

2022-23 Faculty Handbook

The college's Faculty Handbook states all relevant policies that are specific to the employment of teaching faculty and guides academic affairs supervisors in applying policies fairly and consistently. Faculty members are also subject to general policies of the College as set forth on the College's website and in the Employee Handbook.

Changes and updates to handbook policies and procedures are made through relevant committee decisions, in faculty meetings, and through shared governance with the office of the Vice President for Academic Affairs and the Board of Trustees.

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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 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.

1.2.1 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

1.2.2 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.

1.2.3 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.

1.3 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.

1.4 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

1.5 Institutional Commitments

As a college shaped by a commitment to the liberal arts and to the Christian faith, Northwestern teaches and practices the unity and universality of God's truth, fulfilling our shared visions through a campus-wide commitment to claiming and maintaining the Christian and liberal arts traditions.

We develop habits of thought and belief that become part of a comprehensive world view; refine basic and liberating skills in communication and critical thinking; promote excellence in teaching, research, scholarship, performance, and production; and make decisions in a participatory system of shared governance.

We nurture a Christian community marked by faith in Jesus Christ, caring interpersonal relationships, and respect for others' unique gifts and perspectives; we create and maintain cultural, ethnic, and racial diversity among our students and staff and in our curricular and co-curricular programs; and we provide educational, cultural, and recreational opportunities for students, faculty, staff, and the surrounding communities.

We provide an attractive and efficient campus that is aesthetically pleasing, promotes active stewardship of the environment, and is conducive to serious learning and Christian living; generate the financial resources necessary to provide educational excellence; and maintain fiscal responsibility in all programs and operations.

2. 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. 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 President shall call and preside at faculty meetings.

Section 2 Attendance of full-time and class A faculty members is expected at all 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 submit agenda items to the Faculty President.

Article IV. Voting Procedures

Section 1 Franchise. All full-time and class A members of the faculty shall have the right to vote in meetings of the faculty.

Section 2 A quorum (one more than half the membership of the faculty) shall be required for faculty action on any motion.

Article V. Officers

Section 1 Vice President for Academic Affairs

Section 2 Faculty President

Section 3 Faculty Secretary. The secretary shall keep a record of the proceedings of the faculty meetings and maintain the faculty handbook. The 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.

Article VIII. Committees

To expedite carrying out its duties as enumerated in Article VII, the faculty shall establish policy-making and advisory committees. The policy-making committees are:

1. Academic Affairs Committee
2. Academic Program Assessment Committee
3. Faculty Development Committee
4. Faculty Status Committee
5. Northwestern Core Committee
6. Graduate School & Adult Learning Quality Assurance Committee

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

Article IX. 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.

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.

Article X. Amendments

This Constitution may be amended at any properly called meeting, provided the proposed amendment has been submitted to the faculty at least one month prior to the vote. A two-thirds majority vote (of faculty members present) shall be necessary for amendment.

Article XI. 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.

3. 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.

3.1 The Faculty

The faculty, under the supervision of the Vice President for Academic Affairs and the Academic Deans, 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 majors, graduate programs, minors, programs that require significant financial investment, changes in the Northwestern Core requirements, and changes in the criteria for tenure and promotion.

3.1.1 Faculty Meetings

As indicated in Article II of the Faculty Constitution, 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.

The Faculty President, Faculty Secretary, and Vice President of Academic Affairs collaboratively set the agenda for faculty meetings. Every faculty member may submit agenda items and may 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 into the process of formulating policy.

3.1.2 Faculty Representatives

3.1.2.1 Elected Representatives

The faculty shall elect members to fill the following positions.

Faculty Representative to the Board of Trustees – One tenured faculty member with a normal teaching load elected by faculty to a 4-year term; eligible for reelection. The faculty representative to 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 with a normal teaching load 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 Faculty Handbook.

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; and brings to the attention of the appropriate committee or of the administration any such policies in their purview.

Faculty Advisors to the Student Government Association – One faculty member elected by faculty to a two-year term from nominees selected by the SGA.

3.1.2.2 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
Director of Faculty Development
Director of Academic Diversity Initiatives

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 three-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.

3.2 Academic Departments

3.2.1 Organization of Academic Departments

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

- A. Department chairs are appointed to 3-year terms by the VPAA, who will collect and consider recommendations from department faculty.
- 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 Dean of the Graduate School & Adult Learning (DGSAL).

3.2.2 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.

3.2.2.1 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. Assist in the development of the department's budget proposal.
- D. Produce catalog copy for department programs in consultation with the registrar.
- E. Cooperate with the admissions office and the director of academic support with respect to recruitment and advising of students.
- F. Cooperate with the public relations office in the development of materials promoting department programs.

3.2.2.2 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 and academic

administrative leadership (Academic Deans and VPAA) 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.
 - 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.
 - 7. Providing a departmental recommendation on sabbatical requests.
 - 8. Coordinating and approving changes to departmental courses and programs.
 - 9. Coordinating departmental recruitment of prospective students.
 - 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. Determining teaching responsibilities and reporting teaching loads for department faculty, in consultation with their Academic Dean.
 - 2. Submitting recommendations to the VPAA and DGSAL concerning the hiring of part-time department faculty. These recommendations are to be based on consultation with current department faculty and may include a separate recommendation from the chair.
 - 3. Completing peer evaluations of full-time faculty in the department who are under evaluation.
 - 4. 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.
 - 5. 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 APAC.
 - 4. Providing leadership in program accreditation, including reporting data as necessary to external agencies if the department has one or more accredited programs.

3.2.2.3 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 GSAL, program directors oversee programs offered within GSAL.

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. Revision and oversight of curriculum, with the department chair, including:
 - 1. Review of course syllabi prior to each term
 - 2. Collaboration with the Dean of GSAL on course scheduling
 - 3. Analysis of annual program assessment data to revise the curriculum
 - 4. When applicable, updating of resources, textbooks, assignments and navigation of pre-developed courses
 - 5. Oversight of development of new courses and updates to existing courses
 - a. Identification of and provision of support to course developers
 - b. Facilitation of changes required after quality review
 - c. Consultation with content experts and advisory panels as needed
 - 6. Proposal of 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. Implementation of the assessment plan
 - a. Ensuring that assessments are in place at the course and program level
 - b. Coordination of collection of evidence as determined by the assessment plan
 - c. Analysis of evidence annually to determine programmatic strengths and needs
 - d. Development of annual report for inclusion in the department's annual academic program assessment report
 - e. Revision of the assessment plan as necessary to ensure continued program growth and integrity
 - 2. Determination of an annual course of action to address areas of need derived from annual program assessment
 - 3. Contribution to departmental and institutional accreditation reporting
- C. Student enrollment and retention
 - 1. When applicable, evaluation of transcripts and/or work experience for prospective students to determine program acceptance
 - 2. When applicable, evaluation of transcripts to identify prior coursework approved for transfer
 - 3. When applicable, development of a program of study for new students
 - 4. Response to internal issues related to students including student complaints and cases of academic dishonesty
 - 5. Participation in student recruitment activities as needed
 - 6. Advising of students as assigned
- D. Contribution to decisions related to program faculty
 - 1. Participation in departmental selection and hire of new faculty within the program
 - 2. Collaboration with the Dean of GSAL to determine selection of adjunct faculty from the departmentally-approved adjunct pool for future terms
 - 3. Review of full-time and adjunct faculty members whose primary appointment is in GSAL, as per regular review schedule
 - 4. Drafting and sending letters to adjunct faculty members after their reviews to communicate the recommendation of the VPAA, along with strengths and weaknesses identified during the review
- E. Representation of their program at departmental meetings

- F. Collaboration with the Dean of GSAL on program marketing, enrollment, improvement and development

3.2.3 Assessment in the Academic Departments

3.2.3.1 The Department's Assessment Plan

Each department shall develop an assessment plan to systematically assess student learning in majors and graduate degrees, providing this plan to the Academic Program Assessment Committee (APAC). Departments should provide an updated assessment plan when changes are made to the plan. The assessment plan shall include:

- A. **Mission Statement:** A statement that supports the college's *Vision for Learning* and *Vision for Diversity* and conveys the broad goals of the department or each major.
- B. **Student Learning Outcomes:** Departments shall define student learning outcomes (SLOs) for each major or graduate degree. These outcomes should grow out of the department's mission statement and reflect the *Vision for Learning* and *Vision for Diversity* as it applies to the department's academic discipline.
- C. **Curricular Map:** Using a format approved by APAC, departments shall develop a curricular map for each major or graduate degree that connects all courses in the program to one or more SLOs.
- D. **Assessment Methods and Expectations:** Departments shall specify how each SLO will be assessed and the expectations or benchmarks for student learning.
- E. **Assessment Schedule:** Departments shall develop a plan to systematically assess the extent to which the department's SLOs are being met. The schedule shall include annual collection of evidence pertaining to each SLO

3.2.3.2 Assessment and Program Proposals

Departments proposing new majors or graduate degrees or proposing changes to majors or graduate degrees that impact assessment shall include an Assessment Plan, which must be approved by APAC prior to the program's approval by the Academic Affairs Committee.

3.2.3.3 Annual Review of Student Learning

By October 1, departments shall submit to APAC a brief report that addresses all of items in the annual report template supplied by APAC. Departments who are required to report annual assessment data and analysis to an accrediting body may discuss with APAC alternatives to the required report template.

3.2.4 Review of Academic Departments

3.2.4.1 Departmental Self-Study

Every department shall complete a comprehensive self-study every ten years or as determined by an external accrediting agency. The schedule shall be set by APAC in consultation with the office of the Vice President for Academic Affairs (VPAA).

In the academic year prior to the review, the Assessment Director will meet with the department early in the spring semester to outline the review process. The department will establish a timeline to complete the review, assign responsibilities within the department for the review, and develop and plan for any additional goals for the review in addition to those specified in self-study guidelines provided by APAC.

Faculty in the department under review have primary responsibility for conducting the review. The office of the VPAA and APAC will serve as advisors and resources. In addition, an external consultant shall be selected by the VPAA in consultation with the department faculty. The consultant shall focus on programs rather than performance review of department personnel. The consultant's report shall be sent to the VPAA, APAC, and the department chair.

Each department not undergoing accreditation review shall complete a self-study report by November 1 of the review year as part of the review process, addressing all of the items in the self-study guidelines provided by APAC.

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 their accreditation report a document that addresses 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.

3.2.4.2 Mid-cycle Update

Five years after a self-study, each department will submit a mid-cycle update (except for those departments on a seven-year external accreditation schedule).

The department shall review each section of the previously completed self-study and write a report that briefly summarizes responses or other important changes for each section of the previous self-study. Departments should also indicate how they are responding to the feedback from APAC, the external evaluator, and administration. The department should also note any areas of concern that might require a more rapid response from the institution prior to next scheduled self-study.

3.2.4.3 Non-scheduled Program Evaluations

When the President or the VPAA deems it necessary to bring an external consultant to campus for the purpose of evaluating a department's curriculum and programs outside of the normal self-study schedule, these guidelines shall be followed:

1. Faculty members in the department shall have the opportunity to provide input into the selection of an external consultant.
2. The VPAA shall provide to all faculty members in the department a written statement of the purposes and objectives of the external evaluation.
3. Prior to leaving the campus, the external consultant should provide an oral report to the VPAA and department faculty to indicate findings and recommendations.
4. Upon receipt of the consultant's final report, 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.

3.3 Faculty and Campus-Wide Committees

3.3.1 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.
- D. A faculty member, including administrators with faculty rank, may 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 committee, challenger, and VPAA shall meet to work on a resolution.
- G. If the challenge still 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 on 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.
- H. 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. Every committee action with significant financial or policy implications shall be considered a recommendation to the administration.
- I. All proposals for new majors, graduate programs, minors, programs that require significant financial investment, changes in the Northwestern Core requirements, and changes in the criteria for tenure and promotion must be approved by the faculty following approval from the appropriate faculty committee.
- J. Committees are responsible for keeping, revising, and distributing to faculty those forms to be submitted to the committee. Committees should consult broadly before undertaking significant revision of forms. New or revised forms should be distributed in conjunction with the relevant minutes.

3.3.2 Elections and Appointments

3.3.2.1 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 to all faculty members 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.
 - 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. If two people from the same department receive the most votes, the one who received the higher number of votes of the

two will remain on the final ballot, and the next highest non-departmental vote-getter will be advanced. Names of those who are unwilling to serve or are unable because of status review will be left off of this second ballot.

- B. Other committee elections are made by the faculty as a whole from a slate of nominees developed by the VPAA in consultation with the Academic Deans. Slates will be developed with attention to the desire for broad representation wherever possible.
- C. Election by the faculty based on nominations prepared by the VPAA and Academic Deans 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.
- D. Appointed members of faculty committees are appointed by the VPAA in consultation with the Academic Deans.
- E. The majority membership of any faculty committee must come from faculty with a $\frac{3}{4}$ -time or greater teaching load. Campus-wide committees, however, are exempt from this requirement.
- F. A first-year faculty member shall generally have no committee or task force assignment.
- G. No student shall serve on more than one faculty or campus-wide committee.
- H. Faculty members of faculty committees shall serve three-year staggered terms. Faculty may be re-elected after one year off the committee.

3.3.2.2 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 VPAA and Academic Deans 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 Academic Deans.

3.3.2.3 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.

3.3.2.4 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.

3.3.3 Duties of Faculty Committees

Every committee action with significant financial or policy implications shall be considered a recommendation to the administration.

3.3.3.1 Policy-Making Committees

3.3.3.1.1 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. Institutional eligibility requirements (in consultation with the Faculty Athletic Representative)
- J. Policies for scheduling athletic contests
- K. Policies on academic suspension and readmission
- L. Oversight and updating of Academic Policies Handbook, noting all changes in the committee minutes
- 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

3.3.3.1.2 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)

3.3.3.1.3 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 of Junior Scholar applications
- F. Review of NERF grant applications

- G. Review of summer scholarship grant applications
- H. Oversight of Teaching Excellence Award process

3.3.3.1.4 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

3.3.3.1.5 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.

3.3.3.1.6 Graduate School & Adult Learning Quality Assurance Committee

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

3.3.4 Duties of Campus-Wide Committees

3.3.4.1 Strategic Planning Committee

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

3.3.4.2 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

3.3.4.3 Diversity Resource Committee

In concert with Northwestern College's mission and policies, the Diversity Resource Committee (DRC) supports the college's Vision for Diversity in embracing diversity, lamenting human brokenness, reconciling with one another, and embodying shalom in the following ways:

- A. Providing biblical, research-based resources and personnel to committees developing diversity-related initiatives
- B. Fostering intercultural competencies through culturally responsive pedagogy, curricular, and co-curricular developments that critically consider diversity as part of God's reconciliation in Christ.
- C. Supporting recruitment and retention of an increasingly diverse faculty, staff, and Board of Trustees
- D. Supporting recruitment, involvement and retention of a more diverse student body
- E. Advancing inclusive opportunities for diverse leadership among faculty, staff, and students
- F. Promoting opportunities for research about diversity
- G. Nurturing an inclusive campus climate and commitment to diversity as a critical part of our institutional mission

3.3.4.4 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

3.3.5 Duties of Ongoing Work Groups

3.3.5.1 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

3.3.5.2 Faculty Search Committees

- A. For each faculty search, the appropriate Academic Dean, in consultation with the department chair, will select a search chair.
- B. The search chair will select members of the search committee, including at least one member from outside the department.
- C. The Academic Dean will call the initial meeting of the search committee and will give the committee its charge, including a document outlining the responsibilities of the committee.

3.3.5.3 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. Report on compliance issues annually.

3.3.5.4 Off-Campus Studies Advisory Work Group

- A. Offer advice for and review semester summary reports from the Director of Experiential Education
- B. Offer advice to the Director of Experiential Education on issues that arise during the semester

3.3.6 Faculty Committee Composition

3.3.6.1 Policy-Making Committees

3.3.6.1.1 Academic Affairs Committee (9 members)

Vice President for Academic Affairs
 Registrar
 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.

3.3.6.1.2 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. 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.

3.3.6.1.3 Faculty Development Committee (6 members)

Director of Faculty Development
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)

3.3.6.1.4 Academic Program Assessment Committee (6 members)

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

3.3.6.1.5 Northwestern Core Committee (7 members)

Director of the Northwestern Core (chair)
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

3.3.6.1.6 Graduate School & Adult Learning Quality Assurance Committee (5 members)

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

3.3.7 Campus-Wide Committee Composition

3.3.7.1 Institutional Analysis Committee (7 members)

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

3.3.7.2 Diversity Resource Committee (10 members)

Director of Strategic Diversity Initiatives – Co-chair
Director of Academic Diversity Initiatives – Co-chair
Member of the President’s Cabinet appointed by President
Three appointed faculty members
Director of Experiential Learning or designee
One staff member appointed by the co-chairs of the committee
Hispanic Community Liaison
One student recommended by the committee and approved by SGA

3.3.7.3 Retention Committee (9-11 members)

Member of President’s Cabinet, appointed by President
Director of Admissions or representative from Admissions
Three faculty members, appointed, ideally from different divisions
Director of Academic Support
Director of Financial Aid
Dean or Director of Residence Life or representative from Residence Life
Athletics representative, appointed by VP for Athletics
Director or Associate Director of Institutional Research
Up to two temporary staff resource members, as determined by the committee’s work and selected collaboratively by the Cabinet member and committee chair.

3.3.7.4 Strategic Planning Committee (15 members)

Vice President for Academic Affairs (chair)
President
Vice President for Student Life
Vice President for Finance and Operations
Vice President for Advancement
Vice President for Enrollment and Marketing
Dean of Christian Formation
Vice President for Athletics
Director of Strategic Diversity Initiatives
Director of Institutional Research
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

3.3.8 Ongoing Work Group Composition

3.3.8.1 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

3.3.8.2 Institutional Review Board (3 members)

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

3.3.8.3 Off-Campus Studies Advisory Work Group (6 members)

Director of Experiential Education

Compass Center Administrative Coordinator

Four appointed faculty members, one from each academic division, with preference given to those who have led or frequently sent advisees to Off-Campus/Global Education programs

4. FACULTY POLICIES

4.1 Academic Freedom

4.1.1 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.

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 truth from one's personal commitments.

4.1.2 Academic Freedom in a Christian College

4.1.2.1 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 and 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.

4.1.2.2 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 result from rigorous scholarship appropriate to their discipline.
- 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. There is freedom within the classroom to comment on matters of current interest not directly related to the discipline provided 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
- 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.

4.1.3 Summary Statement on Academic Freedom

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 of the faculty constitution and as explicated in the Faculty Handbook.

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 assumes, 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.

4.2 Faculty Appointment

4.2.1 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 Christian 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 to 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.

4.2.2 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, 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.

4.2.3 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, disability, or age.
- C. It is permissible under College policy 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, and no family members shall be involved in any way in evaluating each other for purposes of hiring, tenure, promotion, discipline, or separation from employment. In addition, where a faculty hiring process includes the hiring of more than one close family member, the VPAA must be involved at an early stage to ensure appropriate communication and documentation of the hiring process and of management limitations applicable to the hires in question.

4.2.4 Standard Procedures for Hiring Full-Time Faculty

The hiring of a full-time faculty member is a shared governance activity and, except in the most extraordinary of circumstances, will involve substantial input from the faculty. This input comes from two primary sources: 1) the faculty search committee and 2) individuals within the broader faculty who wish to and are able to provide feedback.

- A. A request to initiate a search for 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 and their Academic Dean. If the VPAA concurs, the request shall go to the President for approval.
- B. Each approved faculty position shall be advertised. The advertisement shall identify expected teaching responsibilities, required qualifications, the need for commitment to the Christian faith, and a statement noting whether the appointment is tenure-track or a temporary one of stated duration.
- C. A person is considered a candidate for the position after submitting a completed application to the VPAA.
- D. Evaluation and screening of candidates for faculty positions will be managed by search committees chaired by Academic Deans or their designee. Communication with and approval from the VPAA will occur prior to campus interviews.
- E. Candidates invited for campus interviews will be scheduled to meet with relevant personnel, including an opportunity to interact with faculty in general.
- F. The search committee shall present the finalists to the VPAA in order of preference. The VPAA will either concur or discuss differences of opinion (if there is not concord), and present a recommendation to the President, who will obtain approval from the Executive Committee of the Board of Trustees
- G. When the granting of any rank above assistant professor is being considered for a new faculty member, a review of qualifications and a recommendation will ordinarily be requested from the Faculty Status Committee
- H. The president and VPAA make final decisions about faculty appointment, including rank and appointment type. The precise terms and conditions of every new appointment shall be stated in writing and be in the possession of both the institution and the faculty member before the appointment is consummated. Only the President or designee has the authority to offer a written appointment on behalf of the College, and only the promises made in that agreement bind the College.

4.2.5 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.

4.2.6 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 and will be considered pursuant to the same substantive criteria applicable to external 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.

4.2.7 Procedures for Moving Instructors to Tenure-Track

- A. A faculty member hired as an Instructor 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 tenure-track 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.

4.2.8 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.

4.2.9 Background Checks

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. Background checks are subject to the College's standard Background Checking Policy.

4.2.10 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.

4.2.11 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 that would dissipate classroom effectiveness or interfere with performance of college responsibilities or compete unduly with college-offered programs. Approval for outside employment that meets this standard must be sought from the Vice President for Academic Affairs on an annual basis.

4.2.12 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."

4.2.13 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.

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, service, and other responsibilities of faculty.

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 their Academic Dean. The recommendation to have a Professor of Practice position in a department shall be initiated at the department level, in consultation with their Academic Dean.

That which constitutes “professional practice” is determined by each department and approved by Academic 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 directly above in point A and 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, sabbatical leave applications, professional development funds, and service on committees.
- E. A Professor of Practice is appointed to a one-year term, during the first six years, and thereafter, upon a satisfactory 6-year review, to a two-year term, renewed annually. 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 the FHB sections [Professor of Practice Review](#) and [Additional Data for Professor of Practice Evaluations](#).

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. The professor shall be re-evaluated during the following year. During that year, the professor will be on a one-year contract and shall not be entitled to a salary increase. If the reevaluation is negative, they will not be offered another contract.

- 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 the full national search noted above. The academic department, the VPAA, and the FSC must all agree that it is in the best interest of the college and the students to make the appointment, and the academic department must submit a written rationale to that effect.

Upon being appointed to a tenure track position, the 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 toward 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.

4.3 Academic Status and Rank

4.3.1 Equivalencies and Past Service Credit

4.3.1.1 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 (and/or Doctorate in Social Work or a related field) and eligibility 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 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.

4.3.1.2 Minimally Qualified Faculty

As per the HLC's requirements for determining faculty qualifications (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.

4.3.1.3 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 initial 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, a high school teacher or other professional role shall not count toward tenure and promotion, although such experience may be taken into account for salary purposes.
- B. Assistant professors who have been promoted to that rank automatically because of the completion of a terminal degree 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 toward 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.

4.3.2 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. Director of the Library and all titled librarians
- D. Dean of the Graduate School & Adult Learning
- E. Director of Academic Support
- F. Director of Experiential Education
- G. Director of Career & Calling

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.

4.3.3 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 section [Equivalent Professional Attainment](#) 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 that 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 section [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).

4.3.4 Part-time Faculty Categories

All contracts for part-time faculty employment shall be for a maximum period of one year with no guarantee 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 the FHB section [Review Timetable and Process for Part-Time Faculty](#)

4.3.4.1 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 faculty with equivalent credentials.

4.3.4.2 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.

4.3.4.3 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.

4.3.4.4 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. 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. They have individual rights, and they also have responsibilities to students and to the Northwestern College community.

5.1 Teaching

5.1.1 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 the college's *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, and 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.

5.1.2 Teaching Load

The normal teaching load shall be 12 credit hours per semester.

Modifications to the equivalencies below shall be made by the VPAA in consultation with the Faculty Status Committee.

5.1.2.1 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

5.1.2.2 Teaching Load Equivalencies by Department

A. **Kinesiology**
Department chairperson = 6 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
D. Art	
One (16-week) 2-credit studio course	= 2 cr
One (16-week) 4-credit studio course	= 4 cr
E. Theatre	
Drama Ministries Ensemble (16-week)	= 3 cr
Theatre Production Ensemble (16-week) (includes Producership of season)	= 3 cr
Direction of one major theatre production	= 4 cr
Design for one major theatre production	= 2 cr
Technical Direction of season (16 week)	= 6 cr
F. Education	
Director of teacher education program (Education Department Chairperson)	= 4 cr/sem (8 cr/yr)
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
G. Social Work	
Director of social work program (Social Work Department Chairperson)	= 6 cr/yr
Director of field and supervision in field placement	= 6 cr/yr
H. Communications Studies/English	
Supervision of 8 practicum students	= 0.50 cr
Beacon Advisor	= 2 cr/sem
Spectrum Advisor	= 1 cr
I. Directed Studies or Honors Research Projects	
Supervision of one 2-credit study or project	= 0.25 cr
Supervision of one 4-credit study or project	= 0.50 cr

J. Discipline Field Experience Courses	
Supervision of one 4-credit field course	= 0.25 cr
Supervision of one 2-credit field course	= 0.125 cr
K. Discipline Internships	
Supervision of one 8-credit internship	= 0.25 cr
L. Nursing	
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
M. Business	
Department chairperson	= 8 cr/yr
N. Modern Foreign Languages	
Department chairperson	= 3 cr/yr + 2 service points
Supervisor of 2-credit practicum in TESL/Spanish	= 0.25 cr/student
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

5.2 Scholarship

5.2.1 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.

5.2.2 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 load arrangement 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.

5.3 Institutional Service

5.3.1 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 the faculty member's 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.

5.3.2 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 in making 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 (FSC) may assign or revise the amount of credit awarded for institutional service on a case-by-case basis, with changes to service points noted in FSC open minutes.

5.3.3 Service Load

Northwestern College uses a point system to assign credit to faculty work in service. On average, each faculty member is expected to spend 5 hours per week in institutional service roles, and credit is assigned via a point system with 1 point = 1 anticipated hour of work per week.

5.3.4 Credit for Committee Service

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

5.3.5 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 Academic Deans.

5.3.6 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 4 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
- I. Faculty Faith/Learning Worship Instruction 3 credits
- J. Director of Academic Diversity Initiatives 4 points + 4 credits
- K. Deputy Title IX Coordinator 1 point
- L. Director of Faculty Development 5 points

5.3.7 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 points
- 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
S. Gallery Director (Art)	3 credits

5.4 Variations in Faculty Load Distribution

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 load distribution will be addressed through individualized load arrangements, banked service points, or overload pay as specified below.

5.4.1 Individualized Faculty Load Arrangements

The general rule to be followed in any individual load arrangement 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 load arrangements, 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.

5.4.1.1 Individualized Load Arrangement 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.

5.4.1.2 Individualized Load Arrangement 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 in institutional service and/or teaching during this academic year.

5.4.1.3 Individualized Load Arrangement 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.

5.4.1.4 Procedures for Implementing Individualized Faculty Load Arrangement

Each faculty member shall have an opportunity prior to the issuance of annual faculty contracts to request an individualized load arrangement for the next academic year or to indicate a standard load arrangement. All requests will be submitted via the annual faculty assignment form and must be reviewed and approved by the department chair (preferably before submission of the request) and their Academic Dean. A letter confirming a specialized load arrangement will be provided to the faculty member if the request is approved. A copy of this letter will be sent to the department chair.

5.4.2 Banked Credits or 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 load arrangement. 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 load arrangement, 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 service overload is 3 points; overloads beyond that must be accompanied by concurrent reductions in another area and spelled out in an individualized load arrangement.

5.4.3 Monitoring Faculty Loads

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

5.5 Other Responsibilities for Faculty

5.5.1 Faculty Meetings

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

5.5.2 Chapel Services

Faculty shall support the college's chapel program, including regular chapel attendance.

5.5.3 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 are not only welcome but encouraged to attend other college events as student-faculty contacts in such contexts can benefit the whole community.

5.5.4 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 a 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.

5.6 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) that are normally part of their 9-month responsibilities. When the college does make requests for work during this period, it will offer some form of compensation or honorarium to recognize the service.

5.7 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 and 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.

5.8 General Expectations

Faculty members are also responsible to honor the requirements of this handbook, the requirements set forth in their appointment letters, ethical obligations of their respective disciplines, and their commitment to the College and the Christian Faith.

6. FACULTY EVALUATION, TENURE, AND PROMOTION PROCESS

6.1 Review Procedures

6.1.1 Review Timetable

Reviews will normally be conducted according to the timelines established in this section of the handbook. 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), in consultation with the appropriate Academic Dean, agree that there is sufficient concern about the faculty member's performance to merit such review. The VPAA may modify the applicable timelines to ensure full and fair review of a faculty member for continuation, tenure, or promotion. In extraordinary circumstances, the VPAA may also modify applicable procedures to ensure full and fair review. Any such modifications will be set forth in writing, will be discussed with the Faculty Status Committee before they are implemented, and will apply only to the particular review in question.

6.1.1.1 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 timetable using the same process and criteria for teaching as full time faculty at the equivalent rank. 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 its 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.

6.1.1.2 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.

6.1.1.2.1 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.

6.1.1.2.2 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 Academic Dean shall each recommend one of the three options listed below. The Vice President of Academic Affairs will make the final decision.
 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. 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.

- d. Present a revised plan for completion of the terminal degree, and gain approval for the plan by the department, the FSC and the Academic Dean. A copy of this plan will be placed in the faculty member's personnel file.

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.

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 FSC and the Academic Dean shall each make a recommendation to the Vice President for Academic Affairs who shall make the final decision.

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 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.
- 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.

6.1.1.2.3 Post-Tenure Reviews

The effectiveness of the tenured professor shall be reviewed every six years by the FSC and the VPAA. Exceptions will be made for a faculty member who is on sabbatical leave or has had a recent review for promotion. If such a review has occurred, a period of six years shall normally transpire before the next post-tenure review.

6.1.1.2.4 Promotion Reviews

- A. Faculty members shall be promoted according to the requirements for the full-time ranks in the FHB section [Review Criteria](#). 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. Performance commensurate with the criteria for rank is a prerequisite for any promotion.

- B. Class A part-time faculty members with the ranks listed in the FHB section [Faculty Ranks](#) 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. 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.

6.1.2 Review Process

6.1.2.1 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 (almost always the dean of the faculty member's division), 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 Dean of the Graduate School & Adult Learning (DGSAL), and the Vice President for Academic Affairs.

- A. Each member of the FSC, the Academic Dean, and the VPAA will, independently, read the faculty member's portfolio.
- B. After reviewing these files, the FSC and Academic Dean will normally meet for discussion. Either the FSC or Academic Dean can, at any time, decide to conduct a review (or reviews) completely independently.
- C. After study and discussion of the files, the FSC and Academic Dean shall make independent recommendations to the VPAA concerning the faculty member under review. The FSC will take a vote with neither an Academic Dean nor VPAA present. The VPAA is encouraged to make classroom visits prior to reviewing the FSC and Academic Dean recommendations.
- D. In the event the recommendations of the FSC and 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.

- E. 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.
- F. The VPAA shall write the letter reporting the decision to the faculty member under review.

6.1.2.1.1 Recommendations for Two & Four Year Reviews

The Faculty Status Committee (FSC) and the 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 Academic Dean may recommend for the following year one or more of the sanctions listed under FHB section [Grounds and Procedures for Remediation, Sanctions, or Dismissal for Cause.](#) Recommendation of sanction(s) will state the reasons for such a recommendation.
- C. Disapproval of continuation for stated reasons.

6.1.2.1.2 Evaluation of Performance under Individualized Faculty Load Arrangements

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

Faculty members on individualized load arrangements with a specialized emphasis on teaching, scholarship or institutional service shall complete a revised version of the regular end-of-year reports. This report shall indicate the type of load arrangement and shall include a self-assessment of accomplishments relative to the special responsibilities. Such 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 load arrangements come up for review by the Faculty Status Committee, the committee may choose as one of the peer evaluators a faculty member who can assess these special accomplishments.

6.1.2.1.3 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 Academic Dean and FSC will make their recommendations to the VPAA. When that person is the VPAA, FSC and the Academic Dean shall make their recommendations directly to the President; when that person is the President, the VPAA shall make the final decision.

6.1.2.2 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 a 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. 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. 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 Academic Dean. Other evaluators may make classroom visits if such visits are approved by the faculty member being evaluated. The faculty member being evaluated may provide recorded classroom sessions as an alternative to any of the visits. It is recommended that whenever possible, the peer evaluators and the Academic Dean make multiple visits to classes. 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 Academic Dean 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 Academic Dean 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 Academic Dean 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 and shall be shared only with the faculty member under review.

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 the 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 that 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 year's 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. Response to insufficient number of completed evaluations from peer evaluators

1. VPAA or Academic Dean visits faculty members when evaluations are five working days late.
2. 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-year, four-year, 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.

6.1.3 Review Criteria

While some expectations of faculty undergoing review are the same for all faculty, 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.

6.1.3.1 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.

6.1.3.2 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.

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.

6.1.3.3 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

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 section [Tenure](#) for details.

6.1.3.4 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 the FHB.
- ◆ 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)

Full Professor

- ◆ have a minimum of 6 years' experience as an associate professor at Northwestern, with exceptions for prior service credit as listed in the FHB.
- ◆ 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)

6.1.3.5 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

6.1.3.6 Review Rubrics

The rubric below suggests 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.

Teaching	Insufficient	Satisfactory	Accomplished	Distinguished
Learning Focused Teaching	<ul style="list-style-type: none"> ◆demonstrates significant weakness in helping students understand course concepts ◆demonstrates significant weakness in stimulating student interest in the material ◆has regularly ineffective or negative interactions with students in and/or out of class ◆unable or unwilling to connect learning to the outcomes outlined in Northwestern's Vision for Learning ◆demonstrates low expectations for student learning 	<ul style="list-style-type: none"> ◆helps students understand course concepts ◆stimulates student interest in the material ◆has effective interactions with students in and out of class ◆connects learning to the outcomes outlined in Northwestern's Vision for Learning ◆demonstrates high expectations for student learning 	<ul style="list-style-type: none"> ◆demonstrates strength in helping students at all levels understand course concepts ◆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 ◆demonstrates strength in effective interactions with students in and out of class ◆connects learning to the outcomes outlined in Northwestern's Vision for Learning and makes those connections clear to students ◆demonstrates high expectations for student learning 	<ul style="list-style-type: none"> ◆demonstrates strength in helping students at all levels understand course concepts ◆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 ◆demonstrates strength in effective interactions with students in and out of class ◆connects learning to the outcomes outlined in Northwestern's Vision for Learning and makes those connections clear to students ◆demonstrates high expectations for student learning ◆provokes students to set appropriate expectations for their own academic work, to explore and develop their own interests, and to pursue life-long learning ◆connects service and scholarship to teaching in meaningful ways

Teaching Continued	Insufficient	Satisfactory	Accomplished	Distinguished
Instructional Delivery	<ul style="list-style-type: none"> ◆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 ◆is unable to articulate areas for growth in instructional delivery and /or unwilling or unable to form and carry out effective plans for improvement 	<ul style="list-style-type: none"> ◆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 ◆is able to articulate areas for growth in instructional delivery and to form and carry out effective plans for improvement 	<ul style="list-style-type: none"> ◆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 ◆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 	<ul style="list-style-type: none"> ◆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 ◆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 ◆demonstrates recognized mastery of instructional delivery; ideas and insights are sought by colleagues in and out of the department
Instructional Design	<ul style="list-style-type: none"> ◆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 ◆is unable to articulate areas for growth in instructional design and /or unwilling or unable to form and carry out effective plans for improvement 	<ul style="list-style-type: none"> ◆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 ◆articulates areas for growth in instructional design and forms and carries out effective plans for improvement 	<ul style="list-style-type: none"> ◆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 ◆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 	<ul style="list-style-type: none"> ◆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 ◆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 ◆demonstrates recognized mastery of instructional design; ideas and insights are sought by colleagues in and out of the department
Integration of Faith and Learning	<ul style="list-style-type: none"> ◆makes superficial or no attempts at integration of faith and learning 	<ul style="list-style-type: none"> ◆integrates faith and learning effectively in ways appropriate to the course and discipline 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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

Teaching Continued	Insufficient	Satisfactory	Accomplished	Distinguished
Course Management	<ul style="list-style-type: none"> ◆academic alerts, grades, and other forms are regularly submitted late or not submitted at all ◆when used, online course management system is used ineffectively 	<ul style="list-style-type: none"> ◆academic alerts, grades, and other forms are submitted on time ◆when used, online course management system is used effectively 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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

The rubric below suggests 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.

Scholarship	Insufficient	Satisfactory	Accomplished	Distinguished
	<ul style="list-style-type: none"> ◆Lack of progress toward the terminal degree (applicable only to Instructors) ◆Absence of or minimal scholarly activity, as shown in some of the following areas: 	<ul style="list-style-type: none"> ◆Meeting expectations for progress as outlined in the terminal degree completion plan (applicable only to Instructors) ◆Acceptable level of scholarly activity, as shown in some of the following areas: 	<ul style="list-style-type: none"> ◆Strength in scholarship, as shown in some of the following areas: 	<ul style="list-style-type: none"> ◆Distinction in scholarship, as shown in some of the following areas:
Engagement	<ul style="list-style-type: none"> ◆inadequate familiarity with current literature in the field ◆lack of participation in or contribution to appropriate professional organizations 	<ul style="list-style-type: none"> ◆adequate familiarity with current literature in the field ◆participation in or contribution to appropriate professional organizations 	<ul style="list-style-type: none"> ◆substantial familiarity with current literature in the field ◆significant participation in or contribution to appropriate professional organizations 	<ul style="list-style-type: none"> ◆substantial familiarity with current literature in the field ◆significant participation in or contribution to appropriate professional organizations
Dissemination	<ul style="list-style-type: none"> ◆lack of meaningful contributions to the field 	<ul style="list-style-type: none"> ◆meaningful contributions to the field through presentations, publications, exhibits, and/or performances to professional groups and external audiences 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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

The rubric below suggests 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.

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

The rubric below suggests 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.

Service	Insufficient	Satisfactory	Accomplished	Distinguished
Student recruitment and advising	<ul style="list-style-type: none"> ◆avoidance or rejection of participation in student recruiting ◆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 ◆demonstrated lack of concern for student success 	<ul style="list-style-type: none"> ◆willing participation in student recruiting ◆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 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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

Service Continued	Insufficient	Satisfactory	Accomplished	Distinguished
Departmental governance	<ul style="list-style-type: none"> ◆avoidance or rejection of participation in departmental activities 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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	<ul style="list-style-type: none"> ◆inconsistent attendance and participation in faculty meetings ◆inconsistent attendance at or ineffective work on committees or equivalent assignments ◆avoidance or rejection of participation in college-wide endeavors (e.g., accreditation, assessment, publicity activities) 	<ul style="list-style-type: none"> ◆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) 	<ul style="list-style-type: none"> ◆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 	<ul style="list-style-type: none"> ◆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

6.2 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).

6.2.1 Access to Portfolio

- A. A faculty portfolio consists of a permanent personnel file, an active data file, and an inactive data file.
- 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. 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 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. A faculty member under review may request that material from the inactive data file be considered in their current review. FSC, an appeals committee, the VPAA, or the President may also request consideration of that material, with its use requiring permission from the faculty member.
- E. Once the faculty member has been notified of the decision, the VPAA's summative letter will be placed in the faculty member's personnel file.
- F. If, after a decision has been made, the faculty member concerned wishes to examine the active data file, the faculty member 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 the FHB section [Faculty Appeals of Promotion or Tenure Denials](#).

6.2.2 Portfolio Content

6.2.2.1 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.

6.2.2.2 Faculty Annual Report

By August 20th, following the completion of the previous academic year, each full-time faculty member shall complete the annual report form provided and collected by the office of the VPAA. The annual report will include at least information on the faculty member's teaching, scholarship, institutional service, and major goals for the academic year.

6.2.2.3 Major Evaluation Results

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

- A. All data specifically collected at the time of major 2-year, 4-year, promotion or tenure evaluations.
- B. A detailed letter from the 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.

6.2.2.4 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 VPAA 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 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.

6.2.2.4.1 Additional Data for Non-Tenure or Non-Promotion Evaluations

- A. A written statement from the person under review describing how they meet the review criteria for current rank and how they have 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.

6.2.2.4.2 Additional Data for Tenure Evaluations

- A. A written statement from the person under review describing how they meet the review criteria for tenure and how they have 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 discipline.
 - 1. **Concept:** The project will present the faculty member's understanding of how Christian faith relates to the philosophical and theoretical underpinnings of their discipline. The project cannot – and should not attempt to – touch on every point of contact between Christianity and the discipline; 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 discipline'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.

6.2.2.4.3 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. 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.

6.2.2.4.4 Additional Data for Promotion Evaluations

- A. A written statement from the person under review describing how they meet the review criteria 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

6.2.3 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 become part of the inactive file.

6.3 Tenure

6.3.1 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.

6.3.2 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 and affirms that the professor has the academic freedom required to do so. The awarding of tenure also implies that the college views the professor as a partner in the mission of the college and has confidence that the professor meets and will continue to meet the standards of the profession. Tenure provides for indefinite employment that is terminable only for cause and pursuant to procedure.

Historically tenure has been predicated upon the need to protect the academic freedom of the professor. Northwestern College affirms the principle of academic freedom as defined in the FHB section [Academic Freedom](#).

Academic freedom 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.

6.3.3 The Practice of Tenure at Northwestern College

6.3.3.1 Requirements for Tenure

Tenure is not to be construed as automatic and may only be conferred by an affirmative decision of the President of the College. 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.
- 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 that reflects respect, cooperation, and a servant-minded attitude.
 4. Healthy Relationships with Students: ability to work with and relate to students in a manner that reflects respect and care.
- F. The faculty member shall have completed a satisfactory tenure paper/ project.
- 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.

6.3.3.2 Non-Appointment to Tenure

- A. Any of the following shall be deemed permissible reasons for non-appointment to tenure:
 1. The tenure applicant's failure to fulfill any one of the seven requirements for tenure.
 2. Performance and qualifications that, 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.
 4. Institutional financial challenges that, while not yet rising to the level of financial exigency as defined in the FHB section [Financial Exigency](#), may make the granting of tenure inadvisable in the sound discretion of the College.
- B. Non-appointment to tenure is not the same as dismissal for cause or other termination under FHB section [Termination of Faculty Appointment; Dismissal for Cause](#), which ends a continuing appointment or a non-tenured appointment during the term of the appointment, before it lapses. By contrast, non-appointment to tenure is a decision by the college to allow a non-tenured, term appointment to lapse. It is a regular and indispensable feature of any tenure system that includes a selection process resting on probationary service, involving the application of relevant criteria, and resulting in a determination that it is not in the college's best interests to confer tenure. However, a denial of tenure, unlike other denials of reappointment, carries with it the expectation, except in exceptional circumstances as found by the Board, of a final, non-renewable faculty contract.
- C. The reasons for a decision not to confer tenure shall be given to the tenure candidate, in writing, by the President.
- 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.

6.3.4 Post-Tenure Reviews

- 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. Tenured faculty members enjoy indefinite employment wherein they may only be terminated or dismissed from employment by the College for reasons, and pursuant to procedures, set forth in FHB section [Termination of Faculty Appointment; Dismissal for Cause](#). 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.
 5. Comply with the College's policies and procedures, such as: anti-discrimination, anti-harassment, Title IX, ADA, health and safety requirements, etc.
- 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. Remediation or corrective actions may be deployed. Seriously unsatisfactory performance may warrant that the professor's next academic year be stipulated as a "warning year," during which no promotion or salary increase will be awarded. After March 15 of the warning year, the professor shall be reevaluated following the guidelines for the post-tenure type review. If the reevaluation is negative, the professor shall be given an opportunity to resign, including through early retirement where appropriate. Should the professor not take either of these options, formal proceedings under academic due process will be instituted (FHB section [Faculty Appeals of Terminations or Dismissals](#)), which may result in sanctions up to and including dismissal for cause.

6.3.5 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) 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.

6.4 Faculty Appeals of Promotion or Tenure Denials

- A. A faculty member may appeal a negative decision concerning 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 Academic Dean shall be made available to all candidates denied tenure and/or promotion, if requested. This information will be available from the President.

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, with copies to the Vice President for

Academic Affairs (VPAA), the Academic Dean, and the FSC. 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 the Academic Dean. 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, whose decision shall be final.

6.5 Termination of Faculty Appointment; Dismissal for Cause

6.5.1 Grounds and Procedures for Termination of Faculty Appointment

The continuing appointment of a tenured faculty member, or the term appointment of a non-tenured faculty member, may be terminated by the college for any of the following reasons and pursuant to the following procedures. Any timelines within this section may be modified or extended by the President in writing, with notice to the parties and any involved committees, in order to achieve a full and fair process:

A. Financial Exigency

Faculty may be terminated in situations of financial exigency. Financial exigency is defined as a severe financial crisis that may fundamentally compromise the academic integrity of the College as a whole and that cannot be alleviated by less drastic means. This claim of fiscal necessity shall be demonstrable and bona fide. Considerations and procedures for terminating faculty on this basis are as follows:

1. The criteria for determining whether to terminate faculty appointments and whom to terminate under this section include consideration of:
 - a. educational mission;
 - b. programmatic needs;
 - c. upcoming or expected programmatic or operational changes; and
 - d. faculty tenure and length of service, as further discussed in subsections 2, 3, and 6 below.
2. Faculty reductions caused by financial exigency shall normally be made in the affected disciplines from among non-tenured faculty unless this will seriously compromise the quality of the educational program (see point 6 below).
3. Reductions to be made from tenured faculty in affected disciplines under this section shall, as a general practice, be made on a basis in which the last appointed to tenure is the first to go, unless this will seriously compromise the quality of the educational program (see point 6 below). In the event of a tenured professor's termination under this section, the college shall make every reasonable effort to place the professor in another position.
4. A tenured professor terminated because of financial exigency shall be offered a return to a tenured position in the discipline if within three years of termination the former position is restored.
5. A tenured professor terminated because of financial exigency may, if the Board determines that the college's fiscal condition permits, be afforded one year of notice, including a final, non-renewable faculty contract.
6. The college retains the right to terminate the employment of a tenured professor rather than a non-tenured one under this section in the exceptional circumstance that the college can demonstrate

that the application of the general practice described in subsections 2 and 3 above would seriously compromise the quality of the educational program.

7. A change in a tenured faculty member's appointment from full-time to part-time service, on the grounds of financial exigency, shall be an acceptable option instead of termination.
8. The process for faculty termination under this section is as follows:
 - a. A decision as to whether the College is in a condition of financial exigency is a governance determination reserved to the Board, which will make any such determination in consultation with the administration and appropriate financial or educational consultants. This decision is final and not reviewable in any later internal process or appeal.
 - b. Prior to the College's terminating any faculty appointments under this Section, the President will analyze the programmatic and strategic needs of the College and determine whether faculty terminations may be warranted (see point 1 above). The President, after consultation with the College's administrative leaders, Faculty President, and chair of the Faculty Status Committee, will determine whether all feasible alternatives to termination of appointments have been considered.
 - c. The President will identify which faculty member(s) are selected for termination of appointment; prior to doing so, the President will consult with the Faculty President, the chair of the Faculty Status Committee, *ad hoc* committees, or department/program leaders to determine departmental staffing needs and academic priorities. The President will then meet with any faculty member(s) identified for termination in order to explain the basis for the termination decision. The President and faculty member will explore mutually agreed alternatives, including the faculty member's transfer to another college position or conversion to part-time status.
 - d. If no such resolution is reached or is appropriate, the President or designate will send written notice of termination to the faculty member by email or other secure form of communication, stating the reason for the decision and specifying the effective date of the termination. Faculty members terminated under this Section may appeal the decision using the Appeal process set forth in FHB section [Faculty Appeals of Terminations and Dismissals](#).

B. Program Elimination or Reduction

Faculty may be terminated in situations of program elimination or reduction that are not preceded by a determination of institutional financial exigency. Decisions to reduce or eliminate a program or department and to terminate faculty in this circumstance will be premised upon long-term educational and strategic priorities of the college and needs of the students, with final decisions reserved to the discretion of the Board and administration. Decisions about program elimination or change will be preceded by consultation with the faculty.

Considerations and procedures for terminating faculty on this basis are as follows:

1. The criteria for determining whether to terminate faculty appointments and whom to terminate under this section include consideration of:
 - a. educational mission;
 - b. programmatic needs;
 - c. upcoming or expected programmatic or operational changes; and
 - d. faculty tenure and length of service, as further discussed in subsections 2, 3 and 6 below.
2. Faculty reductions caused by program elimination or reduction shall normally be made in the affected disciplines from among non-tenured faculty unless this will seriously compromise the quality of the educational program (point 6 below).
3. Reductions to be made from tenured faculty in affected disciplines under this section shall, as a general practice, be made on a basis in which the last appointed to tenure is the first to go, unless this will seriously compromise the quality of the educational program (point 6 below). In the event of a tenured professor's termination under this section, the college shall make every reasonable effort to place the professor in another position.
4. A tenured professor terminated under this section shall be offered a return to a tenured position in the discipline if within three years of termination the former position is restored.

5. A tenured professor terminated under this section will, except in exceptional circumstances as found by the Board, be afforded one year of notice, including a final, non-renewable faculty contract.
6. The college retains the right to terminate the employment of a tenured professor rather than a non-tenured one under this section in the exceptional circumstance that the college can demonstrate that the application of the general practice described in subsections (2) and (3) above would seriously compromise the quality of the remaining or reconfigured educational program.
7. A change in a tenured faculty member's appointment from full-time to part-time service, on the grounds of program elimination or reduction, shall be an acceptable option instead of termination.
8. The process for faculty termination under this section is as follows:
 - a. Prior to the College's terminating any faculty appointments under this section, the President will analyze the programmatic and strategic needs of the college as well as the affected department or program and determine whether faculty terminations may be warranted under point 1 above. The President, after consultation with the college's administrative leaders, Faculty President, and chair of the Faculty Status Committee, will determine whether all feasible alternatives to termination of appointments have been considered.
 - b. The President will identify which faculty member(s) are selected for termination of appointment; prior to doing so, the President will consult with the Faculty President, the chair of the Faculty Status Committee, *ad hoc* committees, or department/program leaders to determine departmental staffing needs and academic priorities. The President will then meet with any faculty member(s) identified for termination in order to explain the basis for the termination decision. The President and faculty member will explore mutually agreed alternatives, including the faculty member's transfer to another college position or conversion to part-time status.
 - c. If no such resolution is reached or is appropriate, the President or designate will send written notice of termination to the faculty member by email or other secure form of communication, stating the reason for the decision and specifying the effective date of the termination. Faculty members terminated under this Section may appeal the decision using the Appeal process set forth in FHB section [Faculty Appeals of Terminations and Dismissals](#).

C. Inability to Perform Essential Functions of Position

Both as a matter of legal compliance and also as a matter of fundamental mission, Northwestern College does not discriminate on the basis of disability and provides reasonable accommodation of medical conditions or disabilities. The College makes every effort to reasonably accommodate any faculty member who has or develops a disability that substantially interferes with the faculty member's ability to fulfill the essential functions of the job. In rare situations, however, the College may terminate tenured or term employment before the conclusion of a faculty appointment, subject to the following considerations and procedures:

1. Concerns about whether a faculty member can perform the essential functions of the position may be brought by any faculty or staff member to the attention of the faculty member's chair or Dean, as well as to the VPAA, Human Resources Director, or Chief Financial Officer. Faculty members experiencing difficulties are also encouraged to take the initiative to discuss these concerns with a supervisor or any of the official identified above. Such concerns will be addressed confidentially.
2. The college will confer with the faculty member or designate and engage in an interactive process, consistent with applicable law, to explore whether reasonable accommodations, leave or use of disability insurance, or other job modifications are available to permit the faculty member to continue fulfilling the essential functions of the faculty position. The college will provide information about available leave or insurance options.
3. If the faculty member wishes to seek an accommodation or leave, the faculty member may be required to submit appropriate medical documentation, and college officials may follow up directly with the faculty member's healthcare provider(s) to discuss options for accommodation. Through any such process, the college will maintain strict confidentiality and execute appropriate releases with respect to any medical information or issues under discussion.
4. If, after an interactive process or attempt at accommodation, no reasonable accommodation appears to be acceptable, feasible, or effective to permit the faculty member to perform the

essential functions of the position, and if no leave or disability benefit options appear to be available, the college has the right to terminate the faculty member's appointment. The college may first attempt to negotiate an alternative, mutually agreed resolution. If no such resolution is reached or is appropriate, the President or designate will send written notice of termination to the faculty member by email or other secure form of communication, stating the reason for the decision and specifying the effective date of the termination. Faculty members terminated under this Section may appeal the decision using the appeal process set forth in FHB section [Faculty Appeals of Terminations and Dismissals](#). A tenured professor terminated under this section will, except in exceptional circumstances as found by the Board, be afforded one year of notice, including a final, non-renewable faculty contract.

6.5.2 Grounds and Procedures for Remediation, Sanctions, or Dismissal for Cause

When a faculty member's performance or conduct is deemed unsatisfactory, one or more of the following corrective actions may be imposed, subject to applicable procedures and appeal processes set forth below. A faculty member, tenured or non-tenured, may also be dismissed for cause. Dismissal for cause relates directly and substantially to the faculty member's professional fitness to serve as a faculty member of Northwestern College.

A. Corrective Actions

1. Written reprimand
2. Performance improvement or remediation plan
3. Loss of prospective benefits for a stated period (e.g., non-advancement of tier in the salary step system or suspension of promotion eligibility)
4. Reduction in rank
5. Reduction in salary for a stated period
6. Denial of renewal or tenure
7. Suspension with or without pay for a stated period of up to a year
8. Dismissal for cause.

B. Grounds for Remediation, Sanctions, Dismissal for Cause

1. Professional incompetence or irresponsibility
2. Moral dereliction, including dishonest, fraudulent, or serious criminal conduct
3. Disaffection from the Christian commitment and Christian purposes of Northwestern College as set forth in the Faculty Handbook
4. Willful or deliberate non-compliance with laws or college policies addressing health and safety; prohibiting harassment, retaliation, or discrimination on any basis protected by law; mandating compliance with other federal, state, accreditor, or local regulations applicable to institutions of higher learning; or articulating any other significant responsibilities of faculty or campus community membership.
5. Material violation of a faculty member's contract.

C. Procedure for Remediation, Sanctions, or Dismissal of Faculty

Informal Resolution

Matters listed above may be resolved informally. In these cases, the VPAA will notify the faculty member in writing and in confidence of the concerns that have been raised concerning his or her performance or conduct. The Academic Dean or other appropriate administrative officer will then gather sufficient information in order to ascertain the gravity of the situation and to determine an appropriate response. After sufficient information has been gathered, the matter may be resolved at this initial stage. This resolution may result in exoneration of the faculty member or it may include an oral or written warning to the faculty member to improve his or her performance or conduct in the future.

Additional Avenues for Informal Resolution

If the matter cannot be resolved at this stage or if the performance concern reoccurs, the VPAA or President will bring to the attention of the faculty member the seriousness of the concern in a personal conference, and the faculty member will be given an opportunity to respond. Where appropriate, the President or VPAA may involve other individuals in an attempt to achieve an informal resolution. With the faculty member's agreement, the informal resolution may result in exoneration of the faculty member or any of the remediations or sanctions listed above.

Formal Resolution

1. The formal process for remediation, sanctions, or dismissal for cause shall be initiated by the VPAA, who will provide a written notification to the faculty member notifying her or him of the beginning of the formal process and describing the grounds for the proposed corrective action and details as to the underlying concerns supporting it. A copy of this notice will be provided to the Faculty Status Committee at the time the notice is sent to the faculty member.
2. The VPAA will meet with the faculty member and explore whether it is possible to negotiate a mutually agreeable resolution in lieu of continuing the process. Any such resolution will be set forth in a written agreement signed by the college as well as the faculty member; it may include provisions for training, sanctions, resignation, retirement, or any other resolution deemed agreeable by both the college and the faculty member.
3. If, within 10 calendar days after notice, no such resolution is acceptable or appropriate in the opinion of both parties, the VPAA will provide written notice to the faculty member that, attempts to conciliate having failed to reach a resolution, the faculty member is subject to remediation, subject to sanctions, or dismissed for cause. This notice, which will include as an attachment the original notice from the VPAA, will be copied to the Faculty Status Committee (FSC) as well.
4. Upon receipt of this second Notice, the faculty member will have five (5) additional calendar days in which to request a hearing by the FSC. The request should be filed with the VPAA, who will forward the request to the President and to the FSC. If the faculty member chooses not to request a hearing, the remediation, sanctions, or dismissal for cause notice will then become a final decision of the college on the 6th calendar day after the faculty member receives the written notice, effective immediately with no further notice.
5. As soon as the request for a hearing is filed, both parties (the parties being the VPAA, as representative of the College, and the faculty member) will inform FSC in writing if they believe any member of FSC should step down or consider stepping down from service due to bias or personal interest in the matter. "Bias or personal interest" means a close familial or financial relationship with one of the parties or direct involvement in the matter under review. If a Committee member steps down on this basis, another member shall be appointed by the Chair of FSC.
6. FSC will conduct a hearing upon the faculty member's request, in which the college bears the burden of demonstrating by a preponderance of the evidence sufficient grounds for remediation, sanctions, or dismissal in the matter under review. Both parties may provide documents to the Committee and identify witnesses in support of their positions.
7. Prior to the hearing, FSC may conduct preliminary meetings with the parties, seek and review documents, and obtain any information from the parties that FSC deems pertinent to its review. All communications to and from FSC, whether by FSC or by the parties, should be copied to all parties, and all meetings between FSC and the hearing shall be attended by both parties.
8. The hearing will be conducted in person or through real-time video conferencing. A transcript or audio recording of the hearing will be prepared and maintained as a record of the proceeding, with copies provided to both parties. The hearing, particularly if it involves anything to do with students, will be confidential to the fullest extent permitted by law.
9. The parties may appear through counsel at the hearing and have the right to be heard, subject to FSC's discretion as set forth in this subsection. FSC may choose to allow counsel or the parties themselves to question the parties and any witnesses to a reasonable degree; the FSC also has the discretion, for any given participant, to question the witness itself and solicit questions from the parties in order to do so. FSC also has the discretion to conduct some but not all of the party or witness examinations through real-time video conferencing rather than in-person appearance. FSC

has the discretion to limit questioning by the parties to issues directly relevant to the matter under review. FSC may decide which documents will be considered and which witnesses will be heard; only individuals with personal knowledge of the matter or directly relevant information should be heard, and all appearance by witnesses is at the discretion of FSC. FSC in its discretion may also accept information from witnesses through live appearance or written statements. All hearing participants, including counsel, must honor the reasonable procedures and limitations articulated by FSC.

10. After completing the hearing, and within 10 calendar days, FSC will provide a written factual finding and recommendation to the President, as well as to the faculty member and VPAA, indicating whether FSC believes that the requirements for remediation, sanctions or dismissal have been met. The President will consider the recommendation of FSC and will consult with FSC if the President does not agree with the recommendation. After this consideration and any consultation, the President will issue a final decision upon the remediation, sanctions, or dismissal which will be provided to the faculty member, the VPAA, and the FSC.
11. FSC will strive to complete the hearing process and provide a recommendation to the President within 45 calendar days of receipt of the faculty member's request for hearing; this schedule may be extended by the President to ensure a full and fair hearing.
12. The faculty member may appeal the President's final dismissal decision under FHB section [Faculty Appeals of Terminations and Dismissals](#)

6.5.3 Faculty Appeals of Terminations or Dismissals

- A. A faculty member may appeal a negative decision concerning termination or dismissal for cause to the Executive Committee of the Board of Trustees (ECB).
- B. To initiate the appeal process the faculty member must submit a letter, with copy to the President and the Faculty Status Committee (FSC), to the Chair of the Board of Trustees within 14 working days of written notification of the decision. Appeals may be taken on the grounds of new evidence unavailable during the prior process, substantial procedural violation, or disproportionate sanction. The ECB will not revisit the academic decisions of the administration or any prior findings of financial exigency or decisions to eliminate or change programs.
- C. The ECB will review the matter, considering any FSC recommendations, notices, or written statements provided by the administration; written statements by the faculty member provided below; and any other information that the ECB wishes to consider from the process below. The ECB may also solicit from both parties (the President and the faculty member) information or a fuller statement of their positions, which will be shared with both parties. The ECB may, but need not, speak with the parties in person; such sessions will be conducted in the presence of both parties. Counsel may represent the parties during any such appeal process, with their involvement limited as the ECB sees fit.
- D. Within 10 calendar days after completing its process, the ECB will issue a final determination upon the appeal; this may include an affirmance, a reversal with directions to the President, or a remand to the President or FSC for more review. The Chair of the ECB may extend the timeline for completing the appeal in the interest of achieving a full and fair appeal. A decision to affirm or deny the College's decision by the Executive Committee of the Board is final.

6.6 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.

7. FACULTY DEVELOPMENT AND ASSISTANCE

7.1 Sabbatical Leave

7.1.1 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 that 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.

7.1.2 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 accomplished. The report shall be submitted by the first Friday of the Fall semester or first Friday of the Spring semester (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 of the salary remuneration received during the leave.

A faculty member's seniority rights (including voting privileges), salary status, and benefits 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.

7.1.3 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.

7.1.4 Application for a Sabbatical Leave

Application forms are available from 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 last Friday 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 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 is necessary in this case.

7.1.5 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 from the faculty development committee. Taking these recommendations into account, 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 of a sabbatical leave 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 submission, in a previous year, of a satisfactory plan that was rejected due to limitations on the number of available sabbaticals;
- B. the submission, in a previous year, of a satisfactory plan that was accepted but, due to extenuating circumstances, did not result in a sabbatical being taken;
- C. the years of faculty service the candidate has completed at Northwestern College without the commensurate number of sabbaticals.

7.2 Leave of Absence

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

7.2.1 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.
- 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.

7.2.2 Professional Development Leave

7.2.2.1 Types of Professional Development Leave

A professional development leave may fall into one of the following categories:

- A. **Graduate Study** – Intended for a faculty member, tenured or non-tenured, in pursuit of a terminal degree, 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.

7.2.2.2 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.

7.2.2.3 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 realized.

7.3 Professional 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.

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 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

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

7.4 Northwestern Support of Faculty Research

The Northwestern Scholarship grant makes 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. The office of the VPAA will send guidelines and application material to the faculty each fall.

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.

7.5 Graduate Education Tuition Loans

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 graduate studies by making available forgivable graduate tuition loans. 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. See HR guidelines for details.

7.6 Assistance to the Faculty

7.6.1 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.

7.6.2 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 the last Friday of January. 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 scholar program.

8. FACULTY SALARIES AND BENEFITS

8.1 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.

8.2 Full-time Faculty Salary Schedule

Northwestern College's faculty salary schedule operates on a step system with incremental increases with each year of continued employment. The college's default assumption is that all faculty members will be doing work that is consistent with annual pay raises.

8.2.1 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, and will adjust each year depending on college resources.

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):

tier	inst	asst	assoc	full
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

8.2.1.1 Assignment to Step Plan

At the time a faculty member is hired, the Human Resources Director will review the faculty member’s data sheet and recommend to the VPAA an appropriate rank and tier 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.

8.2.1.2 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 VPAA, in discussion with the VP Finance and Operations and the President, will determine what resources are available each year for faculty compensation and will apply those resources to faculty salaries within the structure of the step system. Thus, the salary of every faculty member will be expressed as a calculation of the step system. The college strives to make the average compensation at each faculty rank equal to at least 101% of the median of the CCCU regional group, the CIC Midwest group, and the Iowa Private college group.

8.2.1.3 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).

Tier non-advancement is understood as a rare and substantial sanction for significant under-performance, violation of college policy, or failure to make progress on an implemented performance improvement plan. Except for the rare case of flagrant performance failure requiring immediate and strong response, tier non-advancement is not a first-step sanction. Rather, it functions as a potential secondary sanction and would thus ordinarily be preceded by a formal letter of warning related to the performance issue. Depending on the nature of the issue and the context in which it arises, the department chair and/or the Academic Dean and/or the faculty status committee may be aware of the nature of the issue, in addition to the VPAA.

8.2.2 General Disclaimer on Salaries

In a given year, the college's financial resources and/or need to adjust the base to reflect changes in the market may require irregular adjustments to individual faculty tiers or may require that salaries be frozen or decreased. In the case of such changes, faculty will receive written notice as well as opportunities for verbal explanation and discussion in the context of an open meeting.