is not limited to, unforeseen expenses caused by medical emergencies, family emergencies, and acts of nature.
- ◆ Common life occurrences that would not in and of themselves be undue hardship include: expenses related to car repairs, home repair/maintenance, car accidents, legal fees, child care, credit card payments, general dentistry, and living beyond one’s means.

## **Award Limits**

The amount of a distribution depends on the need and the availability of funds. No single distribution will exceed \$500, and cash distributions will be considered taxable income. Under no circumstance is assistance from the Employee Benevolence Fund to be considered a loan. No gift may be repaid, either in part or in full. Funds from the Employee Benevolence Fund are disbursed at the sole discretion of the Committee, in accordance with the Policy, and are dependent upon money being available in the Fund.

The names of those receiving distributions and the amounts are kept in strict confidence among the members of the Employee Benevolence Fund Committee.

## **Donations to Employee Benevolence Fund**

Employees who would like to donate to NWC’s Employee Benevolence Fund are welcome to donate via payroll deduction as a post-tax charitable donation to the College. The Advancement Office can facilitate the donation and will maintain the recordkeeping and disbursements of the fund. Employee donations are tax deductible and employees will receive a gift acknowledgement from the College. Per IRS regulations, employees may designate their donation to the Employee Benevolence Fund but may not restrict the gift to a specific person or family, as this constitutes a person-to-person gift, for which there is no tax deduction. Gifts restricted to a specific person or family must be refused by the College or the donor must remove the restriction.

## **11. HODGEPODGE OF RANDOM BUT IMPORTANT POLICIES**

### **11.1 Supplies**

#### **11.1.1 Channels for Supplies**

- A. Office supplies may be obtained from the mailroom in Zwemer Hall.
- B. Food for coffee hours or dinners may be ordered from the food service office in the dining hall.
- C. Flowers or gifts relating to an illness or death shall be arranged through the Dean of Christian Formation's office. Departments shall not charge them to the supplies budget.
- D. Films and other audio-visuals to be rented or purchased shall be ordered by individuals through the director of audio-visual services.
- E. Blank CDs, DVDs or related material may be purchased at the LRC circulation desk.
- F. Special classroom supplies such as paints, tools, etc. needed by students shall be purchased at the bookstore.
- G. Office furniture requests may be directed to the Director of Facilities Management. If the item requested is not on hand, within budgetary limits a purchase order may be submitted. (see below)
- H. Other materials purchased outside the college shall require approval for college payment (see FHB 11.1.2).

#### **11.1.2 Purchasing and Disbursement Procedure**

- A. Invoices shall be approved for payment as follows:
  - 1. Invoices under \$500 require approval of a department chair. Invoices over \$500 require approval of an academic dean.
  - 2. Bookstore merchandise requires approval by bookstore manager.
- B. Invoices for services shall be approved as follows: Where invoices cannot be obtained (e.g., travel advances, athletic officials, chapel speakers) a check requisition should be completed by the person submitting the request and approved by an academic dean (and president if in excess of \$5,000). After returning from travel, expense reports must be filled out (supporting documents attached) and approved by an academic dean (or president) for each travel advance requested.
- C. Disbursements shall be made as follows: Checks are issued weekly. Requests should be submitted to the office for financial affairs by 9:00 a.m. on Tuesday and checks will be available at 4:00 p.m. on Wednesday.

#### **11.1.3 Library/LRC Media Selection Policy**

Faculty making recommendations for library services must follow library policies. Some of these policies are listed below.

- A. Books, periodicals and audiovisual materials should support the curriculum of the college.
- B. Each department should attempt to maintain a balanced collection without overloading in special interest areas.
- C. The department's allocation should be divided among books and audiovisuals to best serve the undergraduate needs of the department. No more than 30% may be spent on audiovisuals and the purchase price should not exceed the 5-year rental fee. The first \$100 will be taken from the department's library allocation. Amounts between \$100 and \$200 will be charged to the departments' budget. Amounts over \$200 will be shared equally by the two accounts.
- D. All videos costing more than \$120 must have received a positive review by an independent reviewer and citations to that review must accompany the request for purchase.

##### **11.1.3.1 Book Selection**

- A. The library will purchase only one copy of a given title. Any extra copies will be charged to the department's instructional budget, but they shall be retained in the library.
- B. Paperbacks are not usually considered for purchase unless a hardcover copy is unavailable or prohibitively expensive. They will be pre-bound and the cost will be charged to the department's library allocation. Certain materials quickly dated are acceptable in paperback.
- C. Reference books shall be ordered in consultation with the reference librarian and charged to the reference budget, which is controlled by the reference librarian.

- D. Textbooks should not be ordered, but are acceptable as gifts. They will replace older textbooks.
- E. Items for special collections, such as rare books, Dutch heritage items, faculty and alumni publications, family histories and institutional and area histories are usually acquired as gifts.

#### **11.1.3.2 Journal Selection**

- A. The library makes a commitment five-year commitment when it decides to purchase a subscription to a journal. Short runs of journals are of no value to the library.
- B. Once a year, usually in March, the library makes subscription changes. Department chairs who request a change or addition may make requests at all times during the year but must justify those changes before March of the year.

#### **11.1.3.3 Media Hardware and Software Selection**

The purchase of media hardware and software shall be channeled through the media specialist and the library/LRC director. The general audiovisual budget shall serve the general needs of the entire institution, and the instruction or library/LRC funds for each department shall provide for specific resources within the department. In order to avoid unnecessary duplication of materials and equipment, faculty members are asked to adhere to several basic guidelines.

- A. All basic equipment shall be purchased, inventoried and distributed through the audiovisual services.
- B. All professional software shall be purchased and inventoried through the library/LRC.
- C. The library/LRC shall not assume the responsibility for faculty purchases made in local stores or through catalog orders.

#### **11.1.3.4 Selection Procedure**

- A. Any funds unencumbered will be redistributed to departments that have special needs or will be spent at the library director's discretion on book purchases that support the collection.
- B. Book orders must be placed by May 1, after which unencumbered funds will be redistributed elsewhere.
- C. The library will place rush orders with vendors ahead of other requests. Additional or higher shipping fees and rush fees may apply, depending on the vendor.
- D. The library makes no attempt to censor materials. The faculty should use judgment in its selection.

### **11.1.4 Purchase of Computer Hardware and Software**

#### **11.1.4.1 Reasons for Coordinating Purchases**

- A. To avoid duplication of essentially similar software packages and the consequent additional expense for purchase, maintenance and support
- B. To limit hardware and software proliferation and its consequences: incompatible systems and higher costs for support and maintenance
- C. To avoid premature obsolescence
- D. To enable planning for efficient use of the LRC
- E. To provide for insurance coverage and for security
- F. To provide maximum effective access to costly resources

#### **11.1.4.2 Procedure for Ordering**

Departments and/or faculty that wish to purchase computer hardware or software shall consult with the director of computing services, even when funds come from an external source. Actual purchase requests must include the director's recommendation. The forms to be submitted are called "Software Purchase Request" and "Computer Hardware Purchase Request," available from the director's office. In most cases, the academic resources committee shall review the requests.



#### **11.1.4.3 Budgets to Be Charged**

Hardware and software are budgeted either through computing services or through regular department budgets, depending on intended use:

- A. Computer hardware for use by students within a department shall be requested on the capital expenditure allocation request form that chairs submit each spring with their budget requests.
- B. Though software requests go through academic resources committee review, department chairs should estimate the total cost for computer software for the annual instructional budget request.
- C. Hardware and software for general student and faculty use may be recommended to the director of computing services. The approved items will be charged to the director's budget.

#### **11.1.4.4 Support of Word Processing Programs**

The computing services staff support and supply only one word processing software program per computer operating system. Departments and individuals using other programs shall provide their own support and supply.

#### **11.1.4.5 Ownership of Computer Hardware and Software**

All Northwestern College computer hardware and software, including that purchased through department budgets, is the property of the computing services department. Hardware and software may be provided to departments and individual faculty on long-term loan, but if usage patterns change, the director of computing services may, with the approval of the Academic Resources Committee, recommend relocation of such computer resources.

#### **11.1.5 CD-ROM Selection and Purchase**

- A. Requests for the purchase of CD-ROM products are to be approved by the Academic Resources Committee. Each request must include a statement verifying that adequate computer hardware is or will be available to support the request. Previewing the CD-ROM before purchase is highly recommended.
- B. The Academic Resources Committee will determine the appropriate budget (library, LRC, computer services, academic department) to be charged for each purchase. Each product will be catalogued by the library.

### **11.2 News Releases and Information**

College personnel are asked to notify the Public Relations Office of any news that should be considered for publication. If an item is deemed newsworthy, the Public Relations Office will gather the pertinent details and disseminate the release.

Despite our best intentions, negative situations sometimes arise on campuses that prompt reporters to call colleges to gather information and opinions. Rather than be caught unprepared in such situations, we adhere to the following procedures:

Anyone who becomes aware of a potentially inflammatory situation they believe likely to be "news," should immediately contact the Director of Public Relations. If in doubt as to the newsworthiness of the incident, please call day or night (Office 707-7116; Home 737-8929; Cell 441-2179). In consultation with the President, the Director of Public Relations will prepare a statement for the media. The President or the Director of Public Relations, as his designate, reserves the right to be the official spokesperson for the college on such matters. Should the media contact individual faculty/staff members directly for information on such issues, please refer them to the Director of Public Relations.

The above policy is not intended to restrict your right to speak freely. However, it should be understood that all of us are regarded as representatives of the college and the media will invariably quote individuals, using a phrase such as, "a college official said..."

Our collective hope is that incidents will occur only very infrequently, if ever. The above guidelines will allow us to speak with a prepared, united voice.

### 11.3 Northwestern College Film Policy

Films shown at Northwestern College must possess some of the following characteristics:

- ◆ laudable artistic merit;
- ◆ the capacity to provide intellectual and spiritual nurture, refreshment, and challenge;
- ◆ the capacity to enable the viewer to engage critically with social and political issues.

Because of our calling as a Christian community, not every film that has value in one or more of these ways will automatically be shown on campus, and films portraying excessive or unwarranted violence, profanity, nudity, or sex will not be shown. However, some films recommended for mature audiences may be shown if the subject matter is considered significantly educational. Such films will be identified in the published schedule, and a discussion will normally follow their showing. The screening of a film on campus does not imply the college's blanket endorsement of its content.

### 11.4 Work Related Injuries

If a faculty member suffers injury while at work on campus, it shall be reported immediately to the office of the Vice President for Academic Affairs (VPAA). All injuries, however slight they may appear at the time, should also be reported to the vice president for financial affairs to assure possible insurance coverage. In the event a claim is necessary, injury claim forms are available in that office.

### 11.5 Duplication Policies

#### 11.5.1 Federal Copyright Laws

- A. Single Copying – A single copy may be made of any of the following for use in scholarly research, class work, teaching or preparation thereof, or for any similar non-commercial use:
  - 1. A chapter from a book
  - 2. An article from a periodical or newspaper
  - 3. A short story, short essay or short poem, whether or not from a collective work
  - 4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper
- B. Multiple Copies for Classroom Use – Multiple copies, not to exceed in any event more than one copy per student, may be made by or for a teacher giving the course, for classroom use or discussion, provided that:
  - 1. The copying meets the tests of brevity and spontaneity as defined below
  - 2. The copying meets the cumulative effect test as defined below
  - 3. Each copy includes a notice of copyright
- C. According to the Fair Use Doctrine of the Copyright Act of 1976, faculty may use portions of legally acquired copyrighted materials without permission. The fair use provision covers faculty members and students, who are permitted to use portions of copyrighted materials in multimedia projects for a specific course. These guidelines apply to educational projects (e.g. PowerPoint presentations) that involve multimedia in ways that incorporate original materials such as lecture notes with copyrighted media, including graphic and photographic illustrations, music, motion pictures, and text materials. Faculty may use such projects in a variety of educational contexts, including: remote instruction via a secure network that does not permit unlawful copying; student self-study; workshops, presentations, and conferences, and; professional portfolios used in an academic setting. Any resulting document or file that includes copyrighted work must be used only for educational activities. Selling the work or using it in a for-profit setting requires permission. The fair use exception lasts for two years from the incorporation of the copyrighted content. Permission must be obtained after two years if the project will be used again. The following restrictions apply:
  - 1. Motion media: up to 10% of the total or three minutes, whichever is less.
  - 2. Text material: up to 10% of the total or 1,000 words, whichever is less.
  - 3. Music, lyrics, or music video: up to 10% of the work but no more than 30 seconds of music or lyrics from an individual piece of music.
  - 4. Graphic and photographic illustrations: no more than five images from one photographer or artist and no more than 10% or 15 images, whichever is less, from a collection.

5. Numerical data sets: up to 10 percent or 2,500 cell entries from a copyrighted tabulation, whichever is less.
  6. Copying of a multimedia project: no more than two copies may be made of a project.
- D. The Technology, Education, and Copyright Harmonization Act (TEACH Act) of 2002 extends many of the Fair Use exemptions provided in the Copyright Act of 1976 to the online classroom. To receive the protections the new law offers, NWC must maintain policies regarding copyright, provide informational materials explaining copyright, notify students of copyright policy, and ensure that transmission of copyrighted content is made solely for students enrolled in the course for which the transmission is made. The new law offers the following benefits:
1. The display of complete non-dramatic musical or literary works, including poems, short stories, or music other than musicals and operas.
  2. The transmission of content to classrooms is no longer limited to physical locations but includes the virtual classroom, which students may reach from any location.
  3. In order to facilitate the transmission of digital material, the law now permits the digitization of some analog works. Digitization is permitted only if the work is not readily available in digital format.
  4. Like former copyright laws, the TEACH Act allows educational institutions to retain copies of distance-education transmissions, even if they included copyrighted material belonging to others.

### **11.5.2 Federal Definitions**

- A. Brevity
1. Poetry – A complete poem of less than 250 words and printed on not more than two pages, or from a longer poem an excerpt of not more than 250 words
  2. Prose – Either a complete article, story or essay of less than 2,500 words, or an excerpt from any prose work of not less than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words
  3. Each of the numerical limits stated above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.
  4. Illustration – One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue
  5. Special works – Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Such "special works" may not be reproduced in their entirety. However, an excerpt comprising not more than two of the published pages of such a special work and containing not more than 10 percent of the words found in the text thereof may be reproduced.
- B. Spontaneity
1. The copying is at the instance and inspiration of the individual teacher.
  2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.
- C. Cumulative Effect
1. The copying of the material is for only one course in the school in which the copies are made.
  2. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, not more than three from the same collective work or periodical volume during one class term.
  3. There shall not be more than nine instances of such multiple copying for one course during one class term.

### **11.5.3 Federal Exemptions**

The limitations stated above shall not apply to current news periodicals, newspapers, and current news sections of other periodicals.

### **11.5.4 Federal Prohibitions**

Notwithstanding any of the preceding, the following shall be prohibited:

- A. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may not occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
- B. There shall not be copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests, test booklets, answer sheets and like consumable material.
- C. Copying shall not substitute for the purchase of books, publishers' reprints or periodicals.
- D. Copying shall not be directed by higher authority.
- E. Copying shall not be repeated with respect to the same item by the same teacher from term to term.

## **11.6 Videotaping Policies**

### **11.6.1 Federal Guidelines** October 15, 1979, Congressional Record, pp. E4750-E4752

- A. The guidelines were developed to apply only to off-air recording by non-profit educational institutions.
- B. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable re-transmission) and retained by a non-profit educational institution for a period not to exceed the first 45 consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
- C. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten consecutive school days in the 45-day calendar day retention period. "School days" are school session days - not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions - within the 45 calendar day retention period.
- D. Off-air recordings may be made only at the request and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
- E. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.
- F. After the first ten consecutive school days, off-air recordings may be used up to the end of the 45-calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.
- G. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
- H. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

### **11.6.2 Northwestern College Policies on Videotaping**

- A. The college follows the federal guidelines. All off-air recording of television programs shall be done in the context of what is morally and legally proper.
- B. If a faculty member intends to make the videotape a part of the department's permanent audio-visual holding, the faculty member shall have evidence of clearance of copyright.
- C. There are a limited number of programs where copyright clearance is not necessary. The faculty member shall present evidence of such non-applicability when videotape becomes part of the permanent department collection.
- D. Faculty members shall be as cautious not to violate copyright laws on videotaping, as students are to keep the rules about plagiarism in writing.
- E. "Home Use Only" labeling on videodiscs and cassettes is interpreted by the Association for Educational Communications and Technology to mean, "The use must be part of the instructional program and [they] cannot be shown for recreation or entertainment."

### **11.7 Use of the Internet**

An elaborate computer network like that at Northwestern College has exceptional potential as a resource for accessing, analyzing, and presenting information. When used improperly, however, the computer can have the unintended consequence of absorbing time that should be used in more productive ways, accessing offensive material, and/or otherwise making technology a master to the user. The college's expectation is that technology will be used for its intended purposes and in accord with the mission of Northwestern. In keeping with its mission as a Christian college, Northwestern has purchased a "filter" to block both intentional and unintentional access to pornographic materials on the Internet.

While the college has the capability of monitoring employee and student time commitments and specific site visits on the Internet, it is not our desire to do so. Much preferred is a commitment to self-regulation where employees and students will responsibly use the computer system for those purposes directly related to their teaching, administrative, or learning activities. This focus will allow all of the campus community ready access to the computer network for their specific assignments as well as maintain the integrity of the college's mission.

Situations that become known and which compromise the expectations of the college on this matter will be addressed on an individual basis and in accord with applicable statutes and case law.

### **11.8 Art Gallery Management Policy**

The director of the gallery is responsible to the college and the wider community in selecting for exhibition those programs that conform to the purpose statement of the gallery. Contact the Office of the VPAA for a copy of the policy.

### **11.9 Fundraising Policy**

Northwestern College depends upon the ongoing and generous financial support it receives each year from alumni, parents, friends, churches, businesses, foundations, and other donors. Donations typically are made to the college's operating fund (called the Northwestern Fund) or non-operating, which may include donations to capital campaigns or funds for other specific purposes.

The Office of Advancement coordinates all fundraising activities and accounting of donor gifts. Part of our role is ensuring that all fundraising efforts connected with the college complement--rather than compete with--one another. Thus, individual departments or efforts, such as SSP, for example, should communicate their fundraising activities to the Office of Advancement. Fundraising request forms are available from Advancement. Call the assistant to the VP for Advancement to request a form or if you need further information.

### **11.10 Threatening Telephone Calls**

The college has an official policy on the receipt, notification, and evacuation procedures to follow in the event of threatening telephone calls. These procedures are posted at the switchboard and the appropriate administrative offices. Though unlikely, it is possible that such a call could come to any person at the college. In that event, the call responder should do the following:

- A. Keep the caller on the line as long as possible.
- B. Get as much specific information as possible.
- C. Attempt to transfer the call to the President, Vice President for Financial Affairs, or the Director of Public Relations.
- D. Contact the Director of Safety and Security immediately.

This call will activate the threatening telephone call policy procedure.

### **11.11 Society for the Study of Linguistic Subversion**

This organization is banned from inserting random material into the faculty handbook.