Preface – Faculty Handbook

Faculty Handbook

There are no universal rules governing how successful teachers use their own personalities to convey knowledge of their special fields to students and assist students to learn, or how they engage learners in interaction that leads them to finding new patterns for understanding the world about them.

However, current scholarship in the teaching of undergraduates informs the profession on effective methods for educating diverse learners that even experienced professors can profit from. And there are certain practical details of classroom management where a degree of uniformity of approach throughout the faculty can promote greater effectiveness for the University without impinging on academic freedom or the creativity and individuality of the professor in the classroom.

It is to set forth a common approach to these details and other matters of general faculty interest that this revised Faculty Handbook of this document, is offered as a complement to the Manual of Operations, and the University Catalog. It provides important information for the teaching faculty and administrative personnel with Faculty standing.

Other policies and procedures of the University related to its academic programs and University operation are included in the Catalog, Student Handbook, and in various clarifying statements that may be issued from time to time by the president or the dean.

This edition of the Handbook has been updated by the Vice President for Academic Affairs and Dean of the Faculty and reviewed by others to reflect current practices of the University. The Faculty Handbook reflects current practice as agreed to among those affected and as may be instituted by the president.


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1.0.0 Teaching and Learning in the Christian University

The teaching of undergraduates is the *sine qua non* of the liberal arts college. The primary responsibility of the faculty, therefore, is to create an atmosphere and those situations where optimal learning is possible. The primary responsibility of administration is to provide the best circumstances to encourage faculty and students in their teaching and learning.

Faculty at Huntington are expected to give full attention to activities that will contribute to the quality and effectiveness of their teaching, including attention to daily class preparation, to methods for effectively involving students in the learning process, to scholarship that keeps the teacher abreast of current understandings of the discipline, to trends in pedagogy that enhance the quality of one’s teaching, and to insights that expand on the integration of Christian faith and the academic discipline one is teaching.

Teaching style and classroom methods are individualistic and may vary with disciplines, the level of courses, and size of classes as well as the individuality of the instructor. Varieties in style appropriate to the course and the pacing of learning help to maintain student interest, whether small-group discussion, lecture-discussion, collaborative learning, or student-led presentation. At times these will be carefully structured learning experiences but at other times the role of the faculty may be to get out of the way to let learning occur.

Desired learning leads to changes in students’ attitudes, values and behaviors. Such learning may be classified as cognitive, affective, or psychomotor. Most courses involve one kind of learning more than another but most involve all three to some extent. The design, execution, and evaluation of activities through which students acquire the desired attitude and behavior change, is the structure of teaching.

Students should be active participants in the learning process, and faculty should look for ways to engage students in classroom discussions and in lively interchange, encouraging their interaction outside of class and their regular use of the library and its resources. Students should be made aware of unsettled issues in disciplines and have opportunities to see faculty members wrestle with issues and questions in active scholarship.

At Huntington we expect students to be challenged academically, to find courses intellectually stimulating as well as rewarding, when those students have put forth their best efforts. Students should sense that their education at Huntington is different and more complete, more holistic, in the context of the Christian university. Opportunities for relating students’ Christian faith to the practice of their disciplines, for gaining insights from their disciplines that may inform their Christian faith, and for strengthening Christian values that will affect their lifestyle, their living and their lives, ought often to be brought to the fore by the faculty member.

1.1.0 Teaching and the Classroom

1.1.1 Class Procedures

Opening sessions of classes should be used as an opportunity to excite students for what the course is about, as well as to make clear the nature of the course, any prerequisites, and your expectations for performance and attendance.
Details of ascertaining the class registrations, times when students may see you in the office outside of class, and where students may go for help should be covered.

Classes are to meet at the scheduled time and the assigned room unless prior approval has been obtained from the academic dean.

Students should be expected to address the faculty member as Professor (or Dr/Mr/Ms) rather than by first name although such matters are at the discretion of the faculty.

Faculty should feel free to have prayer or devotions in class from time to time as appropriate, such that the holistic learning environment is enhanced and as long as there is not an abuse of class instruction time.

1.1.2 Meeting Classes and Faculty Absences

At Huntington we expect faculty to meet classes when scheduled, and only in unusual circumstances will classes be shortened or dismissed. Promptness in starting and stopping classes is expected, and tests should not be allowed to run beyond the end of the period, in deference to colleagues who may have some of those students in the next period or have the next class in that room.

If a faculty member is unable to meet a scheduled class meeting, he or she should make appropriate arrangements so as to ensure that students are provided educational experiences during the absence, either by scheduling a guest lecturer, by scheduling a test to be administered by a colleague, or by giving an appropriate library or out-of-class assignment.

Students should be notified if the class will not be meeting. Campus email may be effective in communicating one’s absence. If one is unexpectedly absent on short notice, a colleague or the academic dean should be asked to post notice in the room. The dean’s office should be contacted so that calls received from students may be answered. In some instances the dean’s office is able to call commuting students as a courtesy to let them know that the class is not meeting.

Faculty who plan to be absent from campus will complete an absence form that is submitted to the academic dean’s office indicating what arrangements have been made for classes. The faculty member is also requested to provide information on where he or she may be reached in case of an emergency. The form is accessed online at the campus portal Personnel tab.

Typically, faculty members may attend one or two professional conferences during the year that will take them away from the campus and classes. Occasionally serious illness may unavoidably prevent the faculty member from meeting a class. Such absences are to be reported to the academic dean and recorded as medical leave. Faculty are continued on salary for up to two weeks (10 days) of medical leave each year that may accumulate to three months.

It should be rare that personal business interferes with one’s responsibilities to students. Excessive absences from responsibilities by a faculty member may result in disciplinary action including a possible charge of neglect of duty (refer to the Manual of Operations).

1.1.3 Student Attendance Policies

Class attendance by students at all class sessions should be the ideal. The University Catalog states the minimum standard for class attendance as adopted by the Faculty, namely that for all regularly taught courses, students must attend at least two-thirds of the scheduled class sessions to receive credit for the course.

This policy reflects the view that participating in structured learning experiences and contributing in class to other students’ learning, as well as performing on examinations and other assignments, are essential to earning course credit. (On occasion minimal attendance for particular students, such as for VA benefits, may be assured by the application of the policy.)
Within the limits of the general University policy, each instructor is free within reason to establish his or her own requirements in light of the kinds of activities that occur in the course and the instructor’s personal views about the need for requiring attendance. Variations must be stated in writing and distributed to students during the first week of the course, and reported to the dean’s office (normally as part of the course syllabus).

On occasion, students’ class schedules or participation in co-curricular activities such as athletics, present students with irresolvable, conflicting requirements. When alternative scheduling cannot be arranged, the dean will mediate such conflicts so as to allow students to maximize their total educational experience, even though those students may not be able to meet the standard minimum attendance requirement above.

Occasionally serious illness, disability or other circumstance may require some accommodation to a particular student’s needs. Faculty should consult with the academic dean regarding exceptions to the University attendance policy for particular students.

Attendance requirements are subject to review and possible modification by the Academic Concerns Committee at its discretion to ensure fairness. In the event that the Committee determines that a change is warranted, the dean will consult with the faculty member to mediate a revised attendance requirement.

1.1.4 Field Trips and Group Absences

Outside the classroom experiences are encouraged whenever such experiences engage students in active learning appropriate to the course. Field trips are an important part of the learning experience in many courses.

Co-curricular activities such as athletics, music and theatre, also are important as part of students’ educational experiences and are of significant value to the University as a whole. These activities may also take students from classes. Scheduling of co-curricular events should be done to minimize class absences for students.

Field trips should not be scheduled during the first week or the last week of classes in the semester as a courtesy to other faculty members. Notice should be given to faculty via email at least two weeks before the absence when possible.

For purposes of emergency preparedness, faculty members are to submit pertinent contact information and a list of participants to the dean’s office one week prior to the field trip [see Faculty forms, my.huntington.edu].

Email announcements should be distributed to faculty that inform colleagues of the Group Absence notice. Suggested wording for a Group Absence notice:

“The following students will be gone from campus from 7:30 a.m. until 2:30 p.m. on October 4, for a field trip in NR 285 to Fort Wayne: [list of students]”

Such events are not “excused absences” in that they do not release students from obligations to their regularly scheduled classes. However, it is important to protect students from conflicts resulting from incompatible demands made by faculty members.

University vehicles may be available for smaller classes and are reserved through the maintenance office. Travel expenses are charged to the department.

The following guidelines are to be followed:

a. Field trips and university-sanctioned co-curricular activities are to be referred to as ‘group absences’ rather than ‘excused absences’ or ‘group releases,’ since these designations seem to imply that students are ‘excused’ or ‘released’ from their regularly scheduled classes.
b. Faculty members are expected to cooperate with a group absence and to allow affected students to make up required work and to take missed examinations without penalty.

c. Where conflicts may arise because the work missed is of a particularly crucial nature and difficult to make up, or where the group absence would result in an excessive number of total absences for a particular student, the faculty member of the affected student should attempt to arrive at a mutually satisfactory resolution of the conflict with the person requesting the group absence. In the event that no mutually agreeable solution can be reached, the conflict will be arbitrated by the academic dean.

d. No field trip should be scheduled during the first week or the last week of the semester. If a particular event occurs during this time that would contribute substantially to a course, the matter should be discussed with the academic dean who may determine that an exception should be made. Athletic contest dates cannot always be controlled, and faculty should be alert to problems such absences may cause, particularly at the end of the spring semester.

e. Spring break trips introduce pressures for leaving campus early. Faculty policy stipulates that the University choir may leave as early as noon on the last day of classes before break in order to arrive at their first concert date that evening (if that concert is essential to the success of the tour), provided students attend all earlier classes in the day, but no other group including athletic teams may leave before 4:00 p.m. for any reason.

f. Notice of group absence should be circulated early by campus mail (generally by email) as soon as the information is known, preferably allowing for two weeks’ notice to colleagues who may have to make adjustments to classes or scheduled tests.

g. Faculty who do not allow for sufficient notice may be asked by the academic dean to include a statement of explanation to colleagues with the group absence, or be prepared to reschedule the field trip to a later date.

1.1.5 Office Hours and the Faculty Work Week

Faculty are expected to be readily available to students for assistance with classes and for advising and counseling. Office hours when students can normally find you in the office are expected to be posted prominently at your office door, posted to course Websites, and communicated to each class. A minimum of 5-10 hours or more per week of scheduled office hours at different times of the day should be displayed. A schedule is also to be provided to the academic dean at the beginning of each semester. Faculty are expected to be on campus daily.

Students occasionally complain about being unable to find faculty in the office. Maintaining regular office hours allows students to know when they may find you in. When a need arises to leave the office during posted hours, it is helpful to put a notice on the door of the reason for leaving and when you will return. You may also wish to encourage students to use voice mail or email to connect with you.

Faculty are expected to be available to teach classes during the normal day Monday through Friday from 8:00 to 5:00. Some courses are scheduled for evening to allow for nontraditional student registrations or because of scheduling conflicts. Faculty will be consulted whenever classes are scheduled outside the normal working day.

Some accommodation to special schedule needs of faculty is sometimes possible; all such requests must be made to the academic dean. Committees may need to meet at unusual or at inconvenient times on occasion. Otherwise, faculty members have freedom to establish professional schedules.

Studies have shown that faculty spend an average of three hours in class preparation and evaluation for each hour of lecture (students may expect to average about two hours outside of class for each
hour in class and one hour for each laboratory). Early in one’s teaching career preparation time probably focuses more on content whereas later more time is able to be devoted to methods of effective presentation and ways of involving students more fully.

Most faculty thus work long hours both in the office and at home in class preparation and grading in addition to campus teaching and advising and serving on committees. Teaching for most full-time faculty involves about 60% of their time; the balance of their time is devoted to departmental and committee time and to other scholarly activities. A typical work week is probably 50-60 hours, and occasionally 70-80, when all related activities are considered. Since most of that time is not structured, the faculty member has flexibility to arrange unscheduled time to accommodate personal and family needs as well as professional time.

1.1.6 Classroom Visitors

On occasion students may bring a guest to your class, or prospective students may come at the invitation of the admissions office (usually you will be contacted ahead of time). You should welcome the guests unobtrusively before class begins, if possible, and help them to feel comfortable in visiting.

Except for these irregular times when prospective students or others may visit your class, all other persons must be registered to have permission to attend your classes. Persons wishing only to sit in on a class and not receive credit must register either as an auditor or as visitor. University staff who are not charged tuition must also register before being permitted to attend your class.

Young children of students (or of faculty) should not be allowed to stay in the class ordinarily, in fairness to students in the class for whom the presence of infants or young children may be disruptive. Faculty should insist that students make child care arrangements rather than bringing children to class, and should make known this expectation in class syllabi or announcements at the beginning of a course. (Obviously, these expectations do not apply in courses in which faculty wish children to be present for curricular reasons.)

Faculty may have to exercise their professional judgment when it would appear necessary for a student parent to be present for a particular class session, and no other child care seems to be available at that time to the student. Repeated exceptions should not be permitted; such situations should be referred to the student life office.

1.1.7 Classroom Behavior of Students

Faculty are expected to conduct classroom activities in ways that encourage cooperation for learning among students. The instructor has the right to dismiss from the classroom students who are disruptive to the learning environment, make a nuisance of themselves, refuse to cooperate, or who cheat in class.

If a student refuses to leave the classroom after being asked and continues to be disruptive, the instructor may wish to implement any one or more of the following procedures:

- Acknowledge emotions if he or she seems upset, angry, frustrated, or otherwise emotional.
- Invite the student out of the classroom to talk about the disturbance, e.g., “Could we go into the hall and talk about this?”
- If you feel threatened, if the situation feels uncontrolable, or if a student refuses to leave the classroom when asked, dismiss the class. Depending on the gravity of the situation, you may wish to call 911 or have a student call 911 and then contact the Academic Dean’s Office (359-4008) or the Dean of Student’s Office (359-4028), or at night call Campus Police (260-224-1412).
- Subsequent permission for the student to return to the class will be determined jointly with the instructor and the Academic Dean and Dean of Students.

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1.1.8 Classroom Scheduling

Rooms are assigned for courses based on optimal use of facilities. Any changes in assigned rooms must be approved by the academic dean. Reservations for academic facilities (all classrooms and lecture halls) are made through the dean’s office. Other facilities are reserved through the MCA coordinator of the master calendar who checks with the Library, HUB, Merillat Centre, Merillat Complex or residence halls if the request is not for a classroom.

1.1.9 Emergency Closings

Classes are rarely canceled for winter weather conditions. Most full-time students live on campus or in the immediate vicinity of Huntington, and if it is at all possible for the professor to get to the campus, classes are expected to meet.

When road conditions become impassable, the city or county authorities may announce a weather emergency prohibiting travel on county roads. In case of a severe storm or blizzard, the president and dean confer prior to announcing the closing of the University. As conditions permit, closings will be announced by a variety of means, including the Campus Alert System, the University Portal, and local radio and television stations.

1.2.0 Teaching and Course Planning

1.2.1 Emphasis on Writing in All Courses

Faculty are expected to give emphasis to writing in all courses in the curriculum, and particularly to those that are part of the Core Curriculum program. Although English composition courses are part of the freshman year program, continued development in written expression is essential to the student’s educational experience in all courses. Teaching good writing is not just the province of the English department but of all departments. Both the assignment of writing as well as the careful evaluation of writing are to be planned by all departments.

In some courses this will take place with a series of short essays assigned regularly. In others there may be a term paper of 10-20 pages. Some upper division seminars may require even longer papers. In some courses students may read and comment on their classmates’ rough drafts as a means of awakening in students the power of language and clear expression. The focus of evaluation of writing should be formative rather than summative, providing time for revision and resubmission. The emphasis on writing is justified in that good writing reflects clear thinking. Writing promotes learning.

In all courses writing should be seen as part of the teaching and learning process. Opportunities should be given for students to improve their linguistic skills through periodic written summaries, written answers to questions posed at the beginning of class, or written essay examinations.

1.2.2 Emphasis on Library Usage

Faculty are urged to incorporate into courses appropriate assignments that will engage students in making regular use of the library. Resources of the library enrich the learning environment.

Increasingly the Internet and World Wide Web provide an enormous amount of information for students. The ability to identify the validity of the information is a learned skill that the librarians emphasize while teaching students how to evaluate the sources they use.
Developing students’ library skills provides them with access to important life-long resources for learning. Unless carefully planned for and directed by the professor, however, students are not likely to view library resources as integral to gaining the most from their classes.

Research based classroom assignments are the key to good library use, and the librarians are eager to work with you in developing goals, objectives, and methodologies for assignments that will actively engage students in using library resources.

1.2.3 Course Textbooks and Materials

Course texts and related materials are selected by the professor in consultation with the head of the department. Faculty are expected to choose textbooks that are current and accepted in the profession, reflecting rigor appropriate to the level of the course.

All text sales must be handled through the University Bookstore. Whenever possible related course materials that students are expected to purchase (such as lab notebooks, computer disks and CDs, art paint sets, and so on) should also be handled by the Bookstore, to avoid having the department become involved in the direct sale of materials, or handling of cash. Increasingly, students are purchasing texts online, sometimes at discounted prices. Although a loss of sales undermines the viability of the campus Bookstore, students are entitled to find their own copies, and faculty should remain neutral to the practice.

Faculty are to provide complete information on forms provided by the Bookstore for the texts chosen, including the author, title, edition, ISBN number, publisher, and estimated course enrollments. Providing timely information for ordering ensures that most texts will be available to students at the beginning of the semester; faculty should be alert for possible alternatives when back order or out-of-print responses come back from the publishers.

In general, materials that students will consume individually should be purchased by students; departments may supply from budget reusable items or supplies purchased in bulk quantities. Some departments assemble packets of printed materials that may be sold at cost (including a Bookstore markup), and the department budget is reimbursed for the printing costs.

The Bookstore provides a textbook rental program that faculty can initiate on behalf of students. Students then may choose to rent the text for about a third of the new text cost.

Whenever practicable, courses that have multiple sections taught by different professors should use the same text and materials to minimize differences between sections and to ease students’ changing from one section to another. New professors are asked to continue using previously used textbooks during their first year so as to protect the Bookstore from having unsalable stock.

Complimentary desk copies of new textbooks are available from most publishers when requested directly by the faculty member. These may often be conveniently requested online from the publisher. You may contact the Association of American Publishers at www.publishers.org or go to www.pspcentral.org for a list of member companies. The Bookstore also can provide convenient forms for such requests along with addresses of publishers. The Bookstore should not be asked to provide an exchange copy since desk copies are usually marked as unsalable (in an emergency, the department may have to purchase a student copy for its own use).

Complimentary textbooks for review received from publishers should not to be sold to students or to used book buyers. Such sales raise ethical questions for the faculty member and the profession as well as problems for publishers whose costs are increased by the sales for which they receive no income. Students must then pay twice, to make up for lost sales the publisher foregoes in new book sales.
1.2.4 Course Syllabi

Faculty members are expected to prepare a course syllabus for each course and to keep the syllabus current each time that the course is taught. In every instance the faculty member should have structured and planned for courses sufficiently to be able to submit this information to the academic dean.

Many faculty develop online syllabi and course assignments that are accessible to students on the Web. These can often be more elaborate and kept more current than a printed syllabus.

An electronic copy of the syllabus is to be filed with the academic dean at the beginning of the semester and distributed to students during one of the first meetings of the class. If the course syllabus is posted to the online learning management system, it may be useful to print only the essentials of the syllabus for distribution and filing, with appropriate reference to the active online syllabus. In a time of increasing accountability in education, it is ever more important to give students a written statement of what is to be expected in the course and the consequences of failing to do what is expected.

A syllabus may need to be modified as the course progresses. Maintaining the syllabus online allows for current active updates. Any changes in course requirements should, of course, be mutually understood and agreed to by students to ensure a sense of fairness about the new expectations. When teaching a new course, faculty may feel that the structure is tentative and prefer to submit an ‘after-the-fact’ syllabus.

Syllabus copies may be shared as a courtesy with the division chair and with departmental colleagues. In those departments with several faculty members, a periodic review of what is contained in a course syllabus and the content of the course may assist in curriculum development. Particular attention by all members of a department should be given to syllabi in courses offered in the general education program.

It is not our intent to force all syllabi to conform to a single style, yet we do expect all to include certain elements in common. Some faculty use a brief syllabus that is contained on a single page; most contain more information than that.

The syllabus heading should include specific information on (a) course number and title, (b) semester and year taught, (c) professor teaching this term, and (d) office location and office hours.

Most syllabi should incorporate sections giving (a) a statement of course objectives, (b) a description of the activities in which the professor will engage, (c) a description of the activities in which the student will engage in and out of class, (d) a calendar of these learning activities and due dates for their completion, (e) a listing of learning resource materials and their locations, including required and recommended texts, and (f) a description of evaluation procedures and criteria for grading.

The following outline may further describe appropriate sections:

a. **Statement of Course Objectives**, providing general and specific objectives for the course. In some instances these will be in the form of outcome statements, in other cases, these may be behavioral objectives. The relationship of the course to the educational philosophy of the University and divisional objectives may be stated explicitly. The objective of integrating relevant understandings in Christian faith with course content, and the limitations of what is appropriate, may be included.

b. **Brief Outline of Course Content**, outlining the subject matter covered and indicating the order of presentation and the organization of materials.

c. **Methods of Instruction**, such as lecture-discussion, small group discussion, collaborative learning, student presentation of topics, out-of-class projects, off-campus field experiences and so on. Emphases on extensive writing and extensive use of library resources are expected.
d. **Bibliography of Course Materials**, including the textbook used, assigned readings, Web links and suggested readings.

e. **Course Requirements**, stating explicitly the expectations that students must meet for satisfactory completion of the work, the dates that assignments are due, and any alternative means for satisfying requirements that may be available to an interested student.

f. **Grading Principles**, including a clear statement of expectations and the basis for the evaluations. Students should expect to be challenged academically and to ‘earn’ their grades; the final distribution should reflect a discrimination among those students who put forth meaningful effort and perform well. On rare occasions a student may appeal a final grade; you should be prepared to document grades earned even though there is a presumption of accepting the faculty’s professional judgment. Final grades are not to be changed on appeal unless there has been an error in calculation.

g. **Attendance Requirements**, including a clear statement of expectations and any options for making up work or examinations. The University requires attendance at two-thirds of the class sessions. While there are no ‘excused’ absences, when a student is absent as part of a group absence for field trips or co-curricular activities, athletic contests, etc., he or she should be required to make up the work and be permitted to take missed exams. You are encouraged to implement a policy that is fair but that discourages excessive absences, and to remember that group absences grant the student the right to make up the work so that he or she is not unfairly penalized for being required to go on a field trip in a colleague’s class.

h. **Statement on Plagiarism and Cheating**, making reference to the University policy on plagiarism (see Appendix) and making clear your own expectations for students’ doing their own work (or those instances when collaborative assignments may be worked on together), and the likely range of penalties. The academic community places high value on intellectual honesty. Representation of work as one’s own but taken from another source by plagiarism or cheating is a serious offense. No student excuses for clear violation of the plagiarism statement are acceptable, and the penalty ranges from an **F** on the paper to failure in the course, at the instructor’s discretion. Each professor is expected to emphasize his or her penalty for cheating on examinations or other work that should be made clear from the beginning. When cheating takes place, the faculty member should consult with the division chair and report the incident along with action taken, to the academic dean and the dean of students. A blatant or repeated offense may result in recommendation for dismissal from the University.

i. **Accommodations**, encouraging students with special needs to contact the Learning Center when visual or hearing impaired, or when students have physical limitations that may necessitate some kind of accommodation for the student to ensure full learning and participation in the class.

j. **Sample Examination Questions** (Optional), either sample questions used previously, copies of previous exams, or a list of questions from which some might be selected for exams. It is well to be open with students about the existence and availability of previous exams. The instructor may wish to file copies of previous examinations in the library for reference. If the faculty member returns exams to students and allows the exams to be taken from class or kept by the students, the assumption should be that some future students will have access to copies. In fairness, then, all future students in those courses should have available sample exams, and the professor should exercise good judgment about using exact portions of earlier exams.
1.2.5 Student Research and Term Papers

All major programs of the University are expected to provide opportunities for every student to complete major written papers. General education courses and other courses in students’ majors may have research papers or term papers as well.

The most recent version of MLA is the standard adopted by the Faculty that students may be expected to follow in writing formal papers. Faculty may introduce discipline-specific style manuals to students in upper division courses provided the students are instructed in the style manual and are told in writing of the specific style requirement.

Because of the wide availability of ‘term paper services’ (especially readily available on the Web) that sell papers to students on a wide range of topics, faculty should take steps to ensure that all students do the work for which they receive credit. Such precautions as limiting topics and requiring submission of notes and drafts at several stages of the paper’s development may preempt some students from using the unethical services. Submission of electronic copies may allow for online comparison of identical text against other papers or of web materials. Prudence and reasonable care can serve to make such cheating less likely. The emphasis of writing should be on expression and original thinking rather than reporting of facts, minimizing opportunities for plagiarism rather than focusing on the policing of plagiarism.

Clarity of intent to deal with student plagiarism may help students to use care in the writing of papers and help the faculty member in responding firmly and fairly in the face of evidence of plagiarism. The faculty member who has determined that plagiarism has occurred may wish to confirm the judgment with a colleague. The goal of identifying plagiarism is to emphasize learning rather than punishment: students should understand that there are penalties for plagiarism but ultimately we want students to learn from the experience and not simply to catch them when they plagiarize.

Evident plagiarism must result in giving the student a grade of F on the paper and may result in giving the student a grade of F in the course. Blatant or repeated offenses may result in a recommendation for dismissal from the University.

1.2.6 Examination Procedures

Examinations during the semester may be of whatever type or frequency that the faculty member deems appropriate for the type of course taught. Faculty are encouraged to use a variety of examination methods, recognizing that some methods lend themselves better to analysis or synthesis than to simple recognition and recall.

Frequent or multiple testing with prompt feedback emphasizes testing for learning and motivation as more useful outcomes than measuring alone. A healthy suspicion by faculty of the absolute worth and accuracy of testing is desirable while recognizing the utility of testing for indicating student performance and progress in meeting the objectives of the course. Faculty should clarify test objectives both before and after testing and always be honest and fair with students.

University policy calls for an instructor or proctor to be present during an examination. The design of tests as well as seating arrangements in the room should be made such that opportunity for cheating is minimized. Students should be told ahead of time the likely penalty for cheating which includes at least failure on the test. Should evident cheating take place, the faculty member should consult with the division chair and report the incident and the evidence of cheating, and the faculty response, to the academic dean and the dean of students.

Students who experience test anxiety or who need special exam accommodations may contact the Learning Center to arrange for proctored exams to be taken at the Learning Center.
Students who miss a scheduled examination other than the final examination may at the instructor’s discretion make up the exam. Permission to give a final examination at any time other than the officially scheduled time must be obtained from the academic dean.

1.2.7 Student Accommodation for Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and in accordance with the Americans with Disabilities Act, 1990, Huntington University will make reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence is the advocate and coordinator of services for students with disabilities at Huntington University. Students with psychiatric, learning, orthopedic or sensory conditions, which substantially limit one or more major life areas, may require accommodations to be successful on campus and should call ACE (260-359-4290) for further information. Faculty are expected to work with the director of ACE in making reasonable accommodations for such students.

1.2.8 Course Grading and Changing Final Grades

Grades should reflect the expert judgment of those professionals who are assigned to classroom instruction. Students should expect to ‘earn’ their grades by virtue of qualitative measurement of their performance on assignments and examinations. Qualitative as well as quantitative rigor should be an expectation.

Faculty are to submit final grades (and mid-semester grades) by the time requested from the registrar. Grades are entered online through the University’s intranet Website (available off-campus) at faculty.huntington.edu.

In so far as possible, faculty are asked to submit final grades within 24 hours of the final exam for each course; all grades typically are due at the end of the final exam week, except that spring semester senior grades are due early Friday morning before commencement.

No specified distribution of grades in courses must be met by faculty but it is expected that the distribution will reflect a discrimination among those who put forth meaningful effort and perform well. (It should be a rare class in which most or all receive A’s but neither should it be expected that a majority would receive unsatisfactory grades in a typical class.) The typical class grade average at Huntington is between a C+ and B-.

Course requirements and the basis for determining grades should be clearly stated in the syllabus and at the beginning of a course. Only in exceptional cases should a faculty member change the bases for evaluation after students have completed their work; students have a legitimate expectation that fairness in grading will prevail. A student should not be given opportunity after the end of the course to submit extra credit work unless all students were given the opportunity.

Students whose work is unsatisfactory at mid-semester are advised with D or F grade reports. Grades are submitted online by the professor and a report is sent to the student. Faculty are encouraged to provide direct feedback (after class, in the office, or by email) to students the basis for evaluating the student as unsatisfactory.

No permanent record of the midterm grade is retained although students protesting final grades may be reminded that the mid-semester evaluation was unsatisfactory. Faculty are also encouraged to intervene with students receiving midterm grades to provide suggestions for steps the student might take to be more successful.

Final grades are not to be changed on the basis of appeal. Once submitted to the registrar, any request for changing a student’s grade must be approved by the academic dean. Only an error in calculating or in recording a grade is a basis for change. Faculty must be confident in submitting final
grades that their best professional judgment has been used in arriving at the grades. All submitted grades should be checked for accuracy.

1.2.9 Review of Disputed Grades

Student appeal of a final grade is reviewed by the academic dean after the faculty member has verified with the student that no error in calculating the grade has been made. The faculty member should be prepared to show the student the basis of the grade and to allay any concerns for capriciousness.

The review will presume the professional judgment of the faculty member. Faculty may be expected to provide all available papers and grades for review. In the absence of evidence of arbitrary or capricious grading against the student, the faculty’s judgment will be sustained.

1.2.10 Formal Grievance Procedures for Academic Matters

In any dispute involving final grades or other academic matters, students will be advised to follow the Grievance Procedure outlined in the Student Handbook (also printed as an appendix to this Handbook).

The procedure calls for initial discussion between the student and professor intended to resolve the issue informally. The student may then formally appeal in writing to the academic dean. The presumption is that a faculty member’s professional judgment will be sustained unless there is evidence of arbitrary or capricious actions against the student.

1.2.11 Course and Instructor Appraisals

Faculty are encouraged to assess the effectiveness of their teaching by regularly seeking feedback from students. Classroom research that assesses what students are learning as well as asks what instructional methods are effective with particular classes should lead to continuous improvement in teaching.

All faculty are formally evaluated periodically by students. Newer faculty are evaluated in every course in each of the first four semesters; after that faculty are evaluated every other semester until the granting of tenure at which time the evaluations are every other year.

The cycle is sequenced such that courses in alternate semesters or alternate years will be included. In any semester that a faculty chooses, evaluations in one or all classes taught may be arranged, regardless of the cycle. Particularly when an instructor believes that prior course evaluations may not reflect accurately on qualities of one’s teaching, the instructor may wish to include additional evaluations that become part of the personnel records.

Standard instructor evaluations are used that are coordinated by the Dean’s Office. Evaluations are primarily for assisting faculty members in improving instruction and courses as formative evaluation. Selected items are included with all evaluations that are reviewed by those making summative evaluations for contract renewal, promotion and tenure decisions. Written comments are transcribed and provided to the instructor along with the summary information for each class.

Faculty are expected to review the summary reports and student comments for insights that can be used to improve teaching and course structure. Other feedback from students early in a course, or from private discussions with students in the office, or from open-ended questions of one’s choosing, may also prove helpful in making adjustments to how one teaches.

Newer faculty especially are encouraged to consider inviting a colleague to observe classes unobtrusively and to make suggestions for improving teaching style. Division chairs may be helpful in suggesting colleagues who could be of assistance.
Faculty may also invite the division chair or dean to observe their teaching whose report then becomes part of the confidential personnel file. Particularly when student course appraisals are not believed to reflect accurately on qualities of one’s teaching, the report of peer observations may strengthen his or her evidence for teaching effectiveness.

1.2.12 Course and Curriculum Revision

In all departments faculty are expected to review the curriculum regularly and to propose revisions that will ensure that offerings are up-to-date and appropriate for the liberal arts university.

In curriculum revision the temptation is often only to add courses; the principle, however, should be that whenever course work is added that a comparable number of credits should be reduced from departmental offerings.

Departmental proposals for adding or deleting a course in the curriculum should be presented to the academic division and then to Academic Concerns Committee. Proposals for adding courses are expected to include information such as (a) the proposed title and a tentative course number, (b) credit, (c) semester and frequency of offering, (d) course description for Catalog, including any prerequisites (e) learning outcomes, including information, concepts, intellectual skills and auxiliary skills, (f) course objectives and content summary, including topics, readings and other instructional material, (g) writing expectations, (h) opportunities for exercising critical thinking skills, (i) possible collaborative learning opportunities, (j) numbers of expected registrants, (k) whether required in major, minor or general education, (l) whether replacing existing course, (m) staffing implications, (n) justification for adding the course, such as evidence of demand or need, and (o) relation to University and departmental goals. Courses that may be considered by Faculty for general education carry a heavier burden of demonstrating that such courses serve the purposes of general education, including opportunities to exercise critical thinking skills and the integration of Christian faith and the discipline.

Major revisions to the curriculum, such as adding major programs, should provide similar information as above on proposed courses. A standard form is posted on the portal (Faculty tab, Faculty Resources, then Office of the Dean), on which all changes are to be proposed.

The department is expected to demonstrate that the program is consistent with the University’s long range strategic plan, and provide the division and Academic Concerns Committee with evidence from a market projection of the likely demand for the program, or with justification on the basis of mission. A detailed list of outcome statements for graduates of the program must be included in the proposal to the division. Faculty must give final approval of all major programs.

1.2.13 Definitions of Programs, Majors, Minors, and Concentrations

When program changes are considered by departments, there may be uncertainty as to whether a curriculum sequence should be proposed as a major, minor or concentration within a major. The Academic Concerns Committee, upon recommendation of the registrar, will decide how the proposal should be designated when it is sent to the Faculty for approval.

A “major” is a sequence of requirements that the student must complete to be graduated. The Faculty has defined the major according to guidelines described below. Some majors require students to select a particular specialization within the major in order to complete the required sequence. Other majors include optional specializations which are not required for graduation. Minors are not required to be graduated.

1.2.13.1 Definition of Programs

The formal use of the term “program” indicates the overarching academic discipline within which one or more majors may be defined. Thus, for the chemistry program, one might define the
liberal arts chemistry major, the professional chemistry major or the chemistry education major, all of which are inclusive of a chemistry program.

The term “program” is also often used informally to refer to a program of study that may not coincide with a defined major (e.g., a premed program, or a teacher licensure program in social studies). Students can go beyond the requirements of their formal major to include in their individual “program of study” any number of other related courses (electives to prepare for a particular graduate program, minors, teaching endorsements, etc.) which are not required for graduation.

1.2.13.2 Definition of Majors

The Faculty has adopted the definition of a major as (a) a program concentrating in one area of study, providing specialization in the student’s university program; (b) having coherence that is found in an applied field such as elementary education, an academic discipline such as English, or a broad concept such as American studies; (c) including at least 36 hours, at least 24 of which must be in the major department, and of which at least 10 must be upper division credits; and (d) not requiring more than 48 hours if applied on the BA degree or more than 66 hours if applied on the BS degree or other professional degrees.

1.2.13.3 Definition of Minors

A minor requires a minimum of 22 credits as defined by the minor department; credits counted for a minor are distinct from the courses counted in the major. Completed minors are noted on transcripts but minors are not required for graduation.

1.2.13.4 Definition of Concentrations

A concentration describes a curricular emphasis pattern within the major. A concentration may consist of only a few courses or may be more than one-half of the official coursework required in a major. Completed concentrations are designated on transcripts but concentrations are not required for graduation.

1.2.14 Definition of Upper Division Courses

An upper division course numbered 300 or above (a) presupposes or makes use of knowledge and skills usually acquired in the general education program; (b) presupposes and requires as prerequisites the mastery of foundations in the academic field or discipline and represents advanced work in the field, using basic concepts and methodology of the field; (c) focuses in depth on some part of the discipline; (d) requires skills and higher mental processes generally attributed to university juniors and seniors in reading and understanding, in research and writing, or in the practices of the career area; and (e) assumes the work to be in a specialized area of the discipline, or a step toward graduate work in the discipline, or at the entry level for professional school enrollment.

An upper division course is generally open only to students who are juniors or seniors and who have the necessary prerequisite competencies, both in the discipline and in their general education programs. In contrast, lower level courses numbered 100 or 200 introduce a field of study or academic discipline, are generally open to any student of the University, and require the skills of reading, research, and writing generally attributed to university freshmen and sophomores.

1.2.15 Directed and Independent Studies

Directed Studies and Independent Studies are individually structured courses for students who are not able to take regularly scheduled courses or who are interested in pursuing an academic interest not covered in a regular course.

An application for directed or independent study must be completed prior to registration. Students may obtain forms from the registrar’s office. Ordinarily, faculty are not compensated for independent studies or for directed studies.
Independent Study allows a student to pursue an academic interest outside the regular curriculum. Its purpose is to supplement the regular approaches of study rather than to substitute for regular curricular offerings. It should be undertaken only by students who are primarily self-motivated and should require minimal supervision by the faculty member after the project has been structured.

An independent study will normally engage a student in research or significant readings on a topic of mutual interest to the student and the sponsoring faculty member. The project is to be carefully designed and directed toward a definite goal. It should involve a substantial body of university-level literature, methodology, theory or laboratory effort. The student’s interpretation and comprehension are of paramount importance.

Ordinarily the independent study will be taken in the student’s major field after foundation courses have been completed that provide a basis for advanced study.

The project must be sponsored by a faculty member in the major field who approves the plan as worthwhile, who is available for consultation, and who evaluates the learning experience and achievement of the student. Students should be able to complete projects within the term of registration; if additional time is needed, an extension of time may properly be requested. Regular grades are reported at the conclusion of the course.

Directed Study is an individualized offering of a regular course that the student has been unable to schedule but which is required in the student’s program. Course assignments will be set forth by the faculty member. Periodic meetings will be held between the student and instructor to review progress and clarify material. In tutorial instruction, the student may properly request consultation time equal to one-half the hours the regular course would meet. The student pays a tutorial fee per credit hour in addition to regular tuition.

If students wish to accelerate their degree programs or complete additional majors or minors or certification fields beyond that required for a degree, students will pay a tutorial fee if the course cannot be taken when offered.

If students have failed a regularly offered course or failed to register for the course when it was available, the student is responsible for the course irregularity and will pay a tutorial fee.

Other courses may be offered to students as Directed Studies when scheduling prevents the student from taking the regular course or from taking an appropriate substitution. The inability of the University to provide the student with the regular course or an appropriate substitution is determined by the academic dean (in consultation with the registrar and the student's advisor) who will ascertain whether the student is to be charged a tutorial fee. Regular grades are reported at the conclusion of the course.

1.2.16 Internships, Practicums, and Field Experiences

Internships, Practicums and Field Experiences place students in off-campus learning environments in which students apply classroom learning to a career field related to the professional field of their major.

The Enterprise Resource Center located in the HUB provides assistance to students and departments in arranging for Internships and other field experiences. Outside organizations, agencies and businesses regularly post opportunities for students that may be structured with a department into a valuable on-the-job experience.

Internships and Practicums require that a completed application be filed prior to registration. Field Experiences are part of lecture courses and do not require a separate registration nor an application form. Generally, students are not permitted to complete Internships on campus or at their place of employment. Compensated Internships may be permitted in some instances but the emphasis is to be on
the learning experience and academic credit earned. Transportation for each of these off-campus experiences will be provided by the individual student.

An Internship places the student with a mentor in an on-the-job learning experience. It is practice-oriented and requires that the student put into practice prior mastery of the theoretical foundations and basic skills of the career or profession. An internship provides apprenticeship experience under the direction of a mentor in many functions of the career; it is not simply an entry-level job. An internship is a culminating experience in the student’s career preparation.

The Enterprise Resource Center will work with the supervising faculty member in making internship arrangements, assessing the suitability of the mentor and the readiness of the student. Normally no close relative of the student will serve as mentor. The supervisor advises the mentor of his or her role and is available for consultation during the internship.

Contact with the intern is maintained by the supervising faculty member on a regular basis during the internship responding to any difficulties the intern is experiencing and encouraging the student to reflect on the internship experience. No fewer than two contacts are expected to be made during the internship in addition to contacts made before and after the experience. Frequent mentor-intern conferences provide regular review of the student’s progress.

The Application for Internship form must be completed and submitted to the academic dean by the student before registering for the internship. Final evaluation is based on job performance and job-related factors such as responsibility, punctuality, skill, and cooperation. A concise written evaluation is submitted by the mentor to the supervising faculty member and is retained in the student’s placement file. The final grade of S/U is submitted by the supervising faculty member based on the mentor’s report.

Academic credit is based on the number of hours of job experience. Regular work hours are to be maintained. A minimum of 40 clock hours of directed on-the-job time is required for each semester hour of credit; often more time is devoted to the internship than that required for minimum credit. Internships may be arranged for no fewer than 2 semester credit hours nor more than 4 credits. A maximum of 10 semester credit hours in internship may be applied to a degree program.

A Practicum places the student in a practice learning situation. It provides supervised observation of a particular career or profession and exposure to the functioning of an organization through participation in its operations. Students are encouraged to relate and interpret their experiences through frequent conferences with a faculty supervisor. A practicum is exploratory rather than culminating. Projects and assignments are completed that expose the student to important elements of the profession.

The Enterprise Resource Center will work with the supervising faculty member in making the practicum arrangements in accordance with guidelines established for internship experiences. Final evaluation is based upon the quality of the completed assignments, the depth of the student’s understanding of the organization, and on performance standards such as punctuality, responsibility and cooperation. A final grade of S/U is submitted by the faculty member, based upon the written report of the mentor.

Academic credit is based on the number of hours of experience. A minimum of 40 clock hours of directed work is required for each semester hour credit. No practicum will be less than one or more than three semester credit hours.

Field Experiences are part of lecture courses and place the student in a learning environment ‘in the field’ where observing of professionals at work and assisting with selected tasks provide the student with an introduction to the profession.
Students are placed in field experiences by the instructors of courses that require such experiences. Assignments related to the field experience are part of the overall course evaluation. Typically students will spend two to three hours per week in their field experience.

1.3.0 Teaching and Scholarship

1.3.1 Teaching as Scholarship

Teaching in an undergraduate liberal arts university demands of faculty that they be scholars who are knowledgeable in their teaching disciplines and aware of current research, as well as able to synthesize research findings and clarify ideas for the undergraduate student. Teaching that engages students at the cutting edge of knowledge in a discipline is scholarly activity of the highest order for such a university.

A model for how teaching may be viewed as scholarship was developed by E. Boyer in his seminal book, Scholarship Reconsidered: Priorities of the Professorate, published in 1990 by the Carnegie Foundation for the Advancement of Teaching. In this work Boyer describes four classes of scholarship: scholarship of teaching, scholarship of discovery, scholarship of integration and scholarship of application.

Such scholarship may lend itself to publishing in scholarly journals devoted to the teaching of a discipline, and faculty are urged to consider putting in writing approaches that they have used successfully in teaching courses.

1.3.2 Research and Publication

Faculty at Huntington are encouraged to consider engaging in limited research that may contribute to original literature in the field. Few faculty are able to devote very much time during the semester, with a full load of teaching and advising, but some use opportunities to pursue areas of interest during break times and summers, as well as during sabbatical leaves. Others are able to set aside regular time during the academic year for scholarly writing.

Such activity that leads to publication in scholarly journals is beneficial in gaining recognition for the faculty member and the University, and is viewed as positive in promotion and tenure evaluations. However, the absence of such activity by those with excellence shown in teaching evaluations is not a negative consideration (except that promotion to rank of full professor presumes scholarly or professional recognition outside the University).

1.3.3 Student Scholarship

Opportunities for students to be involved in scholarly activities, sometimes alongside of a faculty member, should be made available as time and resources permit. In some departments students are encouraged to do independent studies during their senior year; in others, students work as assistants with faculty members who have small research projects underway.

1.3.4 Teaching a Curriculum of Inclusion

Contributions to disciplines and society of other than ‘Western white males of the privileged class’ may not be reflected in traditional texts. Faculty are encouraged to seek out and make explicit the contributions of persons of color, of non-Western traditions, and of women, for purposes of enriching knowledge and understandings in the discipline as well as providing identifiable scholars and role models for students whose gender, race or nationality in our classes may not be male, white or Western.
1.3.5 Literature on Teaching and Learning

Research on effective teaching and student learning is both abundant and continually forthcoming. Some of the earlier scholarship that is worthy of review includes Bloom’s classic *Taxonomy of Educational Objectives*, Perry’s *Forms of Intellectual and Ethical Development in the College Years: A Scheme*, Chickering’s *Education and Identity*, or Kohlberg’s *Cognitive Developmental Approach to Moral Education*, in addition to more recent work by Lee Knefelkamp, such as her *Developmental Instruction*, Carol Gilligan’s *In a Different Voice*, Alexander Astin’s *Four Critical Years*, Arthur Levin’s *When Dreams and Heroes Died*; and Richard Light’s *Making the Most of College*.

Reports on the state of higher education and recommendations for change include NIE’s *Involvement in Learning*, AAC’s *Integrity in the College Curriculum*, and Boyer’s *College*.


Guides for beginning as well as experienced professors include Davis’ *Tools for Teaching*; Filene’s *The Joy of Teaching: A Practical Guide for New College Instructors*; Bean’s *Engaging Ideas: Professors’ Guide to Integrating Writing, Critical Thinking and Active Learning*; McKeachie’s *Teaching Tips*; Eble’s *The Craft of Teaching*; Lowman’s *Mastering the Techniques of Teaching*; McManus, *Leaving the Lectern*; and Erickson and Strommer’s *Teaching College Freshmen*.

Books on the scholarship of teaching include Boyer’s *Scholarship Reconsidered: Priorities of the Professorate*; Glassick, Huber and Maeroff’s *Scholarship Assessed: Evaluation of the Professorate*; and Brain’s *What the Best College Teachers Do*.

The National Center for Research to Improve Postsecondary Teaching and Learning has a number of publications that review the research literature, including *Teaching and Learning in the College Classroom*, by McKeachie, Pintrich, Lin and Smith.

Richlyn Library provides both print and online access to the newsweekly publication, *The Chronicle of Higher Education*. The University library subscribes to major educational databases that provide access to research articles.

Professors interested in how students learn and open to new approaches for achieving desired learning outcomes in students will find much is available in the literature.
2.0.0 University Organization

Responsibilities of the Faculty are defined in the Manual of Operations and include establishing all educational policies that affect both in-class and out-of-class learning.

Faculty committees study issues in delegated areas and report to the Faculty regularly. Determining what matters should be within the purview of the Faculty is decided by the Faculty, exercising prudence for avoiding details that are better left for individual or administrative decision, and respecting the legitimate carrying out of responsibilities by administrators or by faculty colleagues, and excepting those policies that are financial, which are outside the scope of Faculty prerogatives.

The president has the prerogative of interpreting policy and the Manual, which assigns matters to differing bodies or persons. Final authority for all policy-making and control of the University rests with the Board of Trustees, who are guided by good practices in higher education.

The President of the University is the chief executive officer elected by the Board of Trustees; the president appoints other administrative officers and personnel as various functions may require.

The Vice President for Academic Affairs and Dean of the Faculty is the senior administrator of the educational programs of the University, and is responsible as academic dean for the supervision of the faculty.

The administration is committed to collegial governance with shared responsibility for development of University policies. The organizational chart shown in the appendix reflects the current administrative structure of the University.

2.1.0 Faculty Organization and Professional Development

2.1.1 Responsibilities of the Teaching Faculty

The effective classroom functioning of the teaching faculty of the University is the most important single phase of the University program. It is expected that every member of the instructional staff will, when entering the classroom, be thoroughly prepared; that they will carry on their instruction in a scholarly fashion; that they will have as their first aim to provide each student with an opportunity for intellectual and spiritual growth.

The specific duties of the teaching faculty, responsible to department heads, are as follows:
a. Effectively teach courses assigned by the academic dean at the times designated and in the assigned rooms. No changes in rooms or times may be made without first consulting the dean and receiving approval.
b. Prepare syllabi and supporting materials for courses taught and revise them regularly; submit a copy of each syllabus and revisions to the academic dean. Develop and maintain appropriate Web pages related to courses taught.
c. Conduct classroom activities to encourage cooperation for effective learning among students. (The instructor has the right to dismiss students from the classroom who are disruptive to the learning environment, make a nuisance of themselves, refuse to cooperate, or who cheat in class. Such action is to be reported immediately to the dean of students and the academic dean, and subsequent permission for the student to return to class will be determined jointly with the instructor and the deans.)
d. Keep accurate records of students’ grades and class attendance, in accord with University policies. Deal justly with students in grading and in all other matters, taking care to avoid any exploitation of students over whom faculty may have power and authority. (In cases where a close personal relationship exists, such as family or other, or begins to develop between a faculty member or a student or other member of the University community, appropriate measures including consultation with colleagues will be taken by the faculty member to minimize conflict of interest and to ensure impartiality.)
e. Participate in departmental planning and assessment, and University-wide planning and assessment. Contribute to the departmental plan for assessment of student learning outcomes, and implement changes that are implicated on the basis of assessment findings.
f. Regularly review the curriculum with members of the department and the chair of the division. Curriculum recommendations are reviewed by divisions before forwarding approved recommendations to the Academic Concerns Committee.
g. Attend Faculty and committee meetings regularly. Faculty meetings take precedence over other commitments except when excuse is requested and granted by the academic dean.
h. Keep current in the teaching fields through scholarship and research, and by regular attendance at professional meetings and reading of professional journals and books, and continued graduate study.
i. Provide information to the public relations office and the academic dean on scholarly and professional activities, including publications, awards, and attendance at meetings.
j. Advise students assigned for academic advising and assist with registration processes, including summer freshman registrations.
k. Confer about changes in textbooks with the head of the department. Ordinarily, new members do not recommend changes in textbooks or in the curriculum in their first year on the faculty.
l. Make satisfactory arrangements with the academic dean when it is necessary to be absent from a class. A Faculty Absence Form may be downloaded from the campus portal.
m. Administer final examinations for each course at the time and place prescribed in the official schedule, or if no final exam is to be given, meet the class during that time for other purposes for which student attendance is required.
n. Administer student course appraisal forms as requested.
o. Cooperate with administrative offices in timely response to requested information and forms.
p. Provide an annual report of activities to the academic dean.

2.1.2 Responsibilities of Department Chairs

A faculty member from each department will be designated by the academic dean as the department head who will have the following responsibilities, being responsible to the division chair. Designation as department head is usually rotated among qualified department members, and released time is not typically allocated for these responsibilities.

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a. Be responsible for the review and updating of the departmental curriculum, making recommendations for change to the division.

b. Ensure that departmental teaching loads are appropriate for each of the instructors in the department. Propose tentative class schedules in cooperation with the registrar.

c. Develop and implement the departmental assessment plan in cooperation with other faculty in the department. Assessment analyses that implicate change within the curriculum or teaching strategies of the department will be implemented, and annual reports on assessment activities will be submitted to the institutional assessment coordinator.

d. Develop and implement long range plans consistent with the University’s Strategic Long Range Plan, devising strategies to promote and support strategic plan initiatives.

e. Recommend a tentative departmental budget (including strategic initiative and equipment requests) to the division chair, and maintain budget control for the approved budget.

f. Maintain and manage an inventory of departmental equipment and supplies. Requisition equipment and supplies on appropriate forms to the business office. (Non-budgeted items and equipment requests over $500 must have the approval of the academic dean and the business manager.)

g. Assist the dean’s office in the hiring of new departmental faculty, including the hiring of adjunct instructors with the assistance and approval of the dean.

h. Develop and maintain the departmental Web site.

i. Hire and supervise student employees.

j. Foster constructive relations with constituencies external to the department.

2.1.3 Responsibilities of Division Chairs

Division chairs are the administrative link between the teaching faculty and senior administration. They represent administration to the faculty and represent faculty to the administration. They supervise the departmental academic programs, including curricular changes and departmental budget control, and assist in the evaluation and selection of faculty.

Division chairs are appointed for three year terms (that may be renewed) by the academic dean in consultation with the president and have the following responsibilities, being responsible to the academic dean:

a. Conduct regular division meetings for discussion of curricular and faculty issues.

b. Assist with the selection and evaluation of faculty, including the formal evaluation of probationary and tenured faculty; provide input for promotion and tenure reviews of faculty within the division.

c. Review departmental assessment plans and long-range plans within the division, and supervise division program development and course offerings.

d. Oversee the departmental budgeting processes, including regular budget preparation, strategic initiative and equipment requests, and budget control.

e. Provide leadership in the development and implementation of strategies to promote and support division scholarship, encourage faith-learning integration, and promote initiatives such as internationalization identified in the strategic plan.

f. Advise the academic dean on matters as requested.

2.1.3.1 Graduate Program Directors

Graduate program directors are the administrative link between the teaching faculty and senior administration. They represent administration to the faculty and represent faculty to the administration. They supervise the graduate academic programs, including curricular changes and departmental budget control, program accreditation and assessment and assist in the evaluation and selection of faculty.
Program directors are appointed by the Vice President for Strategy and Graduate and Professional Programs in consultation with the president and have the following responsibilities, being responsible to the graduate program vice president:

a. Conduct regular program meetings for discussion of curricular and faculty issues.
b. Assist with the selection and evaluation of faculty, including the formal evaluation of probationary and tenured faculty; provide input for promotion and tenure reviews of faculty within the program.
c. Review program assessment plans and long-range plans within the program, and supervise program development and course offerings.
d. Oversee the program budgeting processes, including regular budget preparation, strategic initiative and equipment requests, and budget control.
e. Oversee the program accreditation initiation and renewal process with the regional accrediting association (HLC) and with specific program accrediting bodies.
f. Provide leadership in the development and implementation of strategies to promote and support scholarship, encourage faith-learning integration, and promote initiatives such as internationalization identified in the strategic plan.
g. Advise the graduate programs vice president and academic dean on matters as requested.

2.1.4 Division and Committee Structure

The academic departments of the University are organized into divisions for administrative convenience and for consideration of issues of common interest. The divisional alignments reflect relationships among disciplines but only broadly such that diverse views are represented. Faculty are members of a particular division based on their primary teaching discipline. Librarians who hold faculty rank are assigned as members of a division and are rotated annually among divisions.

The Faculty structures itself into Standing Committees for the purpose of reviewing and recommending policies to the Faculty and for reviewing administrative procedures used to implement the policies of the Faculty. The Manual of Operations details the functions of current committees.

2.1.5 Faculty Meetings and Workshops

All Faculty are expected to attend the scheduled business and professional meetings, giving priority for these meetings over all other obligations. As a matter of courtesy, absence from these meetings is to be reported to the academic dean. No classes are scheduled nor should appointments be made that will conflict with this priority.

Although most Faculty meetings are scheduled for one hour, the hour following the scheduled time should not be obligated in order to allow extension of the adjournment time when needed. An agenda for the business meetings is prepared by the academic dean and circulated beforehand. Meetings are chaired by the academic dean or designee.

The Faculty Workshop in the fall prior to the beginning of classes is a time for the professional development of Faculty as they return to campus as a community of committed scholars after having been scattered during the summer. The Workshop serves to stimulate and enthuse the Faculty for the year ahead and to build community for the common task of educating the University’s students. All faculty are expected to be in attendance.

The Workshop theme and program are developed by the designated Steering Committee in the previous year in cooperation with the academic dean. The Faculty Workshop may have as its purpose the consideration of curriculum development, building of community, student development, pedagogy and effective teaching strategies, hands-on activities useful for the teaching professional, themes current in higher education, or strategies for achieving the University’s mission.
2.1.6 Faculty Professional and Ethical Relationships

Loyalty to the University and its ideals are assumed to characterize the Faculty. Complete agreement may not be evidenced on every issue that arises but it is expected that once a community decision has been reached that all members of the community will agree to support the decision.

In the richness of Faculty debate and exchange, strongly held and differing views may be expressed. The Faculty member will accept full responsibility for what he or she says and does, and will follow biblical principles in expressing differences of opinion. Such differences of opinion are not expected to carry over into personal relationships. It is understood that strength arises from diversity: diversa non adversa. Colleagueship is an important value for the community.

Electronic communication facilitates opinion sharing among the Faculty when email is used judiciously. What can be conveyed in an email may be unintended, however, and sharply worded responses may be perceived more harshly than the same response spoken in person. Faculty are exhorted to be civil in all interpersonal communication, and cautioned against posting hasty email rebuttals that if thought through, might be expressed by more temperate choice of words.

To promote esprit de corps, negative information about colleagues and students should be held confidential, and non-interference is to be practiced between a colleague and student unless the colleague asks for aid. Undermining the character or work of a faculty colleague or administrator directly or by implication is to be avoided.

If a student makes a complaint about another faculty member or an administrative staff member, the faculty member should listen to the complaint without expressing support for the complaint to the student. Rather, the student should be encouraged to express the complaint directly to the individual to work out differences. In the event that the complaint raises concerns for the safety or academic standing of the student, the student should be referred to the administrative supervisor of the individual.

Situations that imply sexual harassment should be governed by the procedures outlined in the policy on reporting sexual harassment, which in general requires reporting the incident to the a designated administrative staff person.

2.1.7 Community Life Standards

All members of the University community are expected to live as responsible members of a Christian community, adhering to institutional standards of conduct, striving to develop and to live up to their ideals as they grow personally, morally, and spiritually. The Christian life is primarily positive rather than negative: a life of creative, loving service to others is far more important than adherence to a list of detailed prohibitions, and all University personnel are expected to live according to biblical principles.

However, the University feels that a few specific prohibitions are necessary in order to establish a wholesome and Christ-centered atmosphere on campus. These prohibitions are described in Appendix A.1.7 and the rationale for the Community Life Agreement (see A.1.7.1). Sincere Christians may differ on these matters, and no condemnation is implied of those who take a different view. However, all students and employees shall agree to live by the Community Life Agreement, even if they personally do not regard these practices as moral issues.

Faculty are expected as a condition of employment to abide by the Community Life Agreement. Further, appropriate dress in good taste for the occasion, personal neatness and hygiene, and modesty in appearance should characterize the professional staff as well as others at the University.
2.1.8 Faculty Professional Development

Faculty members are expected to develop professionally in a variety of ways. Faculty should be active in professional organizations related to their teaching disciplines, attend periodic professional conferences on a regional or national level, regularly read the professional journals in their field to keep abreast of recent developments, and contribute to their academic disciplines through research, exhibitions, performances or other appropriate scholarly activities. Faculty professional development funds may, with the approval of the Dean, be used to reimburse faculty for research (including specialized books or journals not obtained by the Library), exhibition preparation, creative materials or other uses appropriate to the faculty member’s discipline, including the scholarship of teaching.

Faculty who have not completed terminal degrees are expected to continue graduate study toward the doctorate as part of one’s professional development. Sabbatical leaves supported by the University are expected to have a component of continued graduate study toward the doctorate. For those holding the doctorate, periodic course work may be expected for professional renewal, refresher course work, or broadening of one’s preparation.

On-campus opportunities for professional development also include taking classes from colleagues, participating in the fall Faculty Workshop and other faculty development opportunities, and interacting with colleagues. Faculty are also encouraged to become acquainted with colleagues from nearby colleges and to arrange to meet for exchange of ideas on occasion.

The Committee of Faculty Representatives is the Faculty committee that reviews various professional development programs of the University under the direction of the academic dean.

2.1.9 Faculty Lectureship

The University sponsors an annual Faculty Lectureship (a) to provide a showcase for faculty scholarship, (b) to communicate the results of faculty scholarship, (c) to encourage faculty members in scholarship and presentation, (d) to enrich the intellectual and academic environment, and (e) to enhance the University’s image of academic quality.

Presented as part of the University’s Forester Lecture series, the Lecture is addressed to the general public, the student body, and academic colleagues. An honorarium is provided. The appointment is made in the spring for the following year on the basis of proposals submitted to a selection committee composed of the academic dean and one faculty member from the FATC and from the CFR. The honor is expected to rotate among members of the Faculty. All members of the Faculty are eligible for appointment.

The proposal should show (a) the proposed title, (b) a description of the subject proposed to be addressed in the Lecture, keeping in mind that the content of the Lecture should be a matter of scholarly as well as public interest, reporting on original research or reviewing the literature, (c) qualifications and previous activities related to addressing the topic (including publications, professional papers or conferences, courses taught or portions thereof, etc.), and (d) a discussion of how the presentation will be tailored to a general campus audience.

Lecturer is encouraged to submit the paper to appropriate journals.

2.1.10 Faculty Social Functions and Flowers

The University provides social activities to which faculty and staff are invited, such as the all-campus picnic at the beginning of the year, Christmas dinner and the appreciation dinner at the end of the year. On occasion the Committee of Faculty Representatives may also arrange for social and professional activities such as receptions to honor long-serving retirees of the faculty.
When a member of the immediate household of a faculty member is seriously ill, or in the event of a death of a child, spouse, or parent of the faculty member, flowers are sent as a remembrance by the University from the dean’s office. Information regarding hospitalization or funeral arrangements should be forwarded to the dean’s office.

2.1.11 Solicitation for Outside Organizations

Because many persons may not feel free to decline if they wish to do so, it is not appropriate for personnel to solicit others on campus for contributions to favorite charities or causes, or to approach colleagues for the selling of items used to earn commissions for organizations or for the selling of promotional items.

Making such products as Girl Scout cookies or school candies or services available for sale (or tastefully posting a sign regarding their availability) in the lounge or one’s office for those interested is appropriate. Agents or dealers for cosmetic products and similar items may leave catalogs where staff could review them without being made to feel uncomfortable.

Solicitations from outside organizations for other purposes will not be permitted except when approved by the business manager for the benefit of employees. Use of campus mail for distributing notices of solicitations must be obtained from the business manager. Mailing lists of personnel will not be released to organizations nor will campus mail distribute unaddressed circulars.

The use of campus email, phone service and other communication channels should not be used for personal gain or to promote non-University activities unless approved by a senior administrator.

2.2.0 University Functions

2.2.1 Academic Processionals and Attire

Faculty are required to be present and to participate in academic processionals and various academic events such as commencement and baccalaureate. Appropriate academic regalia may be purchased or rented, and is the responsibility of the Faculty member.

The Faculty Marshal provides instruction for the order of march and leads the processional. All ranked Faculty march in order of seniority by rank, including emeritus Faculty, and are followed by non-ranked Faculty.

2.2.2 Attendance at Chapels, Convocations, and Other University Functions

Regular attendance at chapels and convocations is required of undergraduate students, and expected of faculty who thereby set an example. Faculty members are given the opportunity to participate in the convocations and may be asked to be responsible for an occasional program. Designated community worship chapels are for all members of the University community, including staff and administrators as well as faculty and students.

Faculty are expected to attend announced official functions including such events as the Celebration of Service appreciation event in the spring. Spouses of Faculty are also invited to be present. Participation in Forester Lecture series, MCA artist series, dramatic productions, music recitals, athletic events, spiritual emphasis services, and homecoming events is also regarded as very desirable.
2.3.0 Faculty Community and Church Involvement

2.3.1 Community Involvements

Faculty are encouraged to become involved members of the local community and to participate in civic organizations. The University plays a leadership role in the community and is looked to for expertise and support. Such participation has important public relations and news value, and information about such activities should be reported to the University public information office.

The public information office serves as liaison between the University and news media and all news releases are distributed through this office. The advancement office also maintains a speakers’ file and encourages interested faculty to inform the office of their availability.

2.3.2 Jury Duty

Faculty called to jury duty are expected to report, to participate as citizens of the community when feasible. Since extended class absences detract from students’ education, however, appeal for exemption from duty is appropriate if a protracted trial is anticipated.

2.3.3 Church Involvements

The University expects each faculty member to be active in the work and worship of a Christian church in the community. The supporting denomination of the University has several churches in the city and area, and welcomes the active participation of those at the University.
3.0.0 Benefits and Interpersonal Relations

3.1.0 Faculty Salaries and Fringe Benefits

3.1.1 Salaries

Annual faculty salaries are established for each instructor based on rank, academic preparation in the field of teaching, and relevant experience, as well as effectiveness in classroom teaching, contributions and usefulness to the University, and professional involvements. A range of salaries for each rank is maintained.

The president and academic dean determine faculty salaries and salary increases within parameters established by the Board of Trustees, and based on a consideration of comparative salaries within ranks. The Committee of Faculty Representatives is consulted by the president on issues related to faculty compensation and annual salary increases.

Full-time undergraduate faculty are expected to teach 24 semester hours per year, generally 12 hours each semester. More than 24 credit hours for the year will result in overload compensation being paid to the faculty member.

Compensation for summer school and January Term teaching is paid at the end of the term taught. Tutorial compensation is paid in the pay period following the submission and processing of final grades.

Compensation for these services beyond the normal contract is paid at the rate for part-time instruction and does not include additions to regular fringe benefits.

Salary and benefits are paid over twelve months from September through August, with contracted services for undergraduate faculty beginning in August with the Faculty Workshop and ending May 31. If faculty leave the institution after completing their contracted services, the remainder of salary and benefits is paid through August.

3.1.2 Health Care Benefit Plans

Faculty are eligible to participate in the following health care benefit plans upon employment, subject to the specific rules governing each plan. Detailed plan information is available upon request from the Human Resources Office.

3.1.2.1 Group Health Insurance Plan

The University has a self-insured High Deductible Health Plan and makes employer contributions to employee health savings accounts as outlined below. The University believes that a consumer-driven healthcare route is the path to take to help minimize cost increases over time. An employee has thirty days (30) from his or her beginning date of employment to decide whether to participate in the plan. If an employee elects not to participate in the plan, he or she will normally
have very limited options to subsequently do so as set forth under the Health Insurance Portability and Accountability Act (HIPAA). The University has an annual open enrollment period.

The University pays premiums for employee coverage. Dependent coverage may be carried at the expense of the employee through payroll deduction on a pre-tax basis which can reduce the impact on take home pay by as much as 25 to 30% depending upon current tax laws. Information outlining the details of the plan including eligibility rules, policy limits, coverage, and definitions is available upon request from the Human Resource Office.

3.1.2.2 Health Savings Accounts

The University contributes annually to a Health Savings Account (HSA) for faculty eligible to contribute to an HSA and enrolled in the High Deductible Health Plan offered by the University. A Health Savings Account is a savings product that offers a different way for consumers to pay for their health care. HSAs enable you to pay for current health expenses and save for future qualified medical and retiree health expenses on a tax-free basis. Additional information is available upon request from the Human Resource Office.

3.1.2.3 FLEX Plan (IRS Section 125)

All eligible faculty may use the FLEX Plan to set aside funds for Dependent Care Expenses.

3.1.2.4 Individual Insurance Plans

Employees may participate in individual insurance plans for a variety of types of supplemental coverage such as dental insurance, vision insurance or cancer insurance. Premiums are paid by the employee through payroll deduction, and may be paid on a pre-tax basis.

3.1.3 Long Term Disability Insurance

The University provides faculty with long-term disability insurance coverage, with the premium paid by the University. During the eligibility period following the date of disability and before insurance benefits begin, the University normally pays the employee her or his full salary. A booklet outlining the details of the long-term disability insurance plan including eligibility rules, policy limits, benefits, coverage, and definitions is available upon request from the Human Resource Office.

3.1.4 Life Insurance

The University provides group term life insurance for faculty, with the premium paid by the University. A booklet outlining the details of the plan including eligibility rules, policy limits, benefits, coverage, and definitions is available upon request from the Human Resource Office. Supplemental Life insurance for faculty or family members is available for purchase by the faculty member.

3.1.5 Accidental Death and Dismemberment Insurance

The University provides accidental death and dismemberment insurance for faculty, with the premium paid by the University. A booklet outlining the details of the plan including eligibility rules, policy limits, benefits, coverage, and definitions is available upon request from the Human Resource Office.

3.1.6 Supplemental Benefit

The University provides faculty with a supplemental benefit that may be used to offset the cost of insurance premiums paid through payroll deduction, as a contribution to the retirement plan, or a contribution to the HSA. The specific benefit amount available to faculty is available upon request from the Human Resource Office.
3.1.7 General Liability and Umbrella Liability

The University carries umbrella liability insurance for its protection and the protection of its employees. Faculty are covered for actions and activities undertaken in good faith but they should exercise good judgment so as not to place themselves or the University unnecessarily at risk.

The liability coverage extends to activities off-campus that are part of the University’s educational program. In addition to the University’s coverage, most faculty will have homeowner’s liability coverage and some may choose to purchase additional liability coverage for themselves through their respective professional organizations.

3.1.8 Retirement Plan

Faculty are eligible to participate in the University’s retirement plan with TIAA immediately upon employment. The University contributes to his or her retirement account with funds that are fully vested immediately to the employee. The employee is able to direct how the funds are invested among the options provided by TIAA. Employees may also make ROTH contributions through their TIAA retirement plan. A detailed summary plan description and various informational brochures are available upon request from the Human Resource Office. Additionally, TIAA has individual counselors available to assist employees in answering questions about the retirement program.

3.1.9 Professional Dues and Conference Expense

The University provides a designated sum for professional development for each faculty member for reimbursement of dues for professional organizations and for travel, meals, and registration expenses for attendance at professional meetings. Unreimbursed amounts may be carried forward one year for a major conference.

The cost of professional associations and conferences are expected to be a shared expense between the faculty member and the University; the individual is expected to have a personal commitment for his or her professional association beyond the University’s shared support.

Reimbursement is requested through the academic dean’s office. When possible the faculty member should pay the costs directly and then make photocopies of receipts or checks to include with the request for reimbursement.

Although a University car may be reserved for conference travel, faculty are encouraged to use their personal vehicles, if possible, and request reimbursement at the current mileage rate. Expenses for which reimbursement or an advance was paid that exceed the annual amount will be returned to the University.

If a faculty member is a conference participant such as a presenter, additional funds may be made available to assist in attending the conference.

3.1.10 Faculty Leaves

Formal faculty leaves such as sabbaticals for professional development or other leaves of absence without pay are described in the Manual of Operations, Section 5.0 Formal Leaves of Absence.

3.1.10.1 Maternity Leave

The University will allow full-time female faculty paid maternity leave for two weeks for each year of employment up to a total of six weeks paid maternity leave. Time taken as paid maternity leave counts toward the total leave time available as provided by the Family Medical Leave Act. A total of twelve weeks of leave is possible with the combination of paid maternity leave and FMLA leave. A complete FMLA policy statement is available in the Human Resource Office.
3.1.10.2 Faculty on 12 Month Contract

Faculty on 12 month contracts shall be entitled to 4 weeks of paid vacation per year. Vacation time will be over and above paid holidays as declared by the University. See the university holiday policy below for a list of paid holidays. Other days taken off, such as Spring Break or mid-term break are considered vacation days. All vacation requests shall be submitted to and approved by the Program Director/Department Chair. As common for all faculty, it is expected that preparation for upcoming terms, grading, study, research and other professional activities are appropriately managed throughout the year. Moreover, it is expected that, apart from unusual or extenuating circumstances, vacation time will be taken when classes are not in session. (ie. Mid-term break, J-term break, Spring Break, between Summer and Fall terms, etc.).

Normally unused vacation time may not be carried forward into the next fiscal year and is forfeited as of June 1st of a given year. In unusual circumstances, an employee may request an exception to this rule through a written request to the director of human resources. In such cases, a maximum of up to 40 hours of vacation may be carried into the next year. In this case, the vacation time must be utilized by the end of July and subject to approval/scheduling of the Program Director/Department Chair.

Individuals terminating their employment with the University prior to the completion of their contract shall forfeit all unused vacation time.

3.1.10.3 University Holiday Policy

The University recognizes the days listed below as paid holidays, providing that the day falls within the employee’s regularly scheduled work time. Given the nature of the University’s operation, it may be necessary for an employee to work on a holiday. When this occurs, the employee will be granted an alternate day off with pay with the advance approval of the Program Director/Department Chair. Holidays count as time worked for purposes of determining overtime hours.

- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day & the day following
- Christmas Eve
- Christmas Day
- New Year’s Day
- 1 additional day between Christmas and New Year’s

In addition, the University may adopt special hours during the Christmas and New Year’s holiday period as announced by the director of human resources. When this occurs, working days that fall between those dates will also be paid holidays.

With the exception of the Christmas/New Year’s holiday, all other holidays falling on a Saturday will normally be observed on the preceding Friday and holidays falling on Sunday will normally be observed on the following Monday. If a holiday falls within an employee’s vacation period, the day will be paid as a holiday rather than as vacation time. If a holiday falls within a period when the employee is on paid medical leave, the day will be paid as a holiday rather than as paid medical leave time. If the holiday falls within a period when the employee is on some form of unpaid leave, he/she will not receive holiday pay for the day.

3.1.11 Tuition Remission for Faculty

To be eligible for tuition remission a request for the next Academic Year must be made prior to December 31st of the preceding calendar year (a request for Academic Year 2016-17 must be made by December 31st, 2015). Funds will be budgeted for the requests received in advance. Funds are not guaranteed to be available for those that do not provide the requested advance notification.
Faculty (and emeriti Faculty) are eligible for full tuition remission for undergraduate courses offered through traditional programs.

Tuition remission does not apply to fees such as student activity fees, technology fees, or private lesson fees; online education fees, course or laboratory fees; tutorial fees; room or board charges; special individual or group lessons in music or physical education; or special programs or other nontraditional classes.

Faculty (and emeriti Faculty) are eligible for a 20% discount on graduate programs (excluding the Doctorate in Occupational Therapy program). The discount will apply as long as the minimum enrollment requirement is met and the class size does not exceed the maximum enrollment.

3.1.12 Tuition Remission for Faculty Dependents

To be eligible for tuition remission a request for the next Academic Year must be made prior to December 31st of the preceding calendar year (a request for Academic Year 2016-17 must be made by December 31st, 2015). Funds will be budgeted for the requests received in advance. Funds are not guaranteed to be available for those that do not provide the requested advance notification.

The spouse and unmarried dependent (as defined by the IRS and U.S. Department of Education guidelines) children of Faculty (including those of emeriti Faculty) are eligible to receive full tuition remission (less any state or federal grants or applicable Huntington University scholarships) for undergraduate courses offered through traditional programs at the University.

Tuition remission does not apply to fees such as student activity fees, technology fees, or private lesson fees; online education fees, course or laboratory fees; tutorial fees; room or board charges; special individual or group lessons in music or physical education; or special programs or other nontraditional classes.

For unmarried dependent children, tuition remission applies only until a baccalaureate degree is earned with a maximum of ten (10) academic semesters of eligibility.

Eligibility for tuition remission requires that the employee or dependent file a Free Application for Federal Student Aid (FAFSA) form and apply for all state and federal grants for which the student may be eligible. An employee, whose income level would disqualify her or his dependent from receiving state and federal grants, may submit a FAFSA waiver form to the director of financial aid in place of the FAFSA form. The University will not make up funds from state or federal awards for which the employee or dependent failed to apply in a timely manner.

The financial aid package for full-time students will include the application of other grants and scholarships in the same way that other students are packaged, and the remainder of tuition (subject to the above limits) not covered will be met through a tuition remission grant. The value of the tuition remission grant together with other institutional funds granted (such as academic, athletic, matching church, or performance grants and scholarships) cannot exceed full tuition. Private outside scholarships, not designated for tuition only, will be excluded in calculating the amount of the tuition remission grant.

If a Faculty member dies or is permanently disabled, the tuition remission benefit for unmarried dependent children is continued for those already in university and continuously enrolled. For unmarried dependent children who have not yet graduated from high school, the tuition remission benefit will be available for immediate and continuous university enrollment after graduating from high school.

The University participates in a tuition exchange program with many other independent and Christian colleges through the Council of Independent Colleges (CIC) and the Council for Christian Colleges and Universities (CCCU). If accepted into the program, the unmarried dependent children of em-
ployees are accorded similar tuition remission benefits at the cooperating college. Details on cooperating institutions and eligibility requirements are available from office of the vice president of enrollment management and marketing of the University.

For unmarried dependent children who enroll in CCCU or other qualified off-campus study programs as determined by the vice president and dean of the University, tuition remission of up to 50% of the University’s tuition will be permitted. Any need-based aid for which a student qualifies and any outside awards received by the student may also be applied to these off-campus study programs. This arrangement is available only once during the student’s college career.

Tuition remission is not available for graduate programs or certificate courses.

3.1.13 Moving Expense Reimbursement

The University will reimburse a portion of direct costs of moving new Faculty (living at a distance from campus). Allowable costs include moving van or rental truck charges, equipment rentals, and one personal auto. For moves greater than 500 miles, overnight accommodations may be included, and an additional amount may be reimbursed.

3.2.0 Educational Benefits

3.2.1 Sabbatical and Study Leaves

A sabbatical leave provides an opportunity to a faculty member for professional growth for continued service to the University. Graduate study, research, writing for publication and planned professional travel are typical of approved sabbatical programs. Procedures for making application for a sabbatical (application is generally made in the year prior to the requested sabbatical) and reporting on the leave are outlined in the Appendix.

Sabbatical leaves to eligible full-time faculty are available at half salary for a full year leave or full salary for a semester and January leave. Faculty on sabbatical leave are provided full fringe benefits, whether on half salary or full salary, including insurance benefits and the University contribution to retirement (the faculty retirement contribution may be based on either the half salary or full salary amount). Faculty are not expected to use the leave for financial benefit. Faculty who receive outside compensation for services, such as teaching or research fellowships or other employment or consultant fees, are expected to provide full disclosure to the University. Any outside compensation received in excess of the full annual salary, excluding honor awards not subject to taxation under IRS rules and less related additional expenses of the sabbatical, will reduce the University’s contribution to the sabbatical salary. A sabbatical leave obligates the faculty member for a minimum of one year of service following the sabbatical.

A written report to the president and dean at the conclusion of the sabbatical leave is required, and opportunity is sometimes given to share with the Faculty the nature of the leave and its relationship to the discipline and the teaching assignment.

The University encourages faculty to continue their education through the completion of a doctoral degree and beyond. Faculty who have not completed the appropriate terminal degree in their field will be expected to include continuing graduate course work as part of their sabbatical leave. Faculty with doctorates may also choose to continue with additional graduate study. Faculty are encouraged to seek outside funds to underwrite.

Unpaid study leaves may also be requested. If the University is able to fill the position temporarily with a suitable appointment, the faculty member will be granted on-leave status with the mutual expectation (though not obligation on either part) that the faculty member will return. Other arrange-
ments may be agreed to in writing. Faculty with on-leave status will be shown as members of the Fac-
ulty (but on-leave) with no additional benefits provided, and they will be able to claim the association
with the University for professional purposes.

3.2.2 Doctoral Completion Loan Program

The University’s Fund for Strengthening Faculty provides funds for the Faculty Terminal Degree
Loan Program. The purpose of the forgivable loan is to assist Faculty with a portion of their direct ex-
penses in pursuit of their terminal degrees in amounts ranging to $20,000. The program is subject to
available funding in any given fiscal year.

Applicants must have completed one year of full-time employment as Faculty and be accepted into
an approved terminal degree program (normally in the teaching field). The applicant must be either
engaged in full-time study (on leave or during summers) or pursuing part-time study in consecutive
terms. Thus, it is intended for the individual seriously pursuing a program of study and not simply tak-
ing an occasional course.

Only prospective education-related expenses of tuition and of housing costs (or estimated gasoline
costs) and not of such costs as books or food may be considered for a loan. The loan carries a 5% per
annum service fee that is to be paid on each anniversary date through payroll deduction. If the termi-
nal degree is not completed within seven years, the loan must be repaid at prevailing interest rates. For
those who complete their degrees, the loans and applicable fee are cancelable at the rate of 20% per
year of full-time service to the University following their completion. Faculty should be aware of the
tax liability of the canceled portion of the loan.

Detailed information, including funding availability, is available upon request from the Business
Office.

3.2.3 Research Opportunities

Faculty are encouraged to consider applying for the endowed university fellowship or named chairs.
See the Appendix for application details.

3.3.0 Faculty Loads

Attempting to define equitable factors in faculty workloads is difficult. No system is likely to be
perceived as just by all faculty. Most faculty can point to characteristics of their teaching load that
carry a unique burden for them, distinct from that of other faculty because of their approach to teach-
ing, or because of the amount of individual attention they give to students, or because of the heavy
paper grading that results from writing or speaking or problem assignments, or because they must pre-
pare for laboratory or studio experiences, or because they must cultivate and make arrangements with
school corporations or external agencies or businesses or individuals that are integral to the class ex-
perience. Probably most faculty feel that others do not appreciate the full extent of their work load.

Inequities abound. While we attempt to use equalizing factors and load equivalencies, we are simply
not able to resolve all differences in teaching loads that different faculty carry.

Differences do exist among disciplines, as well as from differences in class size, teaching methods,
multiple course preparations, advanced levels rather than introductory, and even the experience and
nature of graduate preparation of the professor, or perhaps the nature and quality of the students in
classes: all of these may affect the assigned teaching work load of the faculty member.

Possibly greater than any of the differences described above are the individual faculty member’s
commitment and abilities, the self-imposed demands that create or avoid work load, and perhaps how
efficiently or inefficiently the faculty member manages that work load.

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3.3.1 Defining Regular Teaching Loads

Full-time undergraduate faculty are expected to teach 24 semester hours per year, generally 12 hours each semester. More than 24 credit hours for the year will result in overload compensation being paid to the faculty member. Teaching less than 10 hours in a semester or 22 in a year will prompt a review of the teaching load by the division chair and academic dean, and generally result in additional assignment to ensure equity among faculty. Faculty are also involved in advising, committee work, university governance, curriculum and departmental development, and scholarly or professional activities.

Full-time graduate faculty are expected to teach 18 semester hours per year, generally 9 hours each semester. More than 11 hours in a semester or 19 for the year will result in overload compensation being paid to the faculty member. Teaching fewer than 7 hours in a semester or 17 in a year will prompt a review of the teaching load by the program director and graduate program vice president, and generally result in additional assignment to ensure equity among faculty. Faculty are also involved in advising, committee work, university governance, curriculum and departmental development, and scholarly or professional activities.

An estimate that has been used is that preparation and grading require an average of three hours of work for each hour of lecture. Average students could be expected to spend at least two hours outside of class in preparation for each hour in class, and faculty on average spend three hours preparing to teach that hour of class. This generalization does not recognize that new courses typically take much more content preparation time than those taught several times; however, as one requires less time for content review and preparation, more attention is given to methodology of presentation and reading of current research and related matter. The generalization also does not account for differences in disciplines or differences in advanced vs. introductory courses.

Normal class size at Huntington for lecture courses may range from 15 to 45 students. Few classes are larger than 50 and the median is less than 15. Limits on class size may be dictated by facilities or equipment, as in the case of laboratories or studios; or on the structure of the course, such as speech communication sections or methods classes in education; or on the attention demanded by weekly paper grading, such as English composition. Such limits are jointly agreed to by the department, division chair, and the academic dean.

Undergraduate courses with fewer than 8 students are considered to be under-enrolled and will normally be cancelled. Exceptions to this policy will be made by the academic dean, in consultation with the Registrar and department chair. If under-enrolled courses are allowed to proceed, faculty load credit will be based on a fraction in which the numerator is the course enrollment on census day and the denominator is 8. Fractional load credit will be determined by multiplying the fraction by the number of credit hours, with a minimum fraction of 4/8. When load credit is reduced due to under-enrolled courses, a faculty member will teach no more than one extra 3-4 credit course per semester and will not be asked to teach an extra course in the subsequent semester due to low enrollments.

Very large sections in a few classes may be permitted on occasion. When enrollment in a regular course exceeds 60 students, consideration will be given to dividing the class to create two sections, if circumstances permit, and consideration will be given to having more frequent offerings of the class. Load credit equal to 1.5 times the credit hour of the course will be shown in the faculty member’s load if instead the large section is taught.

Faculty may regularly expect to supervise one or two independent study students or internships as part of their regular assignment. These should be distributed within a department that has several faculty. Supervision of 5 students in closely supervised internships in a semester (or during the summer) will result in an additional hour load credit shown in the faculty member’s load.

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Supervision of student teachers will not exceed 18 in a semester for any one faculty member and will be computed at 1-1/2 students per hour load credit. Teaching of private music lessons will result in one hour load credit for each 3 half-hour lessons.

Art studios are given one hour load credit for each 2-hour studio period. Supervision of the studios and supplies will be given 1 credit each semester.

Laboratory science lab credit will be assigned as (a) lab credit per lab section at the rate of 0.5 sh credit for each contact hour of lab (2 hr lab = 1 sh load, 3 hr lab = 1.5 sh load); (b) load credit for CH 333L (3 hr lab = 2 sh load) and for BI 432L (4 hr lab = 3 sh load) because of the extra-ordinary work for lab prep and instrument maintenance of these alternating year courses; (c) load credit for overall laboratory supervision, safety oversight, and laboratory management, including storeroom and prep room management, in the amount of 1 sh per semester per faculty member; (d) load credit for management and operation of high maintenance equipment in the amount of 1 sh per semester, for the NMR.

3.3.2 January Term and Summer Teaching

Faculty may propose January Term courses through Divisions in the spring for consideration as offerings for the following January. Unless special circumstances warrant (as determined by the Dean) JTerm courses are not included in annual load calculations but instead faculty are compensated separately for a JTerm course that garners sufficient enrollment to be offered.

January Term courses are intended to be non-Catalog, innovative classes that can be uniquely taught in January to students whose full-time attention can be given to one course. Travel opportunities (which might need to be initiated during Christmas break prior to the beginning of JTerm) and extended field trips enhance student experiences in JTerm.

Courses offered for the Creative Studio Art credit should represent technique based on theory. For this reason, when an instructor outside of the art, music or theatre departments proposes a January creative arts course, the instructor must append: (a) justification showing how the creative art technique is based on theory; (b) description of the instructor’s credentials for teaching this course; and (c) report of conversation with the head of the appropriate department in the Division of Visual and Performing Arts.

January may otherwise be a useful time for a faculty member’s professional development, with concentrated time for research and writing, for completing work on a dissertation, or time for course preparation. Extended personal travel might be incorporated into the month. Although January is part of the contract year, minimal regular meetings impinge on faculty time.

Summer classes may be proposed and if approved, with sufficient enrollment, will be compensated separately from the annual teaching load. Most courses that are taught in summer session are part of the Core. Internships and independent studies are also popular enrollments by students.

3.3.3 Student Advising

Faculty are the primary student advisors. While the more tangible advising activity may be the review of students’ programs and academic advising for appropriate course selection, advisors are also encouraged to talk with advisees more generally about careers and goals, and to mentor selected students. Entertaining students in faculty homes as time and budget allow will contribute significantly to the enriching of students’ lives and will develop in students lasting commitments to the University.

Academic advising is also a very important responsibility. After the freshman year and after the student declares a major, the student will be assigned to a faculty advisor in the major field. It is difficult to overstate the importance of this relationship. When unusual academic advising problems arise, faculty are urged to confer with the registrar for clarification.
Online degree audit is available to the student or advisor to check on requirements completed and courses yet to be credited toward the student’s program. The degree audit check can also be used to view what the effect would be for a student to change majors or add minors.

Students should be reminded of their responsibility to be familiar with curricular and graduation requirements given in the Catalog and to see that the requirements are met. Nevertheless, students have a right to expect that faculty advisors will not give incorrect advice that might result in additional course requirements and a prolonged enrollment with corresponding institutional embarrassment.

3.3.4 Committee Assignments and Meetings

Shared governance of the University requires that Faculty be active participants in its various committees and be willing to devote time for the meetings. Part of the evaluation of Faculty service includes effective service on committees.

Most faculty are members of at least one committee after their first year at the University but would not usually be appointed to more than two unless one’s position places the faculty member on others. Division chairs, for example, are members of several committees by virtue of position.

Other than defined positions, the Committee of Faculty Representatives nominates members for each of the standing committees in consultation with the academic dean. The president (or the President’s Council) confirms all appointments.

Committee chairs should initiate the calling of the first meeting within the first two weeks of the semester (for committees that meet regularly). Members should be informed of committee responsibilities (see Manual of Operations, Section 6.0), the agenda or goals for the year, and a schedule of possible meeting times for the semester based on faculty class schedules.

Student members are named by Student Government Association; chairs may wish to inform SGA president of the anticipated meeting times prior to the selection of students or to request a different student representative when class schedules conflict.

Committee secretaries should be chosen with care: he or she controls the tone of the reported meeting and occasionally its wording of recommendations. Stereotypical designations should be avoided (e.g., the only woman on a committee should rarely be appointed).

All Faculty committees and task forces are to keep appropriate offices informed of committee activities and to preserve records of historical significance in the life of the University.

At the first meeting of a committee, the chair should establish a distribution list for minutes. These may be distributed by email except that hard copies should be printed for the president’s office and dean’s office for records that are maintained for accreditation visits and for archival records. In general, (a) all members of the committee, (b) the related administrative offices, (c) the dean, and (d) the president should receive minutes of all meetings as well as recommendations or reports that are referenced in the minutes.

Care should be exercised in preparing proposals and recommendations that information is recorded showing who is making the proposal, to whom it is being sent, and the date of the draft or proposal.

Minutes should give committee members a record of actions, and inform non-attendees of what took place at the meetings. Minutes should reflect a perspective on the meeting for posterity. Minutes should summarize discussion and actions such that members are agreed as to what transpired. Brevity is a virtue but cryptic minutes are not helpful. Statements that put the topic in context and brief arguments for and against an issue are immensely more helpful several months or years later.

The related administrative office is designated to maintain a complete file for future reference and for the historical archival record.
3.3.5 Departmental Service and Curriculum Review

Faculty service includes active involvement by each faculty member in service to his or her academic department. Departments have wide-ranging needs, including supervision of related facilities and equipment in the case of those with designated laboratories or studios, and maintenance of departmental records in others.

In all departments faculty are expected to participate in assessment processes, to review the curriculum regularly, and to propose revisions that will ensure that offerings are up-to-date and appropriate for the liberal arts university.

In curriculum revision the temptation is often only to add courses; the principle, however, should be that whenever course work is added that a comparable number of credits should be reduced from departmental offerings.

3.3.6 Professional Expectations

Faculty are expected to maintain associations with professional organizations appropriate to their disciplines. Regular reading of current journals and contact with fellow professionals should characterize the professionally active faculty member.

3.4.0 Employment Practices

3.4.1 Mentoring of New Faculty

New faculty are provided a faculty mentor from among more experienced, successful classroom faculty (not in line of supervision, and outside the department, preferably outside the division).

Mentors provide non-threatening support and formative observations. No evaluative comments or reports are made to division chairs or the dean. Classroom visits are made to each other’s classes for observations followed by debriefing. Attention is given by the mentor to encouragement and citing of positive approaches as well as frank discussion of problems, distracters or ineffective approaches.

Mentors look for (a) the effectiveness of topic introduction, (b) evidence for the engagement of students as participants in the learning process, (c) ease of understanding content—lecture—discussion from students’ perspective—use of learning aids, board work, outlines, etc., and (d) implied strategies for ‘next-time’ learning as students leave the class that are expected to be put into practice, to prepare for the next class, to further engage the material between classes, to interact with other students.

Mentors are alert to how the class appears through the eyes of the student—tedious or engaging, few students involved or most of the class, teacher dominated or learner focused—and also whether there are procedural suggestions that would improve how the teacher comes across.

New faculty are encouraged to visit (with permission) classes of other faculty who may provide models for good teaching.

3.4.2 Evaluation of Faculty

Faculty should seek to be continuously improving. All full-time faculty are evaluated periodically to assist them in their professional development as teachers and scholars, and to provide the dean and Faculty and Appointments Committee a basis for judgments regarding contract renewal, promotion and tenure.

Probationary faculty with annual contracts meet annually with the academic dean and the division chair to consider matters such as goal-setting, teaching strategies to improve classroom efforts, and
any items of concern arising out of the student evaluations. It is a time to review the year of service, professional development and conferences, approaches to teaching for next year, contributions and service within the University and community, and progress in understanding the relationships of faith and discipline. Also considered are present strengths and those areas that should be addressed, and continued graduate study for those faculty pursuing doctoral studies. A written summary of the personal conference is provided to the probationary faculty member for the record.

The annual review provides opportunity for identifying areas that should be addressed by the faculty member prior to the evaluation for tenure.

Student evaluations of faculty provide a basis for one aspect of overall faculty evaluations. While the student evaluations may be indicative, corroborative support from peers and colleagues that confirm or reinforce the student evaluations, form the strongest basis for faculty evaluation. The division chair and academic dean provide independent evaluations.

Faculty may invite the division chair, graduate program director or dean to observe their teaching whenever the faculty member believes that such peer evaluation may bolster his or her case for promotion or tenure. Particularly when student course appraisals are not believed to reflect accurately on qualities of one’s teaching, the report of peer observations may strengthen his or her evidence for teaching effectiveness. A standard but flexible evaluation rubric will be followed, and the faculty member may choose for the evaluation to be non-confidential with opportunity for rebuttal to be included in the files (the faculty member will decide before the evaluation whether the report is to be confidential, and the report shall clearly indicate whether the evaluation was shared with the faculty member). The report of the peer evaluator will become part of the permanent confidential personnel file.

Faculty candidates eligible for promotion in rank ordinarily will submit an Application for Promotion to his/her Division Chair or Graduate Program Director along with an updated Curriculum Vita (see Appendix, A.2.2). The Application for Promotion includes a written discussion of teaching performance, professional scholarship and activities, colleagueship and service. Stated minimum years of experience and minimum academic preparation are essential (for example, promotion beyond the assistant professor requires the earned doctorate). Credit for years of full-time college teaching at previous institutions is acknowledged for a ratio of approximately two-thirds the equivalent time at Huntington. All materials for promotion will be evaluated by the Faculty Appointments and Tenure Committee. Faculty may apply for promotion in the year that they are also evaluated for tenure. In such cases, consideration for promotion will not take place until after evaluation for tenure is complete.

3.4.3 Tenure Review

Conditions for tenure are defined in the Manual of Operations under 4.0 Contracts and Tenure, and further details on the review process are summarized in Appendix A.2.2.1 of this Handbook. Guidelines for preparing materials for tenure review are outlined in A.2.2 and an overview of what should be included in the faith-learning essay are outlined in A.2.2.2.

Faculty are reviewed for tenure in the seventh year of probation (up to two years of full-time, tenure track service at another institution may be counted toward the seven year period so that some faculty may be reviewed as early as the fifth year). Successful candidates for tenure are granted continuing tenure by the Board of Trustees in their spring meeting following which the faculty member is issued a Letter of Continuing Tenure. Unsuccessful candidates may choose to fulfill a final terminal year contract.

Consideration for tenure includes all of the above described under Evaluation of Faculty, in addition to a judgment as to the faculty member’s long-term usefulness to the University and the judgment as
to whether the University would be well served by a long-term commitment to this particular individual. Granting of tenure is a discretionary decision based on a positive judgment about the candidate and on the University’s ability to support the faculty member for the long term. It is not an owed reward for good performance during the probationary period. As the University continually improves, ever-higher standards to be met are applied; a faculty member should expect review standards to be higher for newer faculty than may have been the case several years earlier.

The candidate for tenure is asked to prepare for Faculty and Appointments Committee written materials covering evidence for teaching excellence; professional training, experience and activities; personal and professional goals; university, community and church service; and progress in relating Christian faith and academic discipline. The latter is expected to be in the form of a several-page essay. The division chair is asked to prepare an evaluation covering these same areas, and also to review course syllabi and interview senior students in the major.

3.4.4 Post Tenure Review

Tenured faculty are reviewed periodically (at least every five years but occasionally more often when requested by the Faculty and Appointments Committee or the dean) for their continued effectiveness in teaching and scholarship, for continued professional development, and for assisting them in goal-setting. The faculty member is asked to provide a written outline of these areas for discussion, and to meet with the dean and division chair either together or separately for the mutual review of the faculty member’s service and goals.

3.4.5 Policy of Nondiscrimination and Compliance

In compliance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, Huntington University does not discriminate against any qualified individual on the basis of race, color, sex, handicap, or national or ethnic origin in access to or participation in its educational programs, activities, or employment policies. It maintains a policy of nondiscrimination on the basis of handicap in its educational programs, admissions procedures and its employment practices, in compliance with Section 503-4 of the Rehabilitation Act of 1973. It is committed to providing the optimum employee safety and health in keeping with sound business practice and the requirements of the 1970 Occupational Safety and Health Act. Huntington University complies with all relevant federal and state nondiscrimination laws and is an equal opportunity institution. Inquiries regarding application of these policies may be directed to the Office of the President of Huntington University or to the Director of Civil Rights, Department of Health and Human Services, Washington, DC.

The University has been granted exemption to the above laws regarding nondiscrimination specifically as a religiously affiliated college that permits the University to select faculty and staff who endorse the Statement of Faith.

3.4.6 Harassment Policy

The University recognizes harassment as inconsistent with campus mores and biblical teachings. Furthermore, sexual harassment is considered illegal sex discrimination under Title VII of the 1964 Civil Rights Act for employees and under Title IX of the 1972 Education Act for students. Conduct which constitutes harassment, including threatening or abusive behavior or sexual harassment, will not be tolerated at the University. Allegations of harassment, as well as concerns over whether or not certain conduct constitutes harassment, are to be reported to the Director of Human Resources who will serve as the compliance officer. A complete policy statement is included in the Appendix.

3.4.7 Procedures for Employing Faculty

The University seeks to appoint the best qualified person for every academic position. Necessary qualifications include appropriate academic preparation in the teaching field (normally the doctorate,
or substantial work beyond the masters degree and a commitment to obtain the doctorate), teaching and scholarly abilities, Christian commitment and endorsement of the Statement of Faith, and compatibility with colleagues and the institution. In sum, a culturally diverse, academically strong, pedagogically effective faculty is sought that embraces the mission of the University.

All inquiries received from prospective candidates receive confirmation from the office of the academic dean or program director, indicating whether an opening exists or not, and whether their resume is to be kept on file for a three-year period, and stating our interest in seeking culturally diverse candidates for positions who share our evangelical Christian perspective, who are committed to excellence in teaching and scholarship as well as to a vital Christian faith, and who are able to articulate the values of liberal arts education. For most appointments we expect candidates to possess the earned doctorate. When positions open, the academic dean and division chair develop a position description that outlines necessary qualifications and the nature of the assignment.

Announcement of the opening is typically posted on the Huntington University website, CCCU website, and the Chronicle of Higher Education website, and circulated widely, including advertisements in other professional journals when such are practical. Letters and position announcements are sent to potentially qualified persons who may be known by, on file at, or nominated to the University. Position announcements may also be circulated to selected colleges and universities.

All persons who provide a vita are responded to by the office of the academic dean or program director. Those who appear qualified and show evidence of Christian commitment are sent copies of the position announcement and a faculty application form. Those otherwise qualified who do not comment on their Christian commitment may be sent an intermediate letter inquiring as to their Christian faith. Each applicant’s application and credentials are reviewed by the department or division chair and the academic dean. Those not meeting minimum qualifications are notified that they will not be considered further.

From among the apparently best qualified candidates, perhaps four to ten, references are secured by phone or by letter such that two or three may be selected to be invited to interview on campus. Particular efforts will be made to include culturally diverse candidates in the final pool. If multiple candidates of apparently equal qualification are not available to interview, single invitations may be extended. Efforts are made to interview candidates within a few days of each other.

The University covers round trip expenses for the candidate, and hosts candidates on campus.

The academic dean and the president separately interview the candidates and review with them conditions of faculty and University service.

The faculty interview includes presentation of a mini-lecture on a topic appropriate to an introductory class, followed by the faculty interview hosted by the division chair or program director and including representatives of division faculty, members of the Faculty Appointments and Tenure Committee, the librarians, and the registrar. Any faculty member may attend. Other interviewing groups may include representatives from the student life office and admissions office, and students when convenient to do so.

Following the interviews, the academic dean and division chair or vice president for graduate programs and program director confer and make a judgment about the most suitable of the candidates based on their own evaluations and the evaluations of faculty and others who interviewed. The dean or graduate vice president recommends the selection and salary to the president.

Current experience and rank at another institution will be considered but not necessarily determinate in recommending the rank to be appointed. Previous full-time college teaching will count for approximately two-thirds the equal years of Huntington. Other relevant experience may be considered (and sometimes be required, such as public school teaching for appointments in the education department)
as qualification for an appointment but will not typically affect rank except for exceptional and extensive experience.

The human resource office then prepares copies of a contract stating rank, salary and other appropriate conditions (such as experience credit toward the tenure probationary period), which are included with a letter from the academic dean offering appointment. When the contract has been accepted, all other active candidates are notified by letter that the position is filled.

All materials and correspondence received relative to the position, are retained for three years.

3.4.8 Employing Adjunct Faculty

Adjunct faculty are employed as part-time instructors for one or two courses. Such faculty may have special expertise in an applied field, or they may be otherwise professionally employed and available only as adjunct faculty.

Undergraduate departments make recommendation of available persons to the division chairs when needs for part-time instruction arise. The dean issues letters of agreement after course registrations are completed.

Adjunct faculty are expected to be supportive of the University’s mission and educational goals and to respect and uphold the Christian perspectives of the institution.

Salaries for part-time instructors are based nominally on the base for salaries for full-time instructors, reflecting the expectation that class preparation and grading require approximately three hours for each hour of lecture, and that teaching constitutes about 60% of a full-time faculty member’s responsibilities and time.

Adjunct instructors driving from more than 15-20 miles from campus are also provided a partial travel allowance up to a maximum of $500 for multiple trips from a more distant location.

Adjunct faculty are provided ID cards that entitle them and their dependent families to reduced rates for admission to MCA public programs, lecture programs, and athletic events. Special membership rates for recreation in the Merillat Complex are available for the semester of their employment. Adjunct faculty may also receive a tuition remission equal to the number of credit hours taught (and for part-time coaches, the load equivalent of their coaching) for a regularly offered undergraduate semester course in which they personally enroll, on a space-available basis. The course taken under this benefit may be taken during the term of service or the subsequent semester, but does not include special evening or weekend programs, or the Professional Program courses.

3.4.9 Policy on Nepotism

Huntington does not prohibit the employment of spouses or other relatives provided that neither spouse nor other relative participates in making recommendations or decisions affecting the appointment, retention, tenure, work assignments, promotion, demotion, or salary of the spouse or relative. Proximity of departments or administrative units may determine whether influence of supervisors in related departments might preclude employing a spouse or relative. Situations involving adjunct faculty, student employees and part-time coaches will be evaluated on a case by case basis.

3.4.10 Off-Campus Employment and Study

Faculty are employed full-time at the University, and the University expects primary loyalty of the working time and energies of its employees. No outside work should interfere with regular duties and responsibilities during the term of the contract. One’s schedule at the University cannot be altered by outside work, and the University’s needs must come before the outside employment.
A faculty member who is invited to teach part-time at another college, or to consult for more than a few hours, or to take regular part-time employment, must obtain permission from the academic dean or graduate programs vice president prior to making any commitment orally or in writing for such employment.

Permission may be given when it is clear that the outside employment will not affect performance or availability at the University nor the continued professional development of the faculty member. Even after permission has been granted, such permission may be withdrawn effective at the end of a term or with appropriate notice when in the judgment of the University the work of the faculty member has suffered.

Faculty members are urged to continue graduate studies as time permits, particularly in summers but also during the academic year when convenient. Faculty are cautioned against taking more than one course per semester unless they have arranged with the dean, as part of an ongoing program of study for completion of the doctorate, to limit their other University responsibilities.

3.4.11 Intellectual Property and Royalties

Faculty members who produce creative works (such as art works, textbooks, scripts or novels) that are outside the standard expectations for their employment may profit from their sale or from the royalties paid, provided that the University has been appropriately reimbursed for costs of materials and equipment used in the production of such works.

3.4.12 Retirement Programs

The University participates in the federal social security program in which all employees are required to participate. The University also participates as a member of the Teachers’ Insurance and Annuity Association (TIAA) to provide retirement benefits for employees, contributions to which may be tax sheltered.

The University periodically provides information to faculty and other employees on provisions of University retirement policies and assists them in effecting a smooth transition for themselves and the University as they take retirement.

When a faculty member is considering retirement, a confidential analysis of retirement benefits can be provided by TIAA. When a decision is made to retire, official notification of retirement must be submitted to TIAA and other retirement fund agencies for verification of retirement. The president and dean should be informed by letter of the decision, preferably a year before taking retirement to allow adequate time for personnel adjustments.

Normal retirement is projected for all University personnel at age 65-67 (depending on year of birth) when full federal social security benefits are available. For administrators and faculty on annual or tenure contracts, normal retirement benefits commence upon retirement, following the completion of any contract after the person reaches age 65 or any subsequent contract.

When retirement is taken at age 65 or later, University contributions to TIAA cease, as do other insurance provisions. Benefits at normal retirement for Faculty include (a) contributed TIAA retirement annuity payments can now be received; (b) Faculty members will continue to have free access or reduced rates to University events as provided by the University ID; (c) emeriti Faculty will be invited to participate in University events; (d) emeriti Faculty members are given priority in consideration for part-time teaching assignments; (e) emeriti Faculty may have continued use of certain institutional facilities such as laboratories and a faculty office as space is available, and to use the library, on-campus Internet and email services, and copying services; and (f) emeriti Faculty and those with equivalent minimum service may continue to receive tuition remission benefits.

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Early retirement of an eligible Faculty member may take place after the completion of any contract year after the Faculty member reaches age 58 with at least 20 years of University service as a Faculty member (or after age 62 with years of service to combine to at least 75), and before eligibility for normal retirement.

Benefits for those taking early retirement, in effect until normal retirement age when the provisions of normal retirement take effect, include (a) at the time of early retirement, the University pays into TIAA in one sum an amount equal to the University retirement contribution as of the last full-time salary, times the number of years from early retirement to eligibility for normal retirement, up to a maximum of five years; (b) payment of $100 per month to the early retiree (until Medicare eligible) for use in purchasing health and life insurance policies; (c) early retired Faculty members are given priority in consideration for part-time teaching assignments; (d) Faculty members will continue to have free access or reduced rates to University events as provided by the University ID, and will be invited to participate in University events; (e) emeriti Faculty may have continued use of certain institutional facilities such as laboratories and a faculty office as space is available, and to use the library, on-campus Internet and email services, and copying services; and (f) emeriti Faculty and those with equivalent minimum service may continue to receive tuition remission benefits.

Phased retirement may be individually negotiated upon mutual agreement of the University and the person anticipating full retirement. Such reduced load or predetermined sequence of consecutive load reductions at a partial salary may allow the Faculty member to retain rank and Faculty status, and benefits comparable to those on full contract.
SECTION 4

The Faculty and University Services: Office Procedures

4.0.0 University Services and Relationships

The primary mission of the University is to provide quality education to its students. Central to providing a quality education is the effective functioning of the teaching faculty in the classroom. The administrative offices and support services have as an ultimate purpose the support of that mission.

The Faculty gives its support for learning that also goes beyond the classroom by acknowledging the value of co-curricular activities as part of the University experience. Resources of budget and personnel are thus needed for the total learning environment.

Competing needs of the University in its educational mission may give rise on occasion to differences of opinion as to how best to shepherd limited resources. Such differences are expected to be expressed in Christian love, with acceptance by the individual of the collegial community's judgment and decisions of the president or his designee, in the final analysis.

While there is a general goal of providing the best circumstances for faculty in which to teach, the administrative offices also function to serve broader student needs, the larger constituency, and the various governmental agencies and associations of the University.

4.1.0 Instructional Support and Office Facilities

4.1.1 Faculty Office Space and Equipment

The University provides an office as available for each full-time faculty member, including desk, telephone, chairs, bookshelves and filing cabinet. In addition, the University provides an office computer and an office software suite, and access to a network printer. The academic dean in consultation with the division chair assigns office space.

Discretion and good taste should be exercised in affixing pictures and posters to walls. Small hanging devices that can later be removed without necessitating the repair and repainting of the wall should be used. Maintenance may be contacted for advice and assistance if an item is relatively heavy.

4.1.2 Instructional Equipment and Supplies

Materials needed for effective teaching will be provided from available resources. Departmental budgets cover expendable supplies and photocopying expenses. Course fees are assessed students to
cover sizable departmental expenses that are unique to the discipline or class. When possible, packets of supplies needed individually by students should be sold through the Bookstore.

Necessary instructional equipment and supplies are ordered through the business office using the official University purchase process. The Internet often makes it convenient to place orders online. Provided such orders are within the departmental budget, faculty will be reimbursed for such purchases when the request for reimbursement is accompanied by a copy of the printed confirmation of the order. If prior authorization has not been given (an approved budget item or specific authorization), items purchased by personnel become the responsibility of that person.

4.1.3 Technology and Audiovisual Equipment and Facilities

Most campus classroom and meeting spaces provide audiovisual equipment for instructional use. IT Services provides support for this infrastructure along with its associated connectivity.

Audiovisual equipment is also available for faculty, staff, and students to check out. Faculty, staff, and students can send requests to IT Services to reserve this equipment. Equipment is reserved based upon a first-come-first-serve basis based upon inventory availability.

4.1.4 Photocopying Services and Copyright Laws

Each of the major buildings has photocopiers available for instructional use. All employees will use their ID card at the copier to make copies. Department codes are loaded on the copier for each person and the corresponding department will be charged. Personal copies may be paid for in the Business Office.

All photocopying must comply with copyright law. Faculty are expected to be familiar with current guidelines and to limit photocopying of copyrighted materials to that which is legally permitted or to secure permission from the publisher. Current guidelines are available from the Library or may be obtained from the American Library Association at www.ala.org or the American Association of Publishers at www.publishers.org. A summary of the guidelines is included in the Appendix.

4.1.5 Postal Services, FAX, Mailing and Shipping

Postal services for departments and for personal needs are available in Mailing Services. Faculty mail is sorted daily and distributed to faculty in major classroom buildings except during holiday periods.

Faculty are asked to pick up parcels in Mailing Services after notices have been placed in mail boxes. Larger items may be shipped to other campus buildings or the maintenance building. Daily United Parcel Service and FedEx are available in Mailing Services.

FAX service is available for a small charge in Becker Hall. Incoming documents may be received by sending to FAX number 260-359-4086 in the business office. A number of office areas around campus also have FAX machines.

University stationery is available for official use by faculty from Mailing Services. Most departments use the same style of stationery; any printing for individual purposes must be approved. Faculty are to use care and good judgment in what is mailed on official stationery since it reflects upon the University.

4.1.6 Secretarial, Clerical and Student Assistants

Most faculty use computer word processing for typing of correspondence, tests, syllabi and assignments. Departments are encouraged to budget for needed student assistants and laboratory assistants when such assistance is helpful to instruction.
When a department has a major document to be typed or a similar project, the division chair or the dean should be consulted for possible student or professional assistance that might be arranged. Limited clerical and secretarial assistance is also provided to some departments for which the administrative load is greater.

Student assistants are employed in conjunction with the financial aid office to maximize work-study opportunities for needy students. The employment and service of professional staff is coordinated through the business office. Hours worked for students and hourly staff must be approved by the immediate supervisor who verifies that the time submitted was actually worked.

Appropriate use of secretarial help includes acting as receptionist, maintaining records, filing, and typing of office forms, reports, correspondence and records. Office secretaries should not be used for personal errands or business, or for teaching functions such as developing tests or grading of non-essay tests or papers.

4.2.0 Academic Services and Procedures

4.2.1 Dean’s Office Information

The academic dean’s office maintains faculty credentials and personnel files. Faculty are responsible for providing current official transcripts of all academic work completed and for notifying the dean’s office of degrees awarded.

4.2.2 Registrar Office Information

The registrar’s office maintains student academic records and course information. Class schedules and exam schedules are prepared by the registrar from information provided by departments. Information on classes, enrollment, class lists and schedules may be accessed by faculty from the Web.

Most student petitions related to course work originate in the registrar’s office. Official transcripts and grade reports for students are issued by the registrar. Students may access their grades and academic record online.

Only the registrar is authorized to issue final grades to students. Faculty are not to release information on final grades to students directly. Such information is provided to the student after the student’s account has been cleared by the business office.

4.2.3 Library Services

The RichLyn Library provides an excellent environment for learning. Faculty are urged to involve students in the resources of the library as well as to make substantial use of the facility themselves on a regular basis. Research based classroom assignments are key to good library use.

As teachers, the librarians provide assistance to students and staff on making use of the collection. The librarians work with faculty in developing goals, objectives and methodologies for effective library based assignments.

Information instruction is provided to classes and may range from one to several class sessions. Librarians provide individual sessions to students to help them get organized and started on library research for their research papers through acquainting them with the appropriate databases for their topic and teaching them how to determine the best terms to use to gain the needed results for their papers and projects.

The Library online catalog can be accessed through the Internet anytime, anywhere. RichLyn Library directly collaborates with the Private Academic Library Network of Indiana (PALNI) which allows HU library users to either directly request materials from those libraries or even go to the other
campus and check out materials with their HU ID card. Resources from other libraries can be requested through Interlibrary Loan. The main floor of the library contains the Reference collection and current periodicals, as well as portions of the Wilson art collection from the MCA Wilson Gallery. Also included on the main floor are the library Circulation Desk, course reserve collection, reference assistance for students and faculty. The library computer lab, research computers, and an AV group study room. Meeting rooms can be reserved for use through the MCA events coordinator. An after-hours study room, accessible with an HU ID card swipe is available. The collection is shelved using the Library of Congress Classification system. The lower level of the library holds classifications A – F and L as well as the Children’s Literature and curriculum materials collections. The archives of Huntington University and the United Brethren Denomination are also housed in the lower level. The upper level houses the LC classifications G – Z, bound periodicals, music scores and music recordings collection as well as select microforms. The library is a government documents depository; those documents are located on the upper level. Individual study rooms and diverse study spaces are available on this quiet study floor. Faculty are encouraged to be well acquainted with the library holdings in their fields and to make periodic recommendations for additions that will strengthen the collection. The responsibility for building the collection is shared between the professional librarians who have accountability for the budget and have expertise in building balance in the overall collection, and the professional faculty who have expertise in the field and who are expected to make additions that will be used by their students.

Departments are requested to make recommendations for resource additions on a schedule that ensures that accessions can be processed during the fiscal year. Allocations not expended from departmental recommendations may be used by the librarians for additions that strengthen the overall collection. The library subscribes to services that review recent publications and makes these reviews available to departments. Information regarding services can be found on the RichLyn Library webpage through the “Library Services” tab. This provides detailed information and procedures regarding the ordering of books and materials, placing books on reserve, and interlibrary loan procedures. Requests for library/information instruction should be made through the library director. The librarians and staff are committed to being involved in the educational processes of the University. If you have any questions regarding any processes or procedures please contact them.

4.2.4 Instructional Computing Systems

The campus is networked through a fiber optic backbone that connects all buildings and locations. Wireless connectivity is available in all buildings, academic and non-academic.

Becker Hall, Dowden Science Hall, and the Arizona Center for Digital Media Arts houses computer labs and computer teaching rooms for instruction. Computers are also provided for student use in all residence halls. Computer labs are available for student use late each evening and on weekends, staffed with student assistants at designated times.

IT Services provides support through the HU Helpdesk. The Helpdesk can be contacted via https://helpdesk.huntington.edu/, by phone (260) 359-HELP (4357), or by e-mail at huhelpdesk@huntington.edu.

4.2.5 Writing Center

The Academic Center for Excellence provides tutoring assistance in writing to students who are referred to the Center by faculty or who seek out help on their own. The Center is located in Loew-Brenn Hall, and is staffed with upper division English majors and other capable tutors.
Faculty who identify students needing assistance are encouraged to refer those students to the Center for help in improving writing skills. Tutors will help students by reviewing their writing and making suggestions for more effective writing. For those students needing help in getting started on term papers, the tutors will assist students in organizing the steps to complete the paper.

Tutors are directed not to write for the students but to provide individual assistance. Some drills on writing skills may be administered by tutors.

4.2.6 Academic Support Services

Students who are admitted on limited load or who are placed on academic probation are required to participate in an academic support seminar. The seminar may have group or individual sessions that provide reinforcement for developing effective study and time management skills.

Close monitoring of such students in their classes by the Center for Academic Excellence or residence hall directors ensures that students are reminded of meeting course requirements and attendance requirements.

4.2.7 Faculty Business Cards, ID Cards and Privileges

Faculty may purchase at departmental expense official business cards that identify their affiliation with Huntington University. Standard format includes your name and faculty rank, the University address and your office phone and FAX number, and your email address. Any titles that might be used must be contracted titles and approved by the academic dean.

Faculty and staff ID cards may be obtained from the student life office. The digital picture ID provides faculty and their dependent families admission to Forester Lecture programs, athletic events, and applicable discounts in the bookstore, dining service, and various theatre and music performances. Memberships for swimming and recreation in the Merillat Complex are available for a fee.

A magnetic swipe strip on the ID card encodes identifying information that enables the faculty member to check out materials from the library. The digital picture is posted on the employee Intranet website.

4.2.8 Student Records and Privacy

A substantial amount of personal information and educational data is collected, maintained, used and disseminated on each student. The University recognizes and desires to protect the rights of privacy of the student by providing access to his or her educational data, and the right to challenge the contents of his or her records for inaccurate or misleading information.

Because of the restrictions on release of information, faculty must be cautious about posting or publicizing information regarding students that allows identification of individual records. For example, exam scores or course grades must not be posted if the identifying information allows one student to deduce another’s grades. Confidential lists of students placed on academic probation must not be left in the open where unauthorized persons might see the list.

4.2.9 Release of Personal Information

The University strives to appropriately protect the privacy of students and employees. Personal information on students and employees, including but not limited to items such as names, addresses, etc., which may be obtained from rosters, directories, or other reports, is not to be released to individuals or organizations outside the University. Any exception to this policy requires advance written approval and should be directed to the Vice President for Student Life, with respect to students and to the Senior Director for Human Resources & Operations, with respect to employees.
4.3.0 Business Services and Procedures

4.3.1 Payroll Services and Salaries

Payroll is issued on the 10th and 25th of each month, beginning in September for full-time faculty. When these dates occur on the weekend or a holiday, checks are issued on the prior working day.

Employees’ pay is directly deposited in a checking or savings account in designated banks or credit unions.

Any overload compensation is paid at the end of the Academic year. Compensation for summer school teaching is paid at the end of the term taught. Tutorial compensation is paid in the pay period following the submission and processing of final grades. Compensation for these services beyond the normal contract is paid at the rate for part-time instruction and does not include additions to regular fringe benefits.

advances on salary may be arranged with the approval of the controller in a personal emergency. Such advances are to be repaid on the next payday. A service charge may be assessed for repeated advances within the fiscal year.

Faculty salaries are based on rank, academic preparation in field of teaching, and relevant experience, as well as on effectiveness in classroom teaching, contributions and usefulness to the University, and professional involvements. A range of salaries for each rank is maintained.

4.3.2 Budgeting Processes in Instruction

Instructional budgets are initially proposed by department heads in consultation with department faculty and the division chair. Careful construction of reasonable budgets is an expectation that the academic dean and the Budget Council will have in the compilation and review of the projected budget.

Tentative budgets are approved by the Board of Trustees in the spring, and final budgets are approved in the fall after enrollments are known. Since expenditures cannot exceed income from tuition, gifts and endowment, final budgets are subject to curtailment as the fiscal year progresses.

Department heads are responsible for budgetary control. Current budget expenditures may be monitored by department heads online by going to faculty.huntington.edu. The signature of the department head is sufficient to authorize expenditure of funds with the budget, subject to review by the controller or business officer.

Within a departmental cost center, some flexibility of expenditures among accounts is allowed, provided the items are approved for purchase. For specific needs, over expenditure in a particular department may be permitted when it can be shown that another department within the division will under expend.

Equipment requests that exceed $500 must be specifically approved by the Budget Council and are funded through a separate equipment cost center. Equipment items under $500 may be purchased through departmental budgets.

Monthly reports of expenditures for the month and year-to-date and unexpended budget are provided to each cost center, and these may be viewed at any time online. Any questions regarding the report should be raised with the business office.

Unless funds in the general budget have been set aside for the specific purpose of forward funding of materials and equipment, all items should be purchased for use in the budgeted fiscal year. In general, requests for supplies and equipment that are made near the end of the fiscal year will be held until after June 1.
4.3.3 Purchase Orders and Invoices

Purchases for equipment and supplies may be ordered through the purchasing agent in the business office. A copy of the printed PO will be sent to the department, and the bottom tear-off is to be returned to Accounts Payable when the merchandise has been received. Purchases may also be ordered online using a University credit card.

Faculty will be responsible for purchase of unauthorized items. Authorization may be extended to individuals for direct online purchases. The business office will assist in obtaining catalogs and requesting quotations, and has authority to specify vendors or alternative equivalent products for purchases.

Invoices must be billed to the business office, which will forward a copy to the department chair for approval if the bottom tear-off of the PO has not been returned. The invoice should be checked carefully for quantity received and price quoted.

Reimbursement for petty cash items up to $200 may be processed at the cashier window.

Approval information that is required includes the Fund-Cost Center-Account ten-digit number for the department and account being charged (e.g., 10-1110-7020 represents Current Fund - Art Department - Instructional Materials); the date approved; and the name of the person approving. The approved invoice should be returned immediately to the business office.

Invoices for products received after June 1 are included in the fiscal year beginning on that date and cannot be included in the audit of the prior year.

4.3.3.1 Expense Reimbursement Policy

In the event an employee or volunteer incurs expenses on behalf of the University, he or she may request reimbursement by submitting a reimbursement form to the Business Office along with receipts for the expenditure and approval from the head of the department or the senior leader of the department to which the expense is to be charged. Senior leaders submitting requests for expense reimbursement must comply with established internal controls for approval of such reimbursements.

The following examples are offered as a guideline for expenses incurred/receipt requirements:
- Supplies: receipt itemizing materials purchased
- Lodging: copy of hotel bill itemizing all charges
- Meals: receipt with notation of number of persons, nature of meeting, and amount of tip
- Car Rental: copy of rental agreement/receipt
- Taxi/Bus/Shuttle/Limo: receipt, if available
- City Bus/Subway: receipt, if available
- Parking/Tolls: receipt, when available
- Entertaining Guests: receipt with notation of number of persons, nature of event
- Other: receipt required

Employees and volunteers should consider the cost effectiveness of using University resources and exercise good judgment as to the reasonableness of expenses incurred on behalf of the University. For example with respect to cost effectiveness, consideration should be given to whether it would be less expensive to rent a vehicle or drive a personal vehicle and get reimbursed for mileage when driving to a destination. For example with respect to reasonableness, proximity to the event, transportation services, and safety should be considered when selecting a hotel. In most instances, the prudent, guiding principle is to exercise moderation.

Any expenditure that is not clearly related to University business, is of an unreasonable amount, or is an incremental expense associated with spouse or family travel is not reimbursable by the
University. Examples of non-reimbursable expenses include personal entertainment, travel insurance, parking tickets, traffic violations, personal vehicle repair, or other miscellaneous personal services. When unusual circumstances arise or when in doubt as to whether an expense is reimbursable, the employee or volunteer should consult the Business Office for guidance prior to submitting the expense for reimbursement.

4.3.4 Telephone Services

IT Services in the Dowden Science Hall supports the campus telephone system. Outside callers may dial a campus extension phone using the 359-[EXT]. The system allows for a variety of features such as transfer, call back, call forwarding, message waiting, conference call, and call pick-up.

Long distance is part of HU’s contract for voice services. International calls are not part of this service. Therefore, IT Services may charge a department for expenses related to international calls or excessive long distance service use.

Good telephone manners convey a sense of professionalism and image of the University to constituencies that cannot be overestimated. Identifying both the department as well as person answering, and using a pleasant “voice with a smile” are suggested.

FAX services are available in Becker Hall for a small service charge. Incoming documents may be received through FAX 260-359-4086 in the business office. Various other campus offices have their own FAX numbers.

Mobile Devices

Microsoft Exchange, the system used to manage email for Huntington University, allows users to connect mobile devices to the HU email account. When a user connects the mobile device to his/her account, Microsoft Exchange provides the option to the end user to “Wipe All Data from Device” to allow the user to protect their information.

Please Note: This functionality is provided to the end user and does not provide access for IT Services or any other employee of Huntington University to monitor or gather data from the device. In the event there is a concern with respect to data stored on an employee’s mobile device that has been lost or stolen, IT Services may contact the individual to discuss the option of wiping the mobile device to prevent any possible security breach or unlawful use of Huntington University resources.

An end user can use this option to clear data from a stolen device or to clear a device before he/she assigns it to another user. After the user selects the mobile device and clicks Wipe All Data from Device, Outlook Web Access prompts the user to confirm that he/she wants to delete all the data from the device.

Mobile devices frequently store sensitive personal and corporate data. A remote device wipe not only deletes all synchronized information, such as e-mail, calendar appointments, contacts, and tasks, it also deletes all information on any internal storage cards. In effect, it sets the device back to its factory settings. No user interaction is required on the device to complete the remote wipe.”

4.3.5 Internet and Email Services

Faculty and staff are provided access to the Internet and email services through their office computer. Email communication is efficient but not without risk in that electronic messages may be circulated far beyond the intended audience and must always be assumed to be semi-publicly “visible.” Email messages sometimes contain attached viruses that can harm one’s own computer and then spread the virus.

Prudent use of the Internet and email for personal business and messages should reflect recognition that the service should not compete with professional and academic use, or unduly burden the system.
Distribution lists for campus personnel have been established by IT Services. Use **faculty** for messages to be sent to all Faculty (which includes full-time instructional faculty and administrative faculty). Daily campus announcement should be posted in the Forester Feed (students do not receive this) or in the Coffey Break (campus and students). Messages may also be sent to specific classes during the semester by entering the course number and section (e.g., AR115-01). Email distribution to all students is limited: contact the student life office for permission.

Faculty are encouraged to be mindful that because a message can be simply distributed widely isn’t reason to do so. When forwarding a “general interest” link or message, be certain that all recipients will agree that it was important for you to send the message to them. More often you should consider sending your “prize” to selected persons. Especially when forwarding items the item should be introduced to recipients with comments to explain why you have forwarded the item. Good netiquette should be practiced.

Campus email, phone service and other communication channels should not be used for personal gain or to promote non-University activities unless approved by a senior administrator.

### 4.3.6 Fire Alarms and Evacuation Drills

Most campus buildings are directly connected to the city fire department through the fire alarm systems. Triggering an alarm will therefore bring the fire department to the campus on an emergency run. If an alarm is triggered accidentally, campus switchboard should be contacted immediately so that the fire department is alerted to the false alarm even though they will have already initiated the response.

Regardless of whether one knows the validity of an alarm that sounds, all students and personnel must evacuate the building immediately, without regard to inconvenience of false alarms. Faculty should ensure that any student with disabilities is safely evacuated from the classroom.

Evacuation drills for fire or other emergencies also require that all persons within buildings leave immediately by the most direct route. Faculty are encouraged to give consideration at the beginning of each semester as to the best evacuation route for classes that they are teaching.

Emergency local calls for fire or medical service are made by dialing 911, and will direct emergency vehicles to your location.

### 4.3.7 Maintenance Services and Work Orders

Maintaining campus facilities in good condition requires cooperation of those who make use of the facilities. All requests for maintenance services are coordinated through the maintenance office. Work orders are submitted online at [https://www.myschoolbuilding.com/myschoolbuilding/myrequest.asp](https://www.myschoolbuilding.com/myschoolbuilding/myrequest.asp) when nonemergency service is needed. Maintenance gives a priority ranking to work orders so that necessary repairs are completed promptly. Problems such as water leaks that can lead to further damage should be reported immediately.

In an emergency after hours or on weekends, maintenance services may be contacted 24/7 at cell phone 224-0933.

Environmental conditions such as excessive heating or cooling should be reported directly to maintenance when conditions interfere with teaching and working in offices. The dean’s office may need to be informed in order that the situation can be monitored. Less severe discomfort should be reported through work orders since it may require that conditions be monitored by maintenance for several days.

Custodial services are contracted and any needs or problems are to be coordinated through the senior director for human resources and operations or the on-site manager of custodial services.
Minor repairs that you are able to take care of will assist the maintenance department, which has limited staff.

4.3.8 Keys and Campus Security

Campus security is a concern that affects everyone. Master keys for buildings or portions of buildings are very restricted. However, faculty will be provided access to their offices and the building entrance, and to all necessary classrooms including computer labs so that they may have access over weekends or holidays to these facilities. Student assistants for whom it is essential that a key be issued will have access only to the room required.

Keys are issued through the maintenance department in accordance with the key policy described on the maintenance department web page.

Keys are absolutely not to be loaned to students or other staff even on a temporary basis—if legitimate access is to be given to another individual, you should go with the person and unlock the door, keeping your own key with you. If you have knowledge of unauthorized key use by staff, the matter should be reported to the director of physical plant; if by students, the matter should be reported to the dean of students.

When the faculty member leaves employment with the University, all University keys must be returned to the human resources manager or director of facilities. Failure to return keys may result in withholding of final compensation payment.

In an emergency after hours or on weekends, maintenance services may be contacted 24/7 at cell phone 260-224-0933.

Campus police are on duty most evening hours throughout the year, making irregular rounds of campus buildings and parking lots. Late night assistance or access to a facility may be obtained by calling Campus Police at cell phone 260-437-6522, or the local police at 260-356-7110.

4.3.9 University Vehicles and Travel

The University maintains mini buses and vans for official use by University personnel. Fleet vehicles are not available for personal use except for emergencies approved by the business manager. All reservations are made through the maintenance office.

Faculty may use their own vehicles for individual travel to professional conferences, and request reimbursement at the current rate (up to the amount allowed for professional travel). Faculty may also reserve a rental vehicle for professional travel through the maintenance department.

Professional travel at University expense calls for good stewardship in lodging and meal selection. Faculty are to keep track of expenses and submit an expense reimbursement voucher with attached receipts to the Dean for approval. Expenses are charged to the Dean’s instructional budget rather than to departmental budgets for most professional travel.

Lodging when traveling should be arranged in safe locations at moderate rate motels such as Fairfield Inn, Holiday Inn Express, Comfort Inn and Hampton Inn (except when conferences are being held at hotels where participants are expected to lodge).

Common sense, prudence, and discretion in the pursuit of good stewardship are expected. It’s helpful to remember that University resources being expended are provided by student fees and by gifts from constituents who often give sacrificially.

4.3.10 University Travel for Off-Campus Programs and Field Trips

Use of university vans or cars for field trips that occasionally involve the whole class will be charged against the departmental travel account budget (-7315). In those courses for which there are
frequent trips (or extensive travel in a January Term, for example), travel should either be arranged within the class or a course fee established to cover the expense. Vans are charged a higher rate for their use.

Whenever off-campus group travel is undertaken, the group leader must follow the Off-Campus Travel Procedures outlined in a document available on the campus Web Portal.

Individual students are responsible for their own transportation for visits to area locations when there is not a group field trip. Travel for internships, practica, and student teaching, for example, are the student’s responsibility, and University vehicles are not available for those purposes.

4.3.11 Campus Parking

Parking for faculty and staff is provided convenient to major buildings. Designated reserved parking spaces for faculty and staff should be filled before using student parking or open parking areas. Parking in spaces reserved for visitors or other personnel, or parking along drives or grassy areas is a parking violation subject to parking fines. Visitors may park anywhere on campus. Faculty who are ticketed will pay the appropriate parking fine.

Vehicle registration decals must be appropriately displayed. Decals may be obtained from the student life office at no cost to the faculty member. Parking regulations are outlined in a brochure obtainable from the student life office.

Faculty and staff who are new to the State of Indiana should register their vehicles with the State and obtain Indiana license plates upon beginning their employment. Staff are expected to abide by Indiana law, which requires transfer of registration with the beginning of employment. Vehicle plates include payment of excise tax on the vehicle. State law requires Indiana plates but purchasing Indiana plates also reflects commitment to the local community.

4.3.12 Extended Travel Policy

Student groups from any University-sponsored organization or agency, such as athletic teams, music ensembles or drama troupes, spring break trip groups, or classes traveling long distances for a University-sponsored activity, are not permitted to travel through the late night and early morning hours without stopping for at least 3-5 hours to rest, if they are assuming responsibility for their own drivers and are using University, rental or their own vehicles. At no time should a group be on the road more than 14-16 hours without a 3-5 hour rest stop. Drivers must be at least 21 years old and should be changed every 3-5 hours of driving with at least one other passenger remaining awake and alert to help the driver with navigation and to help keep the driver awake and alert.

This policy does not pertain to chartered transportation.

4.3.13 Notary Public Services

As a service to employees for either business or personal use, several persons in the business office and financial aid office are able to provide notary public services at no charge to the individual.

4.3.14 Credit Union Services

Employees and students of the University are eligible for membership in Partners 1st, which provides for checking, savings, loans, online banking and other financial services. Direct deposit of payroll may be made into one or more accounts.

Information on additional services may be obtained from Partners 1st at 631 Cherry Street, or at www.partners1stcu.org. For example, members may obtain special rates on entertainment park tickets, or take advantage of other special programs that are offered.

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4.4.0 Student Services and Procedures

4.4.1 Campus Announcements and Student Publications

The dean of students posts a daily campus announcement piece which provides information on current happenings and official announcements of general interest to students and faculty. Faculty responsible for organizations may wish to circulate announcements in this format.

Faculty and staff do not have permission to send email to All Students but may submit a mailing to the dean of students’ office.

Other display boards on campus may be used to post announcements of interest such as building kiosks or bulletin boards so designated in classroom areas. It is helpful to initial posters and signs, and to show a removal date.

Entrance doors to buildings and painted wall surfaces are not appropriate locations for posting announcements. In addition to being unsightly, removing of tape and glues is often difficult and costly in personnel time and may result in damage to walls that then need to be painted or patched. Fire regulations also prohibit posting of reading material in stairways and landings that would restrict passage-way in emergencies were students to congregate in those areas.

Student publications are under the auspices of a publications board that has responsibilities for selecting editors and overseeing student publications. The *Huntingtonian* student newspaper is published by students periodically and contains news and opinions about the campus. Faculty are encouraged to contribute to the newspaper with letters and articles, and to challenge students to also write for the newspaper. An online version of the *Huntingtonian* is posted on the campus portal website.

4.4.2 Sponsors of University Organizations

Faculty members are called upon to serve as sponsors of co-curricular organizations under the direction of the dean of students.

Sponsors are the official representatives of both the Faculty and the administration and, as such, speak in the name of the entire staff and with its authority. Faculty sponsors are expected to be active, not merely lending their names to the organizations.

Whenever off-campus travel is undertaken, the group leader must follow the Off-Campus Travel Procedures outlined in a document available on the campus Web Portal.

The function of the sponsor is to advise with a view of placing a large responsibility upon students for the management and carrying on of their activities, and not to dictate to students what to do.

Sponsors should seek by wise counsel to integrate the co-curricular program with the academic. Activities should contribute to the realization of published objectives of the University.

Sponsors should exercise special care over public programs, publications, social affairs, and campaigns undertaken by student organizations. They should acquaint themselves fully with the nature of the programs in detail. No program or entertainment may be announced until approved by the sponsor and cleared by the dean of students or designee. All outside speakers must have the approval of the University president or designee. All expenditure requests must be signed for by the sponsor.

Sponsors should know that reasonable care must be exercised in carrying out of their responsibilities with these groups. The courts may hold a sponsor liable in a tort suit if there is evidence of negligence on the part of the sponsor. The law recognizes three basic duties in the execution of these responsibilities, namely, adequate supervision, proper instruction, and maintenance of all equipment in a state of reasonable repair.
Activities must not subject the participants to unreasonable risk or harm. The sponsor must provide for adequate and proper instructions to the participants before each activity, including an explanation of procedures, expectations, and safety standards. It is prudent to make sure that supervision is present at the function, either the sponsor or another responsible party.

The courts recognize contributory negligence in cases where students suffer damages as a result of their negligence, and given the age and assumed maturity level of the university student, the courts contend that university students are generally able to care for themselves and do not require constant and close supervision such as that required of young children. Generally, if the sponsor is informed, prepares the participants, provides supervision, and exercises the degree of care that a reasonable person would exercise under like or similar circumstances, the sponsor is in a defensible position.

Each organization is responsible for reporting names of officers and active members to the dean of students. The faculty sponsor is responsible for seeing that this is done.

Sponsors serve under and work with the dean of students. Changes in an organization’s bylaws are approved by Student Concerns Committee and filed with the dean of students and president.

Parties or excursions requiring chaperons must be cleared with the dean of students in advance; approved chaperons include all Faculty members.

Sponsors are responsible for the finances of campus organizations. All funds are to be deposited into an agency account and withdrawals approved by the sponsor.

4.4.3 Career Development and Placement Services

Career development and placement services assist students and alumni in career planning and assessing skills and interests. Workshops are provided each semester to interested students, and faculty are encouraged to invite the coordinator of career planning to participate in appropriate class sessions.

4.4.4 Personal Counseling Services

Professional personal counseling services are available for emotional, academic, social, spiritual, premarital, and family concerns. Counseling and testing is available without charge to students. Referrals to community counseling and mental health clinics are made when deemed advisable.

Faculty who sense that particular students may have need of counseling services should encourage those students to meet with the counselors. Cases that appear to be severe, emotionally, may require intervention, and the counseling office should be contacted directly by the faculty member.

4.4.5 New Student Orientation

Orienting students to the university and assisting in their adjustment require intensive efforts on the part of many during the beginning of the fall semester. Faculty are invited to lead discussion and activity groups with new students. Faculty participants are crucial to the success of the program, and interested faculty are encouraged to make themselves available.

4.4.6 Campus Ministries

Campus ministries has responsibility for the chapel program and convocations as well as organizing opportunities for student spiritual development in residence halls, outreach in the community and mission efforts to various parts of the world.

4.4.7 University Activities Calendar

An online Web calendar is available to all faculty to post departmental and organizational events that can be accessed by off-campus parents and constituents as well as on-campus students and staff.
The academic calendar listing official dates of the school year is recommend by the Academic Concerns Committee to President’s Council, and is published in the University Catalog.

4.4.8 Lost and Found Services

Items that have been left in classrooms should be taken to the dean of student’s office, which holds found items for persons who are able to identify what was lost.

4.5.0 University Advancement and University Relations Services

4.5.1 News Releases and Public Information

The Forester Feed is a daily publication to inform campus personnel of campus happenings and activities. The Forester Feed is posted by email. All faculty and staff general campus announcements should be posted the Forester Feed

All publicity and news releases are coordinated through the university relations office. The office serves as a liaison between the University and news media. This office clears information about programs of the University available to the public.

Faculty involvement in civic, educational and church activities has important publicity and news value. Election or appointment to offices and commissions of these organizations may be included in news releases from the University, and faculty are encouraged to notify the office of such selections.

Faculty are encouraged to draft articles related to their departments and student involvements that could be used by the university relations office.

4.5.1.1 Graphics Standards and Visual Identity

Visual communication plays an important role in establishing first impressions for the University. Brochures, stationery, and other materials project an image about the University, especially for those whose main impressions of Huntington are formed primarily through these communications.

To assist the campus community in adhering to high standards of visual communication, a Graphics Standards Manual is available on the University Web site.

All personnel who develop brochures, newsletters, signs, apparel, web sites, or other printed or electronic communication materials are expected to follow carefully the guidelines established in the Graphics Standards Manual.

The university relations staff must approve all printed external communications sent to more than 50 persons to ensure compliance with these graphic standards.

4.5.2 Campus Photography Services

Assistance from a University photographer may be requested through the university relations office. Activities that reflect action that can be captured are always of interest for promoting the University. Advance notice is most helpful and usually necessary.

4.5.3 University Advancement Services

The advancement office of the University promotes the work of the faculty as it generates support from the University’s various constituencies. Therefore, faculty can assist in this effort by making the advancement office aware of what the departments are doing.

As faculty become aware of accomplishments of their graduates, these should be noted to the advancement office. Recognition of current students by outside organizations that reflect well on the department should also be noted.
Faculty who have programs or capital equipment needs that require significant financial support may enlist the assistance of the advancement office in preparing grant proposals for foundations or large corporations.

4.5.4 Enterprise Resource Center

The Enterprise Resource Center identifies, implements and evaluates experiential learning opportunities in the area community. The ERC acts as a “connector” between the University and area businesses, not-for-profit organizations, social service agencies, churches and local governments to provide meaningful “real-world” experiences for students with a wide range of majors and interests while helping these community entities.

Enterprise Resource Center is helps students find real-world experiences by matching them with businesses throughout Northeast Indiana. Faculty are encouraged to work through the ERC in identifying potential internship opportunities for majors in their disciplines.

4.5.5 Soliciting for Outside Funds

All solicitations for outside support and fundraisers from groups and organizations on campus must be cleared by the advancement office to ensure that the fundraising effort is not in conflict with other efforts of that office and to ensure that proper accounting is cared for.

Appeals to target clientele in support of departmental projects will also be approved by the Budget Council, which must concur in the purpose of expenditures from designated gifts.

4.5.6 Participation in Charitable Giving

Faculty and staff are urged to support financially their church and local charities as well as the University. Giving that is biblical benefits both the giver and the recipient.

Community organizations deserve the support of those who are part of the community. Huntington encourages such support through the United Way as well as donation to worthy individual organizations.

So, too, support for the University is strongly encouraged. Regular payroll deduction for the current fund shows commitment of the staff to prospective donors and foundations. These donors will ask whether those who most believe in the mission of the University strongly support its efforts. Indiana also provides for direct credit against state income taxes for one-half of a $200 contribution for single wage earner, and a $400 contribution for a joint return.

4.5.7 Speakers Bureau

The advancement office maintains a file of University personnel who are available for speaking engagements for local organizations and churches. Faculty are encouraged to provide a list of topics appropriate for different audiences to which the advancement office may refer in response to inquiries. Most are volunteer presentations; the advancement office will reimburse travel expenses when officially representing the University and provide guidance on receiving any honoraria that may be offered above expenses. Responsibilities of the Faculty are defined in the Manual of Operations and include establishing all educational policies that affect both in-class and out-of-class learning.
Appendices

A.1.0 Documents and Policy Statements

A.1.1 Brief History of the University

Huntington University is the direct successor of Hartsville College which was chartered on the twelfth day of January 1850, under the name of Hartsville Academy. By an act of the legislature, February 8, 1851, the name became Hartsville University. On March 5, 1883, the charter of Hartsville University was amended to change the name of the institution to what it was in reality, Hartsville College.


The last meeting of the Board of Trustees of Hartsville College was held in the college library at Hartsville, Indiana, on June 5, 1897, just three months prior to the opening of Central College, now Huntington University. At this meeting the Board of Trustees of Hartsville College turned over to the Board of Education of the supporting United Brethren denomination, who were also the Board of Trustees of Central College, all books, records of proceedings, and students’ grades. They recommended that the new college at Huntington should confer degrees on students of Hartsville College then in the senior class who should complete their respective courses, and continue the employment of professors then in charge of Hartsville College. Having met all financial obligations, they voted their good will to the new College and adjourned sine die.

The founding of Central College, now Huntington, was initiated by the Board of Education acting under the direction of the General Conference of the United Brethren church early in 1896. At succeeding meeting of the Board of Education held in Huntington, Indiana, March 10, 1896, official action was taken toward the founding of Central College at Huntington. At this meeting a proposition was made by the Huntington Land Association relative to the locating of a college at Huntington, Indiana. The conditions were agreed upon and arrangements were made to proceed with the work. The building was completed by June 1, 1897.

Central College was chartered under the laws of the State of Indiana, September 1, 1897, by the Board of Education of the Church of the United Brethren in Christ, acting under the advice of the General Conference of said church for the express purpose of the ‘higher education of the young people of said church and others.’

The institution was named Central College because of its location. Central College opened its first term of school September 22, 1897. In May 1917, the General Conference changed the name to Huntington College in recognition of the close association with the Huntington community. The name was changed to Huntington University in June 2005.

The University was first regionally accredited in 1961 by the North Central Association of Colleges and Schools (now the Higher Learning Commission of the NCA); at the masters degree level in 1975; and most recently reaccredited in 2014. Programs in teacher education have been accredited by the Indiana Department of Education from the earliest days of the institution, and first sought and was granted accreditation in 1993 by the National Council for the Accreditation of Teacher Education. The social work program was granted initial accreditation in 2005 by the Council on Social Work Education. The nursing program has received accreditation from the Indiana State Board of Nursing, and the University’s initial accreditation report has been accepted by the Commission on Collegiate Nursing Education (CCNE).

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Known or believed to have served as acting president or interim president at various times in the history of the College have been Oscar R. Stilson, D.D., 1939-1941; M.I. Burkholder, Th.D., 1964-1965; J. Edward Roush, J.D., 1989; Gerald D. Smith, Ph.D., 1996; Howard A. Whaley, Th.D., 2001; A. Norris Friesen, Ph.D., 2005; and Ann C. McPherren, Ed.D., 2009.


A.1.2 University Alma Mater

It is a tradition at Huntington that all know, all stand, all sing, the University Alma Mater:

By the winding Wabash River, High above the rest,
Stands our dear old Alma Mater, Huntington, the best.
Alma Mater, we thy children, tribute bring to you,
Hail to thee our dear old college, Hail, all hail, H.U.

Down the lane or rustling poplars, Shrined in every heart,
Our beloved Alma Mater, Huntington thou art.

Voices strong of youth and maiden, Echo through thy halls,
Mem’ries tender cling like ivy, to thy dear old walls.

A.1.3 Mission Statement

Huntington University is a Christ-centered liberal arts institution of higher education with a strong historic and ongoing relationship with the Church of the United Brethren in Christ. With the conviction that all truth is God’s truth, the University exists to carry out the mission of Christ in higher education.

Through a curriculum of demonstrated academic excellence, students are educated in the liberal arts and their chosen disciplines, always seeking to examine the relationship between the disciplines and God’s revelation in Jesus Christ.

The University’s mission will be accomplished as we (i) develop in students a commitment to scholarship that is persistent in its pursuit of truth and sensitive to the concerns of the Christian church, the scholarly and educational community, and the world at large; (ii) educate students broadly for a life of moral and spiritual
integrity, personal and social responsibility, and a continued quest for wisdom; (iii) equip students for a vari-
ety of vocations so that they may glorify the Creator, who charged humanity with the care of his Creation;
(iv) help students develop their abilities for a life of God-honoring service to others and for personal fulfill-
ment.

(Revised Board of Trustees, January 2005)

A.1.3.1 Focus Statement

The goal of Huntington University is to educate men and women to impact our world for Christ through a high quality, Christ-centered liberal arts education.

To this end, we will provide a student-focused program that emphasizes a growing understanding of Christian faith and community, deepened spiritual vitality, service to others, and the integration of Christian faith with the world of learning.

A.1.3.1.1 Fundamental & Continuing Commitments

The following commentary expands on four fundamental and continuing commitments expressed in the Focus Statement: high quality, liberal arts, spiritual vitality, and Christian community.

High Quality

The pursuit of excellence or quality is a Christian virtue. Huntington University is committed to excellence and to high standards of performance, with expectations for outstanding quality in all areas of campus life. Such excellence must be constantly monitored and appraised in order to gauge where accolades are in order and where improvement is needed.

To achieve excellence, the University is committed to recruiting the highest caliber personnel, well-qualified in their discipline or profession, and personally committed to Jesus Christ. To encourage continued excellence, the University is committed to providing ongoing professional development and training opportunities.

Educationally, the University is committed to developing the whole person, including intellectual, physical, social, and spiritual dimensions. We believe this is a demonstration of our commitment to excellence.

Liberal Arts

The University will continue its historic commitment to the liberal arts ensuring that a strong liberal arts core will continue to provide the framework of a Huntington University education. We believe the liberal arts provide students of all majors, whether liberal or applied, with a critically-needed grounding. This is because the liberal arts help students become well-educated and well-rounded individuals with abilities in critical and analytical thinking and problem-solving. Such skills are needed if Huntington University graduates aspire to impact the world for Christ.

Spiritual Vitality

Huntington University is committed to being “Christ-centered,” preparing students to impact the world for Christ as redemptive agents in both church and society. To accomplish this, we strive to:

- Provide multiple opportunities for spiritual development through a chapel program, small group Bible studies and prayer groups, service opportunities, and mentoring.
- Acknowledge in all educational endeavors that all truth is God’s truth.
- Help students understand all disciplines from the perspective of a Christian worldview by examining the relationship between the disciplines and God’s revelation in Jesus Christ.
- Educate students broadly for a life of God-honoring service, integrity, and personal/social responsibility – undergirded by a continued quest for wisdom.
• Equip students to see their various vocations as a vehicle for glorifying the Creator and building God’s Kingdom.
• Provide an arena for students to encounter the world, including its controversial issues, and to respond redemptively.

**Christian Community**

Community should characterize all Christian institutions, including Christian colleges. Huntington University recognizes and cherishes the particular tradition of community at this institution. We seek to both preserve this community heritage as well as enhance it in the future.

To preserve and enhance community, the University is committed to valuing each person as an integral community member with gifts and contributions to make to the community. We are committed to focusing on people in policy and procedure formation so as to make Huntington University a great place to work. The University is committed to giving particular attention to new employees, especially during the upcoming years of anticipated growth, ensuring that employee orientation meets employee needs and serves to assimilate them into the community.

The University is also committed to ensuring that the excellent relationship it has with the surrounding community is preserved. New opportunities to be involved in the community will be continually sought.

Because the University is student-centered, we also seek to enhance the students’ sense of community by continuing to listen to students and to seek out their ideas/suggestions for improvement. Programming will continue to be developed to encourage students’ involvement and participation on campus—building social community, spiritual community, and academic community.

**A.1.3.2 Strategic Plan – University Priorities and Strategies**

**Faith Forward 2022 - Huntington University Strategic Plan Summary**

Huntington University’s strategy capitalizes on its Christian mission and numerous strengths while aggressively adding student value; value that is rich in faith integration, academic excellence and real life experience.

A focus on five Strategic Pillars allows Huntington University to advance the Mission, Vision, and Impact of the institution. The five Strategic Pillars are:

- Strengthening the Huntington University Experience
- Enhancing a Culture of Academic Excellence
- Sustaining Spiritual Significance and Faithful Service
- Promoting Enrollment Growth, Strategic Programs, and Visibility
- Increasing Student Economic Value and Institutional Viability

Communicating a common perspective for each pillar and what the future can be effectively empowers the entire University to align with the key objectives, visualize what success looks like and understand how it is measured.

With rigorous development, resource allocation, execution, and review the Huntington University Strategic Plan is intended to lead to the following outcomes by 2022:

**Strategic Outcomes:**

- A More Spiritually Inspired Student Body
- Centers of Academic Excellence and Signature Growth Programs
- Diversified Revenue Streams
- Enrollment Growth of Traditional Undergraduate Students to 1200 FTE
- Enrollment Growth of Graduate and Adult Students to 500 FTE
- High Faculty and Staff Satisfaction
- Improved Graduation Rates
- Increased Applied Learning Experiences

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• Increased Student Economic Value
• Increased Student Satisfaction
• Institutional Financial Sustainability
• Strategic Investment in Student Experience and Enrollment
• Top Tier Career and Graduate School Placement

A.1.4 Statement Of Faith

All members of the faculty and administration subscribe annually to the Statement of Faith, which embodies our collective understanding of and commitment to the truth of the Scripture, as follows:

We believe the Bible to be the inspired, the only infallible, authoritative Word of God.

We believe that there is one God, eternally existent in three persons, Father, Son and Holy Ghost.

We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.

We believe that for the salvation of lost and sinful man regeneration by the Holy Spirit is absolutely essential.

We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.

We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.

We believe in the spiritual unity of believers in our Lord Jesus Christ.

A.1.5 Philosophy Of Education

As a Christian university, Huntington is committed to developing the whole person, assisting students to understand all areas of human knowledge from the perspective of a Christian worldview, and preparing them to impact their world for Christ. While the programs of the University are designed especially for students who desire to study in such an environment, the University welcomes students of all faiths who understand the objectives of the University and are willing to abide by its regulations.

The University is committed to a strong liberal arts emphasis, with general requirements in the arts, history, literature, philosophy, and natural and social sciences for all students, regardless of the vocation or profession for which they are preparing.

In developing the whole person, the University emphasizes intellectual, physical and social, and religious objectives.

• The University encourages the development of thorough scholarship; habits of honest, clear, constructive, critical thought; a command of oral and written English; an understanding of the meaning, methods, and interrelationships of the principal fields of learning; an appreciation of beauty as expressed in nature and the arts; and concentration in one or two fields of learning in preparation for life’s work.

• The University encourages the student to value physical well-being as a basis for wholesome living and good health, and to develop a personality that makes possible mutually satisfying and cooperative relations with others.

• The University encourages students to develop their faith, to interpret fields of learning from a Christian perspective, to commit themselves to Christ as Savior and Lord, and to develop traits of Christian character and service. The University community nurtures a Christian environment conducive to spiritual growth, and specifically requires Bible courses in the core curriculum and attendance in the chapel program.

The University recognizes that, as a Christian college, it must make itself, not a refuge from the contemporary world, but an arena for encounter with that world and a creative response to it. The University must emphasize the necessity for the student to make a critical and personal response to the issues encountered in the various fields of study, and challenge students to think through the relationship between their Christian faith, their academic pursuits, their career goals, and their personal lives. These challenges should include

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unsolved problems and open questions as well as issues for which satisfactory solutions have already been worked out; the University must accept disagreement and controversy as a normal and healthy part of its life, rather than viewing them as a threat to be avoided by silence on controversial topics.

The University recognizes that it is unsuccessful to the extent that students learn information but are not challenged to rethink their values; students become familiar with a major field of study but are not ready to do independent and critical thinking in those fields; students learn about current problems, issues and controversies but feel no need to make personal responses to them; and students maintain Christian beliefs and practices but insulate their Christian faith from other aspects of their experience and do not think through, broaden, and deepen their faith in response to the challenges presented both by their academic and career pursuits and by their awareness of current problems and issues.

A.1.5.1 Central Educational Goals

I. Proficiencies: Every Huntington University graduate will have developed proficiencies in the areas of (1) reading, (2) writing, (3) speaking and listening, (4) foreign languages, and (5) the use of computers.

II. Academic Perspectives: Every Huntington University graduate will have developed a grasp of the following academic perspectives, methods and values: (1) Scholarly Perspectives, such as objectivity, depth and breadth, integrity, empathy, courtesy, enthusiasm for learning; (2) The Techniques and Tools of Academic Inquiry, such as problem posing and solving, ways of knowing, critical analysis, argument and explanation, scientific reasoning, logical processes, synthesis, research and report; (3) The Need to Pursue an Integrated View of Knowledge.

III. Basic Information: Every Huntington University graduate will have acquired basic information and understandings in the following areas of general education: (1) religion and humanities, (2) history and social sciences, (3) the natural and mathematical sciences, (4) health and physical education, and (5) cross-cultural and global understandings.

IV. Mastery: Every Huntington University graduate will have developed a command of at least one professional field, discipline, or formal study of knowledge.

V. Personal Development: Every Huntington University graduate will have developed (1) personal fitness, (2) civilized social habits and graces, (3) an awareness of what it means to belong to a community, (4) a service orientation, and (5) an appreciation for the creative and innovative dimensions of life.

VI. Commitments: Every Huntington University graduate will have developed his or her commitments through (1) a deepened understanding of the Christian faith and life, (2) an exploration of personal values, and (3) expansion and clarification of a personal worldview.

A.1.6 Faith-Learning Integration (Excerpts)

Excerpts from the introduction to an overview essay by Professor William Hasker as presented to the Faculty in the fall of 1987 follow. The same theme was developed for an article that appeared in Christian Scholar's Review (1992: XXI No 3, pp. 234-248). The essay provides an overview of the task of faith-learning integration, some strategies by which it may be pursued, and dimensions that define the questions it seeks to resolve.

Faith-learning integration may be briefly described as a scholarly project whose goal is to ascertain and to develop integral relationships that exist between the Christian faith and human knowledge, particularly as expressed in the various academic disciplines. It involves seeing each area of scholarship in the light of Christ, and understanding the Christian faith in the light of the best that we can learn through our scholarly disciplines.
This brief definition may be contrasted with what faith-learning integration is not. Faith-learning integration is not the cultivation of personal Christian living on the part of the faculty member. In no way does this assertion diminish the importance of such cultivation, but faith-learning integration is a specifically scholarly task. Faith-learning integration does not mean using academic disciplines as a source of illustrations for spiritual truths. There is nothing to criticize in finding useful illustrations from whatever source, but the illustrative use of disciplinary materials in this way is not faith-learning integration. Faith-learning is not a public relations program designed to convince constituents of the Christian character of an institution. The commitment that a college and its faculty make to the integration of learning with the Christian faith is properly seen as part of the broader commitment to serve Christ in every aspect of life. It is hard scholarly work, taking much time and effort to produce significant achievement.

While there is a vision of unitary truth, a single reality that is created by God, there is nevertheless a diversity in our ways of knowing that makes the unity of truth a difficult and demanding achievement for us humans. There is a theological necessity for integration stemming from the very nature of the Christian faith. There is not a secular world and a sacred world, but a single world created by God. To love God with all our minds requires that we try to think in a single, unified pattern all the truth that he has enabled us to grasp. There is an educational necessity for integration. Education must be carried out with some broad framework of common assumptions that structure and motivate the curriculum.

Strategies for integration, according to Wolfe and Nelson, may follow the ‘compatibilist strategy,’ which presupposes the integrity of both faith and discipline and one need only demonstrate and exhibit the harmony between them; the ‘transformationist strategy,’ which assumes some basic validity and integrity in the discipline as it is currently constituted but views it as lacking in insights and perspectives that are vital for the Christian, and attempts to ‘remake or transform the discipline into one with a Christian orientation’; or the ‘reconstructionist strategy,’ which sees a fundamental incompatibility between the assumptions and claims of the existing, secular disciplines and those of the Christian faith, and therefore requires rejecting the assumptions of existing disciplines and begin a ‘radical reconstruction of the disciplines on . . . fully biblical foundations.’

Dimensions of faith-learning integration recognize a variety of approaches or patterns for integration. One factor is the distinction between theoretical and applied disciplines, the former focusing on the teaching of students to know something and the latter on the teaching of students to do something. The probing questions concerning epistemological and metaphysical “foundations” are less likely to seem pressing for the applied disciplines, but these have their own questions.

In the theoretical disciplines, four dimensions of integration can be identified: (1) world-view foundations, (2) disciplinary foundations, (3) disciplinary practice, and (4) world-view contribution. In the applied disciplines, four dimensions of integration may be considered: (1) theory applied to practice, (2) ethics and values, (3) attitudes, and (4) contribution to the Kingdom of God.

A.1.7 Community Life Agreement

Huntington University is a Christ-centered liberal arts institution with a strong relationship with the Church of the United Brethren in Christ. Huntington University desires to be a community that honors Jesus Christ and that emphasizes that the Christian life is primarily positive rather than negative. Creative, loving service to others is more important than adherence to a list of detailed prohibitions. As Huntington University strives to become a more Christ-centered community, we agree together to accept the following community life standards.

Members of the university community are urged to follow the Bible’s guidelines for Christian living. We should be relating to each other in a spirit of mutual dependence and accountability, loving others, sharing the Gospel throughout the world, demonstrating evidence of the Holy Spirit working through our lives, seeking justice, working for peace, working to reduce poverty, seeking reconciliation, being good stewards of our
bodies as well as our talents and resources, reflecting Christ in our appearance and behavior, and taking care of the world God has created for us.

It is recognized that Huntington University expectations of behavior, based on Biblical teaching and community standards, may be different from behavioral expectations of societal laws and norms.

The Bible clearly calls Christians to maintain high standards of sexual purity. Sexual relations are reserved for the institution of marriage between a man and a woman. Possession or use of sexually obscene or pornographic matter in all forms is prohibited. These guidelines apply both on-campus and off-campus.

The Bible condemns drunkenness but does not categorically forbid the use of alcohol. The use of alcohol, the possession of alcohol, or being under the influence of alcohol is prohibited on-campus and at all university-sponsored events. Students in the traditional undergraduate program are prohibited from using, possessing, or being under the influence of alcohol off-campus. All other members of the campus community are urged to avoid the use of alcohol off-campus and are prohibited from the following: the abusive use of alcohol, the use of alcohol in the known presence of traditional undergraduate students, and the use of alcohol while representing the university.

The use of any tobacco products on-campus and at all university-sponsored events is prohibited. Members of the campus community are urged to abstain from the use of tobacco products off-campus. The use of tobacco products when representing the university is prohibited.

Gambling on-campus and at all university-sponsored events is prohibited. When members of the university community are off-campus, they are urged to abstain from gambling.

Members of the university community are urged to follow the Bible’s injunction to encourage each other through conversation and to avoid lies, profanity, gossip, obscenity, and other negative uses of language.

Entertainment guidelines are summarized in the Huntington University student handbook.

Any activity that is prohibited by law, where the nature of the offense and circumstances pose unreasonable risks to Huntington University or its staff, faculty, or students, is also prohibited for members of the Huntington University community, whether on-campus or off-campus. This includes, but is not limited to offenses against another person or his/her property and offenses involving the use or possession of illegal drugs, harassment, intimidation, and public health and decency.

Adopted by the Board of Trustees, January 2010

A.1.7.1 Rationale for Community Life Agreement

Guiding Principles

Huntington University’s mission statement points out that the university “...is a Christ-centered liberal arts institution of higher education with a strong historic and ongoing relationship with the Church of the United Brethren in Christ.” Early in the discussion process, the task force agreed that no one single principle could be used to establish specific community life standards that further the university’s mission while also being fair and consistent. Ultimately, the task force settled on three guiding principles that form the underlying rationale for the community life agreement.

The first principle is Biblical doctrine. It is essential to be consistent with what the Bible teaches. The Bible prohibits some activities, warns against excess in other areas, and does not directly address some additional practices. This sometimes creates a tension between Christian liberty on the one hand and, on the other hand, Christians’ responsibilities to each other in the body of Christ.

The second principle is the developmental process that college-age students are undergoing. Young people may not be ready to make wise decisions about particular activities at a point in their lives when their values and priorities are still emerging and their self-identities are still in flux. This developmental principle includes physical, social, mental, and spiritual development.

A third principle is community. Each choice that is made by a member of the Huntington University community can either add to the feeling of community or detract from it. The community life agreement
should reflect the values of the community and should challenge members of that community to grow in positive ways. Members of the community should be willing to confront each other in a spirit of Christian love and should hold each other accountable for their behavior.

In addition to the three guiding principles, respect for the laws of our society dictates that Huntington University employees and students should observe federal, state, and local statutes, except in those cases where society’s laws are in disagreement with God’s laws as expressed in the Bible.

**Living as Christians in Community**

All students and employees of Huntington University are also members of various other communities, such as families, churches, neighborhoods, professional groups, vocational groups, and hobby groups. Those communities sometimes have different behavioral expectations for their members than does Huntington University. The campus itself is the heart of the Huntington University community. It is the primary gathering place for the community and the only location in which the community meets in its entirety. Therefore, it is particularly important that on-campus lifestyles should reflect the values of the Huntington University community. Members of that community should be conscious of the impact that their behavior might have on those around them. It is recognized that Huntington University expectations of behavior, based on Biblical teaching and community standards, may be different from behavioral expectations of societal laws and norms.

Christians are called to relate to each other in a spirit of mutual dependence and accountability (I Cor. 12:12-31, Eph. 4:1-6). As we grow together in our Christian community at Huntington University, we should display a Christ-like emphasis on loving others (John 13:34-35), sharing the Gospel throughout the world (Matt. 28:19-20), demonstrating evidence of the Holy Spirit working through our lives (Gal. 5:22-23), seeking justice (Mic. 6:8), working for peace (Matt. 5:9), working to reduce poverty (Luke 12:33), seeking reconciliation (Matt. 18:15-17), being good stewards of our bodies (I Cor. 6:18-19) as well as our talents and resources (Matt. 25:14-30), reflecting Christ in our appearance and behavior (Col. 3:17), and taking care of the world God created for us (Gen. 1:26-31).

**Sexual Activity**

The Bible states that God created sex to be enjoyed within the marriage relationship between a man and a woman (Gen. 2:24, Eph. 5:31). Other types of sexual relations are clearly condemned (Rom. 1:24-27, I Cor. 6:9-10). As a community, Huntington University affirms the importance of adhering to the Biblical standards of sexual purity.

**Pornography**

Pornography’s purpose is to produce the sort of lustful thoughts that the Bible rejects (Matt. 5:27-28). That concern is reflected in the Social Standards of the Church of the United Brethren in Christ (“…distribution of pornographic material in various media is one of the causes of the moral decline in our nation.”).

**Alcohol Use**

Alcohol use is a complex and controversial issue for Christians. While the Bible speaks strongly against drunkenness (Eph. 5:18, Gal. 5:21, Rom. 13:13), it is also true that Jesus’ first miracle involved turning water into wine (John 2:1-11) and that the use of alcohol is not condemned in the Bible. So, the guidance of the Bible on this issue seems to put the responsible use of alcohol into the area of personal liberty.

The developmental principle is certainly relevant to the use of alcohol. University students may lack the maturity necessary to make responsible choices about drinking (www.hsph.harvard.edu/cas/).

The community principle is also of major concern when considering the use of alcohol. Allowing alcohol on campus or even allowing students to be on-campus while under the influence of alcohol would be likely to change the character of the institution in ways that would not be desirable.

Most Huntington University students are not yet old enough to drink legally. While 21-year-olds could be allowed to drink without violating the law, the difficulties of keeping the campus alcohol-free would be much greater in that situation. And, students under the age of 21 would be much more likely to find themselves in social situations in which their slightly older classmates were using alcohol, thus creating more temptations for illegal under-age consumption of alcohol.
Another consideration in establishing an alcohol policy is the statement in the Social Standards of the Church of the United Brethren in Christ, which says “...the abuse of alcoholic beverages is harmful to our physical bodies and is a detriment to the best stewardship and witness of our lives. Therefore, we urge all of our members to avoid using alcoholic beverages.”

An additional example for consideration is one in which the University is providing financial resources to enable an employee to attend a conference; he or she is considered to be representing the University at programmed activities and meals of the conference but not during social events outside of the conference program.

Finally, the task force believes that the Student Life Office should provide ample educational resources to students in the traditional undergraduate program to enable those students to make wise decisions about alcohol use, both while they are at Huntington University and after they leave the institution.

**Tobacco Use**

Tobacco is not mentioned in the Bible. However, the need to be good stewards of our own bodies (1 Cor. 6:20) implies that the use of tobacco is not a wise choice for Christians. The harmful effects of tobacco use are well known in modern societies. Certainly the impacts of tobacco use would not enhance the quality of community life on the Huntington University campus.

**Gambling**

Gambling, according to the Social Standards of the Church of the United Brethren in Christ “...stimulates the desire to get something for nothing and...seeks material gain by a fatalistic faith in chance.” As such, gambling violates the Bible’s emphasis on keeping free from the love of money (Heb. 13:5). Christian stewardship of money and the Christ-centered focus of life at Huntington University certainly would not by enhanced by gambling.

Gambling is defined by the task force as risking one’s money for the chance to win more money, including lottery games. However, the following activities would not be considered as gambling: playing cards for chips but without an exchange of money, games or contests with minimal entry fees and a prize for the winner (for example, euchre tournaments), and fundraising raffles for charitable causes.

**Speech**

The Bible emphasizes that Christians should be careful in how they speak. For example, lies should be avoided (Prov. 6:16-19), as should profanity (Exod. 20:7), gossip (Prov. 20:19), and obscenity (Eph. 5:4). Instead, Christians should focus on building up those around them through their speech (Eph. 4:29). In addition to the Biblical principle, the principle of community suggests that Huntington University would be more Christ-like if employees and students would consider those Biblical guidelines when engaging in conversations, whether they are on-campus or off-campus.

**Entertainment**

The field of entertainment presents some challenges for Christians. For example, dancing is not forbidden in the Bible but has sometimes been viewed negatively by Christians because of its association with other undesirable behaviors. R-rated movies have been a concern because the content of many of those movies is not compatible with the Christian standards that Huntington University supports. The developmental principle suggests that students may benefit from some guidance in making mature decisions about entertainment. The principle of community supports the desirability of being particularly sensitive to Christian principles when dealing with entertainment on-campus.

**Respect for Laws**

The Bible urges Christians to respect the laws of the society in which they live (Rom. 13:1). However, the Bible also points out that if societal laws are in conflict with God’s laws, then God’s laws should take precedence (Acts 5:28-29).
A.1.8 Chapel Policies

**Huntington University Spiritual Formation Program**

I. Program Philosophy and Description

Spiritual Formation programs are a part of the larger program of campus ministries at the University. They are designed to challenge students and faculty to commitment and growth in the Christian life, provide intellectual stimulation by relating the various academic disciplines to contemporary problems, provide cultural enrichment through music and drama, assist students in career choices by informing them of needs and service opportunities, and provide opportunities that foster the development of community within the University. These programs further the total objectives of the University.

While it may sometimes be possible to achieve several of these objectives through a single program, four general categories of programs are used: chapels, small groups, convocations and campus community events.

- **A chapel** is a gathering of the University community on Tuesdays and Thursdays with the immediate objective of promoting the spiritual enrichment and growth of students, staff and faculty. The emphasis is on worship, spiritual development, biblical instruction, discipleship, Christian living, and the relationship of Christian thought to contemporary issues. Students are exposed to a variety of worship traditions. Programs demonstrate different mediums used to communicate Christian truth (e.g., music, drama and the arts).

- **A chapel option** is offered regularly on Wednesday evenings where student leadership has opportunity to develop spiritually enriching programs for other students which allows students to take more meaningful responsibility for their own spiritual development. The Dean of Christian Faith and Life serves as advisor to this program.

- **Convocation programs** ordinarily meet on Fridays and are of an intellectual or cultural nature that is built around themes related to the Christian liberal arts purposes of the University. Convocations may relate the various academic areas to the Christian faith or address pertinent issues and world events. Such convocations do not ordinarily include worship experiences as such, with the exception of an invocation or benediction where appropriate.

- **Campus community events** are gatherings of the campus community for ceremonial or special occasions unique or pertinent to the University. These events may preempt normal chapel scheduling.

II. Program Guidelines

A. Chapel Guidelines

The objectives of the chapel services reflect the religious goals of the University as set forth in the Mission Statement, the Statement of Faith, and the Philosophy of Education. Since most of those in attendance may be presumed to consist of those who are already committed to Christ, such services should aim at broadening, deepening and strengthening a Christian life already established rather than at initial conversion. It is entirely appropriate that an occasional chapel should present Christ as Lord and savior to the uncommitted; however, care should be exercised lest repeated and insistent appeals, directed to an essentially captive audience, should produce hardening and increased resistance rather than the desire for change of heart.

In implementing the above objectives, these guidelines are followed:

1. **Selection of Speakers:** Chapel speakers should be drawn from as wide a range as possible of those who are in harmony with the spiritual concerns of the University and are effective in communicating these concerns to young people. While it is not to be expected that every speaker will be in agreement with every detail of the Statement of Faith, chapel speakers should be those whom we can in good faith recognize as ministering the Word of God. When topics are introduced that are matters of controversy or disagreement among Christians, they should be dealt with in candor but with courtesy toward those who may disagree with the speaker. Such courtesy should extend as a matter of course also to those who may be adherents of non-Christian faiths. Chapel speakers should be expected to address themselves to the spiritual needs of the students and not to ‘plead the case’ for some cause of work with which they may be associated. Chapel and convocation speakers and participants should be informed about the closing time of chapel and reminded that most students have classes at the hour following chapel.
2. Variety in Music and Styles of Worship: Inasmuch as both the musical tastes and the church backgrounds of those attending vary widely, a conscious attempt should be made to incorporate as much diversity as possible in both types of music and styles of worship into the programs from time to time.

3. Invitations should be left to the freedom of the speaker and leadership of the Holy Spirit. Speakers should not be prohibited from giving an invitation nor should they be instructed or required to have one. Appeals in which mass response from the congregation in which non-Christians could be put in a state of embarrassment should be avoided.

B. Convocation Guidelines

The objective of convocation programs is the development of the University as a Christian academic community, and the development of the student as a mature, responsible, culturally alert, motivated individual. While the content of secular convocations will not be explicitly religious in nature, the Christian principles and objectives of the University will be given prime consideration in the planning of all convocations. Several general categories of programs have been indicated above and are reflected in the guidelines below deal.

1. Variety in Programming: The effectiveness of convocation programs, and student response to them, will be enhanced by the use of a variety of formats, including panel discussions, forums and debates. The use of various ‘entertainment’ media such as music, drama, skits, etc., will also enhance the program; these media may be used to carry a serious message, though this need not always be the case.

2. Controversial Issues: An exposure to a wide range of viewpoints on the controversial topics of the day is an essential part of a liberal education. This exposure cannot be fully effective without the physical presence on campus of speakers urging divergent viewpoints. Therefore, the convocation committee should actively seek out speakers who will make effective presentations on issues of current debate. The views expressed by such speakers need not be those of the University, and every effort should be made to publicize the fact that the issuance of an invitation to a speaker in no way implies an endorsement of that point of view.

III. Spiritual Formation Participation Policy

At the heart of our life together at Huntington University is the chapel and convocation program that represents our acknowledgment of God among us. Chapel and convocation experiences offer students an opportunity to participate in a total campus gathering designed to enlarge their spiritual, social and academic life. The goals of this program range from worshipping together to exploring the Christian world view to simply gathering together in an all-campus growth enrichment time. Because of the flexibility of chapel and convocation attendance requirements, students are urged to be deliberate and intentional in choosing to participate in programs most suited to their needs and interests.

The University provides opportunities for students to benefit from a variety of programs designed to foster spiritual growth and maturity as young men and women are prepared to impact our world for Jesus Christ. Community chapels, student chapels, small groups, and convocations are among the approximately sixty offerings each semester in the Spiritual Formation Program. The following attendance policy is a response to the centrality of the University’s commitment to provide spiritual challenge and nurture to its students.

- All students under the age of 25 are required to obtain 30 chapel credits each semester, 20 of which must be from the core community chapels on Tuesday and Thursday. Credit totals are kept in the campus ministries office and updated weekly. Students failing to meet the minimum requirement will be required to completed 15 hours of community service by the end of the second week of classes in the subsequent semester (unfinished hours charged $10 per hour). Failure to meet chapel requirements for a second time during a student’s career will result in a 30 hour community service penalty. A third offense will result in a one semester suspension. A student who falls substantially short (i.e., less than 20 total credits) will accelerate the sanction process by one step. No opportunities are given to “make-up” chapels.

- Education majors in junior block and student teaching are granted waivers or reductions. Other students with extenuating circumstances may petition in writing through the campus ministries office (employment and extra-curricular activities are not considered a basis for waiver or reduction).

IV. Faculty Expectations and Opportunities
Regular attendance at daytime chapels and convocations is expected of the faculty. The faculty will be given opportunities to participate in chapels and convocations in a variety of ways. The faculty will be given opportunity to work together with the Dean of Christian Faith and Life in convocation planning and programming.

V. Daily Scheduling

Daytime chapels and convocations will dismiss fifteen minutes before the hour.

Chapel programs are typically scheduled to meet on Tuesday and Thursday from 10:05 - 10:45 a.m. and on Wednesday evenings, and convocations meet on Fridays from 11:05 - 11:40 a.m. [Small group structure suspended in 2002, and replaced by Friday convocation series.]

Policies adopted by the Faculty on March 4, 1971 and revised 5/22/73; 5/13/81; and again 2/23/94.

A.1.9 Philosophy Of Athletics

The physical body is part of God’s good creation. It deserves consideration, care, and intelligent development. For the one reborn in Christ, the body is also the temple of the Holy Spirit. Thus, both in the original creation and in the new creation, care of the physical body and the development of physical skills are consistent with and important to Christian commitment.

Huntington University is committed to the development of the whole person. This holistic philosophy includes the physical as an important component integrated with intellectual, social, psychological, and spiritual aspects of the total person. It is, therefore, appropriate that the educational program of the University include formal academic opportunities for physical development through activity courses, informal opportunity through an intramural program, and organized activity through the intercollegiate athletics program.

The athletic program at Huntington University seeks to give each participant a significant educational experience and opportunity for personal development consonant with the University mission statement and other institutional objectives. Competition is a spur to individual development. Striving for excellence, developing skills and growing in teamwork are important objectives for the participant. Winning is important but secondary to doing one’s best. The University judges the athletic program, the coach, and the individual athlete on the basis of progress toward these objectives rather than on a record of winning percentages. Striving for excellence is in full accord with the Christian commitment to realize the highest potential endowed by our Creator and made possible by our Lord.

In this perspective, intercollegiate sports are an integral part of the educational program of the University. The educational experience aims to develop physical skills to the highest possible level, to enlarge the participant’s cognitive field through increased knowledge of the game and of coaching techniques and to achieve affective development for wholesome and constructive personal attitudes.

It is recognized that the athletic program is one of the more visible of the University’s many educational programs. Consequently, it has special institutional values for image-building, student recruiting, and campus spirit. This recognition prompts the following consideration: The coach and athletes should represent the University’s qualities in Christian commitment, behavior, academic achievement, and view the program as an opportunity to represent Christ in all performances.

As part of the total educational program of Huntington University, intercollegiate sports contribute to the progress of the total institution and to the development of the individual participant. By integrating biblical faith, sound athletic principles, and solid learning each person in the program will be encouraged to represent the highest ideals of the University.

Within the boundaries set by the respective national athletic associations, the conditions for eligibility to participate in intercollegiate athletics are institution-wide conditions determined by the Faculty in consideration of the educational program. The criteria for eligibility are equally applicable to all students and to all major student activities. The process for determining eligibility is centered in the office of the registrar in application of Faculty policies.

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The role of recruiting for intercollegiate sports is significant because the coaches represent a particular part of the University’s educational program. In doing so, they represent the University as a whole, that is to say, in recruiting for athletics the educational and Christian character of the University should be represented. All student admissions to the University program are judged by the admissions staff on the basis of educational policies established by the Faculty. There are no separate admissions criteria or processes for athletes.

A.1.10 Sunday Observance Policy

Four principles are offered to guide members of the University community concerning Sunday activities and the Sabbath rest described in Scripture: (1) care should be exercised in stating particular modes of observance so that unfounded ‘biblical principles’ are not used to cloak what is simply tradition, (2) statements regarding Sunday observance at the University should be viewed primarily as guidelines and be restricted to questions relating to University activities and use of facilities, (3) specific proscription of activities should in each instance be determined by a corporate decision of an appropriate representative decision-making campus body to avoid personal interpretations which might unnecessarily enslave other Christians, (4) activities permitted or required should not infringe on the right of those who wish to respect the day in a particular way, nor should activities be restricted unnecessarily for those whose respect for the day is different.

The University community observes the following guidelines:

1) that members of the University community should be encouraged to arrange their schedules to include corporate worship regularly each week with the church of their own choosing,

2) that Sunday be recognized by the University community as a special day for Christians, with its centuries-old tradition of worship in commemoration of the resurrection of Christ and that an emphasis be given to using the day for the benefit of people, to helping those in need,

3) that we avoid the scheduling of activities during the Sunday morning and evening hours normally used by churches in our community for worship activities,

4) that we avoid requiring persons to work on Sunday who would prefer to respect the day in that particular way, providing that their services are not essential and could not be substituted for by others,

5) that we avoid the formal scheduling of events dependent upon ‘team’ activity on Sunday, such as intercollegiate or intramural athletics, drama or musical rehearsals (and performances*), inasmuch as such Sunday scheduling might cause some ‘team’ members to violate their own consciences regarding Sunday observance or avoid participating in an activity which should normally be encouraged as a part of a liberal arts University experience;

6) that in event of the need to schedule a Sunday competition, practice or performance as in the case of intercollegiate bowling, participation in a church service or a team worship/devotional time will be provided for the team or performing group,

7) that we regard as accepted scheduled programs or events which do not conflict with the above statements, providing their occurrence is occasional and providing that they are supported by an appropriate representative decision-making campus body,

8) that we leave to the individual members of the University community decisions regarding their own Sunday activities, including such matters as work, study, recreation, and attendance at off-campus programs and events,

9) that services not now provided or activities not now permitted but which would fall within the guidelines suggested above, be considered on an individual basis by an appropriate representative decision-making body,

10) that specifically with regarding to the library, there is nothing inappropriate in the previous practice of providing limited services for limited hours on Sunday,
11) that nothing in these guidelines be construed to require that facilities be opened or that activities be available; we conclude only that decisions regarding the providing of such activities should be made on some basis other than Sunday observance policy.

A.1.11 Photocopying And Videotaping Copyrighted Materials

The Association of American Publishers and the Committee on Copyright Law of the National Association of College and University Attorneys in 1976 agreed to copying guidelines for teachers and students for classroom and related purposes. The following excerpts from *The Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions in Copyright Law* by the National School Boards Association, state minimum standards for educational fair use. Further information may be obtained from the Library.

The *Federal Copyright Law Revision of 1978* provides in Section 107 that ‘fair use’ of a copyrighted work, including use by reproduction in copies, for purposes such as ‘teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright.’ The four criteria used to determine fair use include “(a) the purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational uses; (b) the nature of the copyrighted work; (c) the amount of substantiality of the portion used in relation to the copyrighted work as a whole; and (d) the effect of the use upon the potential market for or value of the copyrighted work.”

Requesting Copyright Permissions

Faculty must request permission from the publisher for photocopying out-of-print material or excerpts of material for repeated use. Such permission is routinely granted when it is clear to the publisher that no loss of sales will occur. The following suggestions from the Association of American Publishers will speed the process.

(a) Request permission at the same time you order textbooks, the earlier the better in the event your request cannot be granted and you need to substitute other materials. Publishers do not always control rights and need time to research the extent to which permission may be granted.

(b) Direct your request to the publisher’s Copyrights and Permissions Department, not the author. If publishers do not control the rights, they will inform you whom to contract.

(c) Include all of the following information in your request:
   - author’s, editor’s, translator’s full name(s)
   - title, edition and volume number of book or journal
   - copyright date
   - ISBN for books, ISSN for magazines and journals
   - numbers of the exact pages, figures and illustrations
   - if requesting a chapter or more: both exact chapters and exact page numbers
   - number of copies to be made
   - whether material will be used alone or combined with other photocopied materials
   - Huntington University, course number and course title
   - semester and year for which material will be used
   - instructor’s full name

(d) Request permission whether or not works are in print.

(e) Provide your complete address and the name of a contact person and telephone number in case there are any questions.

The publisher’s response form will provide information about payment and fees that are determined by the individual publisher. *Questions and Answers on Copyright for the Campus Community* is available from Association of American Publishers, 220 East 23rd Street, New York, NY 10010, or call (212) 689-8920.

Faculty are urged to adhere to the intent as well as the literal guidelines below.

Photocopying: The following from NSBA *Copyright Law* guidelines apply to photocopying material by non-profit educational institutions.

(a) A single copy may be made of the following by or for a teacher at his or her individual request for scholarly research or teaching purposes: a book chapter; periodical or newspaper article; short story, essay or poem; and chart, graph, diagram, drawing, or cartoon from a book, periodical, or newspaper.

(b) Multiple copies may be made by the teacher, not to exceed more than one copy per pupil in a course, if copying meets tests of brevity, spontaneity and cumulative effect; and each copy includes notice of copyright.
(c) Brevity in poetry is defined as: a complete poem if less than 250 words and if printed on not more than two pages; or from a longer poem, an excerpt of not more than 250 words.

(d) Brevity in prose is defined as: either a complete article, story or essay of less than 2,500 words; or an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but a minimum of 500 words.

(e) Spontaneity is defined as: copying which is at the instance and inspiration of the individual teacher, and the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

(f) Cumulative effect states that copying is for one course only in the school in which copies are made. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodic volume during one class.

(g) Prohibited is copying used to create, replace or substitute for anthologies, compilations or collective works; and copying of consumable works such as workbooks and standardized tests.

(h) Copying shall not substitute for the purchase of books, reprints or periodicals; be directed by higher authority; or be repeated with respect to the same item by the same teacher from term to term.

(i) No charge shall be made to the student beyond the actual cost of photocopying.

Off-Air Recording: The following from NSBA Copyright Law guidelines apply to off-air recording by non-profit educational institutions.

(a) A broadcast program may be recorded off-air simultaneously with broadcast transmission and retained by a non-profit educational institution for the first forty-five consecutive calendar days after date of recording. At end of the retention period, all off-air recordings must be erased or destroyed immediately. “Broadcast programs” are television programs transmitted by television stations for reception by the general public without charge.

(b) Off-air recordings may be used once by individual teachers during relevant teaching activities, and repeated once only if instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as homes of students receiving formalized home instruction, during the first ten consecutive school days in the forty-five day calendar day retention period.

(c) Off-air recordings may be made only at the request of, and used by, individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

(d) A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.

(e) After the first ten consecutive school days, off-air recordings may be used up to the end of the forty-five calendar day retention period only for teacher evaluation purposes.

(f) Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

(g) All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

A.1.12 Statement on Diversity and Intercultural Competency

Huntington University is enriched by engaging persons from a variety of cultural and racial backgrounds. Therefore, it is imperative to develop interculturally competent students, staff and faculty by interacting in meaningful ways with individuals and communities that are shaped differently than our own.

We believe that God’s Word calls us to:

- Recognize that we are the unified body of Christ (1 Cor. 12:12-13, Eph. 4)
- Live in harmony with one another as the body of Christ (Ps. 133:1, 1 Cor. 12:24-25, 1 Pet. 3:8)
- Reconcile socio-economic, ethnic, national, racial, and gender differences within the body of Christ (Rom. 2:9-11, Eph. 2:16, Col. 3:11)
- Fulfill our relationship with the world through reconciliation, peace-making and love (Amos 5:14-15, John 13:34-35, 17:20-23, 1 John 3:11, Phil. 2:4)
- Recognize that every nation, tribe, people and language, will stand before the throne of God in worship (Rev. 7:9-11)
For this reason, it is our purpose and responsibility to foster an environment that reflects the harmony of the body of Christ in which all members of our community, regardless of race, ethnicity, national origin, gender, age, and/or disability are valued and appreciated for their diversity and role in the university.

In conjunction with Huntington University priorities, we create an environment of harmony that promotes interculturally-competent Christians who comprehend and live their faith in committed relationships. Moreover, this supports the long-term growth and vitality of the University by increasing opportunities for underrepresented students to attend Huntington University and enhance the learning experience for all students, faculty, and staff. Therefore, we promote and encourage inclusive employment and admissions policies based on race, ethnicity, national origin, gender, socio-economic, age, and disability.

A.1.13 Policy On Harassment

The University recognizes harassment as inconsistent with campus mores and biblical teachings. Furthermore, sexual harassment is considered illegal sex discrimination under Title VII of the 1964 Civil Rights Act for employees and under Title IX of the 1972 Education Act for students. Conduct which constitutes harassment, including threatening or abusive behavior or sexual harassment, will not be tolerated at the University.

For general policy purposes, sexual harassment may be described as unwelcome sexual advances, requests for sexual favors, and other physical and expressive behavior of a sexual nature where: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education; (2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating an intimidating, hostile or demeaning employment or educational environment.

If an employee believes that he or she is being harassed, he or she has the right to bring the situation to the attention of the University without fear of adverse action being taken against him or her, such as demotion, termination of employment or other disciplinary action.

Allegations of harassment, as well as concerns over whether or not certain conduct constitutes harassment, are to be reported to the director of human resources who will serve as the compliance officer. In the event the complaint involves the director of human resources, the complaint should be reported to the vice president for business & finance, who will then serve as the compliance officer. Upon hearing the report, the compliance officer will ascertain relevant information and maintain a file on each complaint.

The complaint and reporting system outlined herein is intended to protect the privacy of all parties. The primary concern is to protect employees and students from harassment and from recriminations when offending conduct is reported. An equal but secondary concern is to protect employees and students from false accusations.

The compliance officer will first make an attempt toward informal resolution (if the initial situation is of a very serious nature, then the compliance officer may skip the informal process and move immediately to the formal resolution process). If informal resolution fails, then formal resolution will proceed in a timely fashion as described below.

For formal resolution, a Grievance Committee composed of the compliance officer and one senior leader designated by the president will review the information to determine if harassment is evidenced and will resolve the matter with all involved parties. If both members of the Grievance Committee are of the same gender, the president will appoint a third person so that persons of both sexes are on the Committee. At the recommendation of the Grievance Committee, the compliance officer may issue an oral warning or written reprimand to one or more of the involved parties. The president of the university must approve formal resolution involving more serious disciplinary action or dismissal.
All complaints will be kept in a separate file maintained by the compliance officer and reported to the president. All involved parties will be given a report of the final disposition of each complaint. The Grievance Committee will determine if information concerning the complaint is to be placed in the offending employee’s personnel file based upon the truth of the allegations and the circumstances surrounding the conduct complained of by the offended party. If information is placed in the offending party’s personnel file, the offender will have the opportunity to submit a rebuttal statement for his/her personnel file.

Any appeal of the actions of the Grievance Committee, or compliance officer, must be made in writing to the president who will have the final authority to act.

A.1.14 Policy On AIDS: Summary Statement

Current knowledge indicates that students or employees with any form of the AIDS virus do not pose an unacceptable health risk to other students or employees within the University community. Therefore, Huntington University will not consider the existence of any form of the AIDS virus in the admissions or employment decision for individuals applying to the institution for admission or employment. Any information concerning a person with AIDS is confidential and will not be released inappropriately.

Huntington University recognizes that the most effective means of addressing the issue of AIDS is to educate students and employees about the virus and to take reasonable precautions as outlined in the AIDS Policy and Guidelines of the University that is on file and available for examination in the dean of students’ office. This document is consistent with the behavioral standards as outlined in the Student Handbook.

A.1.15 Statement On Academic Honesty

The following statement has been adopted by the Faculty as an expression of the University’s position on academic honesty. Faculty are encouraged to distribute copies of this statement to their classes.

Statement on Academic Honesty

The academic community places high value on intellectual honesty. The academic enterprise presumes honesty in reporting research. Good scholars deal accurately and fairly with their data. Those who do not are discovered, exposed, and branded as untrustworthy in the academic community.

Christians should be strongly committed to academic honesty because of the biblical call to be honest and to avoid taking that which rightly belongs to another. Christians should consider academic honesty an expression of their commitment to Christ, remembering that they are ultimately responsible to God for their behavior, and not just to their professors or the University.

The following are basic principles of honesty for academic applications that Huntington University calls upon its students and faculty to uphold:

(a) Give credit to your sources for ideas, composition, and wording that are not your own. Failure to do this properly is plagiarism, which will result in an F on the paper and may result in an F in the course.
(b) Honestly report the ideas of your sources. Avoid inaccurate quoting or paraphrasing and do not twist information from your sources to fit your ideas. Your sources have a right to be honestly represented in your paper.
(c) Honestly report all evidence or data, even items that stand in opposition to your thesis or that support arguments for an opposing viewpoint. You are free to evaluate such evidence and continue to argue for your thesis, but do not ignore contrary evidence.
(d) Do your own work. Be honest about putting your name only on that which represents your work. While you may seek editorial assistance for technical matters, it is academically unacceptable and morally dishonest to submit as your own a paper that was substantially written or rewritten by someone else.
(e) If you wish to prepare a paper for one course and submit it for another course as well, secure permission in advance from professors in both courses.

(f) Allow exams to measure fairly what you have learned. Use all available study aids, including old exams, in your preparation for exams, but during the exam period use only those resources allowed by the professor. Do your own work on exams, and keep your answers to yourself.

(g) Recognize that the library is for all to use and that honesty with regard to library rules will help safeguard this privilege for all. Do not abuse the library resources by taking books out of the library without checking them out, by misplacing them, or by keeping overdue books.

A.1.16 Statement On Plagiarism

The following statement has been adopted by the Faculty as an expression of the University’s position on student plagiarism. Faculty are encouraged to distribute copies of this statement to their classes.

Statement on Plagiarism

In writing papers, reports, and summaries for your university courses, you will be held responsible for knowing the difference between legitimate and illegitimate use of published and unpublished source material. Illegitimate use is called plagiarism, and at Huntington University the penalty for plagiarism may range from a grade of F on the work in question to failure of the course. (Intentional plagiarism is a much more serious offense than “unconscious” plagiarism, although the student is obligated to avoid both.)

Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgement, leaving the false impression that the material is original with you. Everything that you quote, paraphrase, or summarize from another source must be referenced properly (in the current MLA style). The only exception to this is information that is common knowledge in the field that you are exploring—that is, facts, dates, and figures that are well known to the experts in the discipline and thus are not the property of any specific author.

The MLA Handbook for Writers of Research Papers (New York: Modern Language Assn., 1984) has this to say about the varieties of plagiarism:

... to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else. ... The most blatant form of plagiarism is to repeat as your own someone else’s sentences, more or less verbatim. ... Other forms of plagiarism include repeating someone else’s particularly apt phrase without appropriate acknowledgement, paraphrasing another person’s argument as your own, and presenting another’s line of thinking ... as though it were your own.(sec. 1.6)

Note: This handout has been printed without clear line spacing, to conserve space; the MLA Handbook calls for your research paper to be double-spaced throughout, “including the heading, the title, quotations, and the bibliography” (sec 3.4), the form in which publishing companies wish to receive it.

Following are examples of proper and improper handling of original source material. First, the original source paragraph upon which the examples will be based:

a. Original Source

The first step in helping children adjust to relocation is to acknowledge the idea that children are affected by moving. Parents and teachers can then talk to children about what to expect during the move and in their new surroundings. Children need to know that loneliness is normal. Families can hold meetings in which children can feel free to ask questions, air concerns, and resolve anxieties. Adopting a positive attitude is very important, as this optimism spreads. (Smardo 10)

b. Examples of Proper Acknowledge

1) Direct Quotation

   a) QUOTATION OF THE ENTIRE PARAGRAPH: Enclose in quotation marks if four lines or shorter; otherwise, indent ten spaces (double-space—see note above) and omit quotation marks. Indicate author and page number for both long and short quotations (but do not repeat any part of the citation that has already been mentioned in your comments that introduce the quotation).
(b) **PARTIAL QUOTATION:** Use quotation marks around the portion of the original source paragraph that you choose to quote; omission within the quoted portion are indicated by ellipsis dots ( . . . ), and your own insertions into the quotation are enclosed in square brackets [ ].

**EXAMPLES:**

Moving can be a traumatic experience for children, and parents and teachers should “acknowledge the idea that children are affected by moving . . . . Children need to know that loneliness is normal” (Smardo 10).

Moving can be a traumatic experience for children. Smardo suggests that “[a]dopting a positive attitude [toward the move] is very important, as this optimism spreads” (10).

(2) Paraphrase or Summary

A paraphrase or summary of the original source must be your composition written in your own style and using your own wording. Quotation marks are not used, but the usual citation of source and page number must be clearly indicated—just as in the case of directly quoted material.

**EXAMPLE:**

Moving can be a traumatic experience for children. Smardo suggests that parents and teachers can help by openly and optimistically discussing the move with the children (10).

c. **Examples of Plagiarism Improper Acknowledge**

(1) Direct Quotation Without Proper Acknowledgement

(a) **FAILURE TO USE QUOTATION MARKS AND TO INDICATE SOURCE:** The second sentence of the following example is copied from Smardo without proper acknowledgement.

**EXAMPLE:**

Moving can be a traumatic experience for children. The first step is helping children adjust to relocation is to acknowledge the idea that children are affected by moving.

(b) **INDICATION OF SOURCE, BUT FAILURE TO USE QUOTATION MARKS:** The second sentence of the following example is directly copied from Smardo without proper acknowledgement by quotation marks, even though the author’s name and page numbers are given.

**EXAMPLE:** Moving can be a traumatic experience for children. The first step is helping children adjust to relocation is to acknowledge the idea that children are affected by moving (Smardo 10).

(2) Attempts to Avoid Direct Quotation Which Fail

(a) **RUNNING TRANSLATION:** The actual wording of the source is avoided by the use of synonyms and slight rephrasing, but the sequence of ideas and general sentence structure mimics the source. Omitting a passage of the original or inserting one of your own does not make this legitimate even if the source is cited. The following example (with the unacceptable synonyms and slight rephrasing in italics) is a running translation that is still plagiarism even though the source is cited.

**EXAMPLE:**

Moving can be a traumatic experience for children. The first thing to do to help kids adjust to the move is to admit that children are bothered by it. Then parents and teachers can tell kids what to anticipate while moving and settling into their new home (Smardo 10).

(b) **PATCHWORK QUILT:** In this type of plagiarism, portions of the original source are inserted into one’s own composition without the use of quotation marks. Even though the source is cited, this is still plagiarism. (The offending passages are in italics in the example.)

**EXAMPLE:**

Moving can be a traumatic experience for children. The trauma can be alleviated, however, if parents and teachers talk to children about what to expect, let them know that loneliness is normal, and encourage them to ask questions, air concerns, and resolve anxieties. Adopting a positive
attitude is very important for helping children overcome the difficulties involved in moving to a new location (Smardo 10).

(c) **SUMMARIZING WITHOUT CITING THE SOURCE:** Even a good summary in your own words is plagiarism if you fail to acknowledge the source. In the following example of plagiarism an otherwise acceptable summary becomes plagiarism because there is no citation of the source of the ideas for the summary.

**EXAMPLE:**
Moving can be a traumatic experience for children. It is a good idea for parents and teachers to help by openly and optimistically discussing the move with the children.

Work Cited

Updated and Revised by the HU English Department and Authorized by Academic Concerns Committee September 1989.
A.1.17 Grievance Procedure for Academic Matters

In any university, disagreements will sometimes arise about grading and other academic matters. Huntington University wishes to resolve these matters in a respectful manner consistent with biblical principles. In nearly all circumstances, the student should first seek to resolve the disagreement directly with the faculty member. If all possible means to resolve it directly with the faculty member have been exhausted, the student may resolve the disagreement using the following process. All complaints will be kept confidential to the extent permitted by law. No adverse action will be taken against the student filing the complaint.

1. Grievance procedure for grades
   a. Students who wish to appeal the final grade for a course on the grounds that it was assigned arbitrarily or capriciously must first seek conciliation directly with the professor. If a satisfactory agreement cannot be reached through informal discussion the student may seek to resolve the dispute through the following process.
   b. A written appeal to the Vice President and Dean of the University must be made within three weeks of the formal posting of semester grades by the Registrar. The Dean may grant exceptions to accept appeals after this length of time in the case of compelling extenuating circumstances.
   c. The student must provide the following information in support of the appeal. Appeals will not be processed until all materials have been provided to the Vice President and Dean of the University. The burden is on the student to show that the grade is unfair in light of the evidence.
      i. A written explanation of the basis for challenging the grade
      ii. Copies of all relevant graded assignments and examinations
      iii. A copy of the course syllabus as distributed to the class
   d. The Dean may ask the professor to provide similar documentation when necessary.
   e. The Dean will examine the evidence provided to determine whether the grade was arbitrarily or capriciously assigned.
      i. If the determination is that the grade was not arbitrary or capricious, the Dean will sustain the professional judgment of the faculty member and the grade will stand. The Dean will communicate this decision to the faculty member, division chair and the student.
      ii. In the event that the grade assignment is determined to have been arbitrary or capricious, the Dean will recommend that the faculty member change the grade. The new grade will be determined by the faculty member, the Dean and the faculty member’s division chair or appointed division member.
   f. Any appeal of the Dean’s decision will be referred to a panel consisting of three members of Academic Concerns Committee. The panel’s decision is final and not subject to appeal.

2. Appeals of Other Academic Concerns
   a. Students who have concerns about other academic matters involving a faculty member should, in most cases, first seek conciliation with the faculty member.
   b. If student and faculty member cannot reach agreement or if the nature of the appeal is such that the student does not feel free to take the matter directly to the faculty member, the student should approach either the chair of the division or the Vice President and Dean of the University. In order for the University to evaluate and respond to the concern, the student must submit a brief written statement that describes the concern. Supporting materials and documentation, if any, should be included with the written statement.
   c. The chair and the Dean will coordinate efforts to address and to decide the resolution of the student’s concern.
   d. Either the student or faculty member may appeal this decision by presenting his or her case to the Academic Concerns Committee. The decision of the Committee is final and not subject to further appeal.

Revised and adopted by the Faculty May 2005

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A.1.18 Financial Code Of Conduct And Ethics

The staff of the Huntington University is committed to performing its role with integrity and honesty in support of the University’s Christ-centered mission. To this end, the staff is committed to processing, tracking, and maintaining records of all financial resources of the University efficiently and effectively in accordance with current accounting standards, accepted fundraising principles, governmental regulations, and Biblical principles of stewardship.

Appropriate policies, processes, and internal controls will be followed to help assure accountability and ethical conduct in all aspects of financial transactions. A key part of this effort will be an annual independent audit overseen by the Finance Committee of the Board of Trustees with a final report issued to the full Board.

Any concern related to the conduct of the staff with respect to financial transactions should first be reported to the Vice President for Business and Finance. In the event that the issue may involve or have the appearance of involving the Vice President, the concern should be reported to the President. Likewise, if the issue may involve or have the appearance of involving the President, the concern should be reported to the Chair of the Board of Trustees who shall consult with the Chair of the Finance Committee on the matter.

Concerns about potentially fraudulent activity may be reported on a ‘whistleblower fraud hotline’ at 260-359-4300. Such information will be directed to the Vice President for Business & Finance for review and investigation as appropriate.

A.1.19 Off-Campus Travel Procedures

Certain risks are involved in travel for off-campus study programs or spring break service projects, particularly international travel. Huntington University cannot guarantee the elimination of risks but the following procedures seek to reduce those risks and to make such trips as safe as possible. These procedures outline what is to be done should a safety or health crisis occur. Note that if conditions are deemed unsafe or there is safety risk, the University may cancel the trip.

Each Huntington University sponsored trip must incorporate the following elements:

1. The group leader will be thoroughly knowledgeable of the overseas sites and the organization the group is working with (if applicable).
2. The group should have an orientation for participating students prior to departure that will provide participants with a good understanding of the site, project and behavioral, academic, spiritual, and physical expectations. All students must understand that the HU Student Handbook statement of the Community Life Agreement is in effect on the trip. Country-specific courtesies and lifestyles should be noted by the group leader and followed by all trip participants.
3. For international travel the group leader will contact the US Department of State to determine relative safety of traveling to the countries prior to arranging the trip. Consular information sheets, travel warnings and current public announcements can be obtained at http://travel.state.gov/travel.
4. For international travel the group leader must register all team members with the U.S. Embassy or Consulate Office nearest the destination prior to leaving the US or on-line before leaving at https://travelregistration.state.gov.
5. The group leader should require students to adhere to standards conducive to their safety and well-being by a) walking in groups, b) establishing early curfews to return to lodging, c) visiting sites along the more traveled and familiar routes in the country, and d) if need be, negotiating the services of a bonded security officer to accompany the group in more dangerous locales.
6. The group leader will submit the following to the Academic Dean’s Office one month prior to the trip:
   a. Primary group leader, purpose and destination of the trip and list of participants
   b. Name, address, phone number, fax number, and e-mail address of off-campus contact(s)
   c. Trip itinerary including a list of accommodations (including phone numbers, fax numbers and email addresses), contact numbers for the host organization if different from the accommodations; and the telephone number of the embassy or consulate for all countries in which the group is traveling
   d. A description of the type of housing (e.g., hotels, hostels, private homes, etc.)
   e. An outline of transportation arrangements including air arrival and departure dates and times; and carrier and flight numbers
   f. Copies of passports and visas
g. Signed copies of the HU Student Consent Form and the Health Insurance and Emergency Contact Form (forms online on the Faculty portal at my.huntington.edu). Parents of dependent students must also sign the forms. Students traveling abroad must present proof of Emergency Medical Evacuation coverage and Repatriation of Remains coverage (available through the Business Office for students who do not have this coverage).

h. Emergency Response Plan for the participants and participants’ families. The group leader should identify the Emergency Response Plan with the on-site contact person. The group leader will give a card to each participant with site director’s name, address, telephone numbers, the sponsor, and an emergency number, and also a meeting location for all participants if the group gets separated for any reason. All participants should understand emergency response plans prior to leaving campus.

Dealing with Emergencies

When an emergency arises, the group leader should first assemble the team in a secure location and contact the nearest US Embassy or Consulate. US government officials cannot always resolve the problem, but they can be helpful. Embassies in all foreign capitals have a duty officer on call around the clock, and smaller embassy outposts have 24-hour answering services. They can give directions to local hospitals and sometimes English speaking doctors in health emergencies. If hospitalization is needed, the embassy or consulate can contact people whose names are listed on a passport. After addressing the immediate emergency, sponsors should work with national hosts, the US Embassy/Consulate, and the campus to assess the situation and plan for an appropriate response.

Communication with Participants, Parents and the Campus Community

In advance of the trip, the group leader should send a letter to parents/guardians discussing the risks as well as the benefits of participating in the program. The letter should inform parents of plans for any emergency situation and assure them of our utmost concern for their student’s health and safety. A copy of the Consular’s Information Sheet for the related country, a copy of any current travel warnings, the State Department’s publications on safe travel tips, an itinerary, and emergency contact information should also be included.

In the event of an emergency at the student’s home, parents/guardians should contact either VP and Dean of the Faculty at 260-359-4008 (office) or 260-388-5127 (cell); or VP for Student Life at 260-359-4029 (office) or 260-224-1450 (cell).

In the event of an emergency situation while traveling, the group leader should contact the emergency contact person on campus (Academic Dean or Dean of Students), who in turn will contact parents or guardians assuring them of the student’s safety and well-being the degree to which such assurance can be given.

Reference Material

- Department of State International Travel web site http://travel.state.gov/travel
- Responsible Study Abroad: Good Practices for Health & Safety (NAFSA)
- Health, Safety, & Security: Resources for Monitoring Conditions Abroad (NAFSA)
- Safety & Security: Suggested Best Practices During a Political Uprising (NAFSA)
A.2.0 Faculty Development and Program Assessment

A.2.1 Faculty Promotion Evaluation Guidelines

Faculty members are invited to apply for promotion in rank. Ordinarily, candidates will have an earned terminal degree (see Manual of Operations, Section 3.2.3) and at least five years in rank. Candidates are evaluated on the basis of teaching effectiveness (including the integration of faith and learning), scholarship, and service. Faculty may apply for promotion in the year that they are also evaluated for tenure. In such cases, consideration for promotion will not take place until after evaluation for tenure is complete. Division chairs may submit one letter addressing both promotion and tenure.

Candidates applying for promotion must complete an application and submit the application and an updated curriculum vita with special emphasis on activities since being last promoted to one’s Division Chair. The candidate should invite the Division Chair to write a letter, to be submitted to the Dean, of assessment of strengths and concerns of the candidate. The application will include a statement of why the candidate feels he or she meets the promotion criteria, a written reflection on student evaluations, a written self-assessment of one’s teaching, a statement on professional development (including work in progress), a discussion of one’s service activities/involvements, and an updated statement on the integration of faith and learning in one’s discipline. The candidate must also submit course syllabi, IDEA scores, copies of representative publications, program or agenda listings, etc.

The following guidelines will provide a general understanding of how candidates for promotion will be evaluated:

**Promotion from Instructor to Assistant Professor**
- Earned terminal degree or 30+ hours toward the terminal degree
- A minimum score of 6 on the Teaching Rubric and at least a 2 on Student Assessment
- A minimum score of 4 on the Scholarship Rubric
- A minimum score of 4 on the Service Rubric
- A TOTAL score of at least 14 on the Candidate Promotion Evaluation Matrix

**Promotion from Assistant Professor to Associate Professor**
- Earned terminal degree
- At least 5 years in rank
- A minimum score of 6 on the Teaching Rubric and at least a 2 on Student Assessment
- A minimum score of 4 on the Scholarship Rubric
- A minimum score of 4 on the Service Rubric
- A TOTAL score of at least 16 on the Candidate Promotion Evaluation Matrix

**Promotion from Associate Professor to Professor**
- Earned terminal degree
- At least 5 years in rank
- A minimum score of 7 on the Teaching Rubric and at least a 2 on Student Assessment
- A minimum score of 6 on the Scholarship Rubric
- A minimum score of 6 on the Service Rubric
- A TOTAL score of at least 20 on the Candidate Promotion Evaluation Matrix
A.2.1.1 Application for Promotion Form

Faculty wishing to be considered for promotion must meet the minimal requirements for consideration as outlined in the Manual of Operations, Section 3.2.5. An Application for Promotion Form may be accessed from the web portal and is to be submitted electronically to your division chair with an updated Curriculum Vitae by October 15. The candidate should invite the Division Chair to write a letter of assessment of strengths and concerns of the candidate. The faculty member must send the application and CV to the Dean by October 30. The letter from the Division Chair must also be sent to the Dean by October 30. The Application includes the following (please limit the response to each question to 500 words).

1. Please briefly state why you believe that you should be considered for promotion at this time. Refer to the evaluation matrix and guidelines above.
2. Please provide a written reflection of the student ratings of your courses.
3. Please provide a written self-assessment of your teaching. Include examples of strategies used to address specific concerns.
4. Please provide an updated statement of your understanding of the integration of faith and learning as it applies to your discipline.
5. Please provide a statement of recent (since last promotion) publications/exhibits/performances and any work you have in progress. Feel free to explain significance of work that is not self-explanatory.
6. Please feel free to comment on your service to the community, university, or church, especially those items that might not be self-explanatory on your curriculum vita.

A.2.1.2 Candidate Promotion Evaluation Matrix

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<thead>
<tr>
<th>TEACHING RUBRIC</th>
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<tbody>
<tr>
<td><strong>3 EXEMPLARY</strong></td>
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<tr>
<td>Student assessment of teaching</td>
</tr>
<tr>
<td>Self-assessment of teaching</td>
</tr>
<tr>
<td>Progress in understanding faith/discipline &amp; the liberal arts</td>
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Student Assessment Score  
Self-Assessment Score  
Faith/Liberal Arts Integration  
**TOTAL Teaching Score**  

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# SCHOLARSHIP RUBRIC

<table>
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<tr>
<th></th>
<th>3 EXEMPLARY</th>
<th>2 PROFESSIONAL</th>
<th>1 DEVELOPING</th>
<th>0 NO PROGRESS</th>
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<tbody>
<tr>
<td>Publications</td>
<td>Publish a book or articles in a refereed discipline-specific journal or media, excluding book reviews</td>
<td>Publish in significant regional or state journals or proceedings, including book reviews.</td>
<td>Publish in a non-refereed or local publication or demonstrate activity on work in progress</td>
<td>No evidence of research or writing</td>
</tr>
<tr>
<td>Or Performances/ Exhibitions</td>
<td>Or Perform/exhibit at an adjudicated venue</td>
<td>Or Perform/exhibit in a state or regionally significant venue</td>
<td>Or Perform/exhibit limited to campus or local venues or demonstrate activity on work in progress</td>
<td>Or No evidence of preparation for any performance or exhibition</td>
</tr>
<tr>
<td>Presentations/ Workshops</td>
<td>Presentations/ workshops at national or international forums</td>
<td>Presentations/ workshops at state or regional level</td>
<td>Presentations/ workshops made locally</td>
<td>No evidence of preparation for presentations or workshops</td>
</tr>
<tr>
<td>Professional Development/Activities</td>
<td>Leadership and/or service in national or professional organizations</td>
<td>Participation or attendance in national, regional, or state professional organizations</td>
<td>Participation only in local groups</td>
<td>Failure to participate in any local or professional organizations</td>
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**Publication/Performances Score**

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<th>Presentations</th>
<th>Professional Development/Activities</th>
<th><strong>Total Scholarship Score</strong></th>
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# SERVICE RUBRIC

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<th>3 EXEMPLARY</th>
<th>2 PROFESSIONAL</th>
<th>1 DEVELOPING</th>
<th>0 NO PROGRESS</th>
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<tbody>
<tr>
<td>Institutional activities and governance</td>
<td>Serves in a leadership role at the University</td>
<td>Faithfully carries out committee and other assignments</td>
<td>Participates only minimally on assigned committees or in other assignments</td>
<td>Fails to participate in assigned committees or perform other assignments</td>
</tr>
<tr>
<td>Involvement in church and community</td>
<td>Contributes through significant leadership roles in the church and the community</td>
<td>Demonstrate church and perhaps community involvement through active participation</td>
<td>Little or no evidence of active involvement in church</td>
<td>Fails to attend any church</td>
</tr>
<tr>
<td>Professional spirit &amp; collegiality</td>
<td>Recognized as an example in developing and maintaining professional dispositions at HU</td>
<td>Seen by peers and administrators as maintaining professional dispositions</td>
<td>Demonstrates progress in developing and maintaining professional dispositions</td>
<td>Failure to develop and maintain professional dispositions</td>
</tr>
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**Institutional Activities Score**

<table>
<thead>
<tr>
<th>Church/Community Involvement Score</th>
<th>Professional Spirit Score</th>
<th><strong>Total Service Score</strong></th>
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A.2.2. Tenure Review Guidelines

The candidate for tenure will prepare for Faculty and Appointments Committee written materials including evidence for teaching excellence; professional training, experience and activities; personal and professional goals; college, community and church service; and progress in relating Christian faith and academic discipline.

The candidate for tenure should prepare a portfolio or dossier that will provide FATC with materials that will help it assess his or her teaching performance, scholarship, goals, service, and progress in faith integration. These materials should be limited to approximately 25 pages in addition to the faith-integration essay and the course evaluation documents, organized into four sections:

- Current Curriculum Vitae, including professional training, experience, and activities
- Materials related to teaching effectiveness, including course evaluation documents (course evaluations will be provided to FATC by the Dean’s office)
- Discussion of personal and professional goals
- Faith-learning integration paper

I. The CV will cover the following where appropriate:

- Education
- Scholarly or professional awards, fellowships, honors, and recognitions
- Scholarly or professional publications
- Papers and presentations at professional conferences and workshops
- Professional juried competitions, exhibitions, and performances
- Professional conferences, workshops, and seminars attended
- Other professional activities, including memberships in professional organizations, offices held, committees, consulting, and so forth
- Other papers, lectures, presentations, exhibitions, and performances
- Other publications
- College, community, and church service, including committee assignments and activities, administrative responsibilities, student organization sponsorships, organizational memberships, leadership positions, and so forth

II. Teaching effectiveness will include

- Reflections on course evaluation documents
- Reflections on teaching assignments
- Any other matters that appear relevant.

III. A reflection on your personal and professional goals, both past and present.

IV. The faith-learning integration paper should be approximately 10 pages in length and should be a scholarly discussion of

- How you have integrated your faith and learning
- How issues of faith are explored (challenged) in your academic discipline
- How issues of faith are reconciled with apparent conflicts in your academic discipline

Examples of how faith/learning integration is related to specific courses and to other professional activities (such as publications or lectures) should be included. It is expected that the paper will include the scholarly apparatus usual to your discipline, including the use of full and appropriate citations. Further detail on what to include is given in A.2.2.2.

For assistance with the integration paper, there is a file of such papers available for consultation in the Academic Dean’s Office. Copies of a helpful essay by Dr. William Hasker on the subject are available from the Dean’s Office (excerpted in A.1.7). The CCCU website also has materials under www.cccu.org/resourcecenter/facultydevelopment/faithintegrationpapers.

The first draft of the faith integration paper is due to the Academic Dean by October 1, with feedback provided by FATC by October 30. All materials (tenure portfolio) are then due to the Academic Dean by January 1.
### A.2.2.1 Faculty Appointments and Tenure–Matrix for Tenure Review

<table>
<thead>
<tr>
<th>AREAS OF EVALUATION</th>
<th>SOURCES FOR FATC REVIEW</th>
<th>WEIGHTING OF ABOVE TERMS FROM HIGHEST TO LOWEST IN IMPORTANCE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. CANDIDATE’S PORTFOLIO</td>
<td>(1) Essential – must be in evidence and supported by other sources</td>
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<tr>
<td></td>
<td>2. DIV/CHR APPRAISAL</td>
<td>(2) Evidence – important to consider</td>
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<td></td>
<td>3. STUDENT COURSE</td>
<td>(3) Positive reflections, may or may not be helpful</td>
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<td></td>
<td>RATINGS</td>
<td>(4) Contributing – helpful</td>
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<td></td>
<td>4. SENIOR MAJORS – DIV</td>
<td>(5) Reflections – may or may not be helpful</td>
</tr>
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<td></td>
<td>CHR INTERV</td>
<td>(6) Evaluation</td>
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<td></td>
<td>5. PEER EVALUATION BY FATC</td>
<td>Evaluation</td>
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<td></td>
<td>6. COURSE MATERIALS BY DIV CHR</td>
<td>Evaluation</td>
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<td></td>
<td>7. CAMPUS COMMITTEE WORK – DIV CHR</td>
<td>Evaluation</td>
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<td></td>
<td>8. JURIED ARTISTIC PRODUCTION</td>
<td>Evaluation</td>
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### A.2.2.2 Tenure Faith Integration Essay

The faith integration essay should be approximately 10 pages in length and should be a scholarly discussion of how you have integrated your faith and learning. It is expected that the paper will include the appropriate format for your
discipline, including the use of full and appropriate citations. The following is not intended to be an outline, but rather what should be sufficiently included in the paper.

In evaluating the quality of ideas developed, the FATC will use the following rubric as a guide.

I. Define and discuss faith integration issues as you see them.
   The FATC may determine that (i) Concept is clearly explained (ii) Concept needs more explanation to be convincing (iii) Concept is unclear

II. Describe the development of influences salient to your position.
   The FATC may determine that (i) Salient influences are identified (ii) Influences are identified, but not specifically (iii) No evidence of influences

III. Describe and discuss faith integration in your discipline.
   The FATC may determine that (i) Model of faith integration is clearly delineated (ii) Model is identified, but is too vague or ambiguous (iii) No model of faith integration is evident

IV. Provide examples of how faith is integrated in the specific classes you teach.
   The FATC may determine that (i) Specific examples are clearly stated (ii) Vague references to examples (iii) No examples are included

V. Give examples of issues of faith reconciled with apparent conflicts in your academic discipline.
   The FATC may determine that (i) Conflicts are clearly identified with appropriate discussion (ii) Conflicts are identified, but not clearly understood (iii) No conflicts are evident

Provide complete listing of all references used in the paper.
A.2.3 Sabbatical Leave Request Guidelines

Sabbatical leaves are a means for faculty to enhance their professional development and maintain freshness in their teaching and scholarship. Faculty may apply for an initial sabbatical leave after teaching six years or more full-time. After the initial sabbatical leave, sabbaticals may be requested on a seven-year cycle. That is, after the initial sabbatical leave, faculty may apply for a sabbatical leave to occur in the seventh year after the previous sabbatical leave.

The sabbatical is intended to provide for professional growth for continued service to the University. Graduate study, research, writing for publication and planned professional travel are typical of approved sabbatical programs. Most successful sabbatical proposals enable the faculty member to be away from campus, usually at another university even if formal course work is not a specific part of the proposal.

Sabbatical requests are to be submitted to the Dean of the University by December 1 preceding the academic year that a leave is desired (e.g., a sabbatical request for fall or spring of 2012-2013 is due by December 1, 2011). Leaves are typically granted for a full semester and January Term; when combined with the summer months, faculty have approximately an eight month block of time for scholarship and professional growth.

SABBATICAL PROPOSALS

Due December 1

I. Purpose of Proposed Sabbatical

- Write a brief statement outlining the primary purpose for the leave, such as research, further study to complete the doctorate or to retrain for continued service, gaining experience related to the teaching field, and so on
- Provide a brief statement as to the appropriateness of the University to fund your proposal

II. Proposal Outline

- Outline the activities in which you will be engaged, including a synopsis of the research proposal, the courses to be studied, or the exact responsibilities that you will have
- Show the calendar and timetable for initiating and completing various phases of the project

III. Outcomes

- Provide a list of succinct Outcome Statements by which you and the University can measure the successful completion of your sabbatical

IV. Qualification of Applicant

- Indicate the years of service at Huntington and other qualifications that commend you for consideration of a sabbatical leave

V. Budget

- Provide an expense budget of anticipated expenses for the sabbatical for which the University may be responsible and those for which you are responsible
- Show any outside income that you may receive and indicate the income that would reduce the University’s portion of your sabbatical salary (outside income subject to taxes that exceeds normal full salary, less sabbatical related expenses)

VI. Reporting

- Outline the form you anticipate your final report will take
- Identify potential publications where you may submit articles from your research or potential publishers for a book
- Outline the form you anticipate your final report will take, remembering that it should be addressed to the president with a copy to the academic dean, and that it will be shared with members of the relevant Board of Trustees committee
- Be prepared to consider making a presentation to the Faculty on your sabbatical activities at the conclusion of your sabbatical
A.2.4 Faculty Fellowships and Named Chairs

A.2.4.1 University Research Fellowship Proposal Guidelines

Through the generous funding from the Lilly Endowment, Huntington University has established a University Research Fellowship that will serve to enhance independent research, including projects in the creative or performing arts. A reduction in teaching load of three hours per semester for a period of two consecutive semesters and $5,000 will be granted for expenses related to the approved project or activity.

I. Eligibility

- Faculty who have taught at least two years at Huntington University may apply for the University Research Fellowship.
- Candidates must have a record of acceptable teaching performance to qualify for a Fellowship as determined by FATC.
- The Research Fellowship should involve significant independent research and cannot be applied to the completion of a degree, e.g., dissertation.
- Some preference will be given to faculty prior to tenure and up to his/her first sabbatical leave.
- Tenure candidates are ineligible the year of their tenure review.

II. Application Procedure

- A brief abstract of the proposed project/activity (up to 200 words).
- A well-developed project/activity description (maximum limit of 3 pages including the abstract). The description should involve research methodology and should include goals, major theses, timeline, budget, and methods for the project/activity.
- Fellowship applications must be submitted by October 1 to the Academic Dean’s Office.
- Announcement of the Fellowship recipient will be made known by December 1.

III. Obligations after Receiving a University Research Fellowship

- It is expected that recipients of the Fellowship will continue his/her position at the University.
- All publications/performances that result from work done should acknowledge the support of Huntington University for the project/activity.
- Faculty Research Fellows must make a public presentation on campus (e.g., Forester Lecture or Focus on Excellence series) of their research and submit a written report on the results or progress of the project within three months after the end of the fellowship. The written report should be submitted to the Vice President and Dean of the University.
A.2.4.2 Edwina Patton Chair in the Arts & Sciences

Through the generous funding from the estate of Professor Edwina Patton, Professor Emeritus of English, an endowed faculty chair has been established that will serve to recognize the significant talents, accomplishments, and leadership of members of the Huntington University faculty. The Edwina Patton Chair seeks to support quality teaching and research. In addition to the honor and recognition, the Chair carries a reduction in teaching load of six hours/year for a period of three years and annual professional development funds up to $5,000 per year.

Eligibility

- Tenured faculty with a minimum of ten years of service at Huntington University may be nominated for the Edwina Patton Chair in the Arts & Sciences.
- Candidates must have a record of outstanding teaching, as determined by FATC, to qualify for the endowed chair.
- Candidates should have a record of notable research or creative work.
- Candidates should have a record of outstanding service in their professional discipline and to Huntington University.
- Candidates should be recognized by their peers as displaying a disposition of professional collegiality.

Procedure for Nomination and Selection

- A letter of nomination from a full-time Faculty member addressing the eligibility requirements must be submitted by January 7 of the selection year to the Academic Dean’s Office.
- FATC in consultation with the President will select the recipient of the Chair.
- Announcement of the Chair will be made prior to the beginning of the spring semester.

Obligations of serving as the Edwina Patton Chair in the Arts & Sciences

- Recipients of the Chair will be expected to promote the academic mission of the University.
- Recipients of the Chair will acknowledge the support of Huntington University in any publications or performances resulting from their tenure as the Edwina Patton Chair.
- The recipient of the Edwina Patton Chair of Arts and Sciences is encouraged to make presentations on campus (e.g., Forester Lecture, Focus on Excellence, etc.) and at professional meetings.
A.2.4.3 Luke J. Peters Chair in the Arts & Sciences

Through the generous funding from the estate of Mr. Luke J. Peters, an endowed faculty chair has been established that will serve to recognize the significant talents, accomplishments, and leadership of members of the Huntington University faculty. The Luke J. Peters Chair seeks to support quality teaching and research. In addition to the honor and recognition, the Chair carries a reduction in teaching load of six hours/year for a period of three years and annual professional development funds up to $5,000 per year.

Eligibility

- Tenured faculty with a minimum of ten years of service at Huntington University may be nominated for the Luke J. Peters Chair in the Arts & Sciences.
- Candidates must have a record of outstanding teaching, as determined by FATC, to qualify for the endowed chair.
- Candidates should have a record of notable research or creative work.
- Candidates should have a record of outstanding service in their professional discipline and to Huntington University.
- Candidates should be recognized by their peers as displaying a disposition of professional collegiality.

Procedure for Nomination and Selection

- A letter of nomination from a full-time Faculty member addressing the eligibility requirements must be submitted by January 7 of the selection year to the Academic Dean’s Office.
- FATC in consultation with the President will select the recipient of the Chair.
- Announcement of the Chair will be made prior to the beginning of the spring semester.

Obligations of serving as the Luke J. Peters Chair in the Arts & Sciences

- Recipients of the Chair will be expected to promote the academic mission of the University.
- Recipients of the Chair will acknowledge the support of Huntington University in any publications or performances resulting from their tenure as the Luke J. Peters Chair.
- The recipient of the Luke J. Peters Chair of Arts and Sciences is encouraged to make presentations on campus (e.g., Forester Lecture, Focus on Excellence, etc.) and at professional meetings.
Huntington University has established the Professor Jack P. Barlow, Sr. Research and Artistic Creation Fund for full-time faculty summer research and artistic creation. The fund is sourced by emeriti faculty gifts or gifts made in their honor with a match from institutional funds. The projects will include a faith integration element and recipients will be required to participate in a short video on their work in the following academic year. Funding starts on June 1 and ends on September 30.

Proposal budget categories that may be included:
- $4,000 faculty stipend for eight weeks of work (can be pro-rated for less time)
- up to $2,000 in supply/travel money
- up to $3,200 for student stipend(s) (assumes $10/hour for student pay)

The total budget, including all categories, may not exceed $8,000. Applicants may request that categories other than faculty stipend be increased in lieu of all or part of the faculty stipend as long as the total budget does not exceed $8,000.

Proposal contents:
- Project Title
- Abstract
- Project Description (includes how students will be involved, if requested)
- Planned outcomes
- Faith integration plan
- Budget (note any additional funding sources)
- Budget rationale
- Faculty CV (max 10 pages)
- Maximum proposal length is 5 pages (not counting CV)

Eligibility:
- Full time faculty
- Faculty must have taught two semesters at HU prior to application
- Candidates must have a record of acceptable teaching performance to qualify (as determined by FATC)

Submission details:
- Submit proposal electronically to the administrative assistant in the Dean’s Office
- Submission deadline March 1.

Selection Process:
This is a peer-reviewed process and decisions will be made by FATC. Requested funds may be adjusted by the selection committee based on the number of proposals submitted.
A.2.5 Program Assessment Report – Program Review Guidelines

A.2.5.1 Program Assessment Report

Responsibilities and Timelines

The primary purpose of the University’s program assessment process is to ensure and to improve student learning, and, as such, every faculty member is responsible for participating in program assessment (see Faculty Handbook 2.1.1.e and 2.1.1.f), and, at a minimum, should understand how their courses serve within the program assessment process. Often, this can entail reporting of specific data to the Department Head for inclusion in the annual Program Assessment Map.

Department Heads are responsible for the final development and compilation of data for the annual Program Assessment Map (see Faculty Handbook 2.1.2.a and 2.1.2.c.). For the traditional, undergraduate programs, the annual Program Assessment Map should be completed and forwarded to the Chair of the Student Learning Committee, the Senior VP for Academic Affairs, and the respective Division Chair by May 31st. For Professional Programs and the graduate programs, the Directors should submit the annual Program Assessment Map by August 31st to the Chair of the Student Learning Committee, the Senior VP for Academic Affairs, and the Dean of Graduate and Adult Programs. Division Chairs are responsible for the review of the Program Assessment Maps (see Faculty Handbook 2.1.3.c), and should communicate their feedback to the respective parties by October 15th of the same calendar year.

After submission of the Program Assessment Map to SLC, the committee will review them and communicate the evaluation (see Program Assessment Map Evaluation Rubric) to the respective Department Head, to the respective Division Chairs, and to the VP for Academic Affairs. For Professional Programs and graduate programs, the Dean of Graduate and Adult Programs should also be included. The feedback from the evaluations should occur no later than October 31st each year. After receipt of the evaluation, Division Chairs, Department Heads, and respective faculty should collaborate to make the required adjustments to the program assessment process and consider the recommended changes for inclusion.

It is expected that the data yielded by the program assessment process will be utilized by the program leadership to improve student learning, and, as such, expected that the assessment process and associated data will be reviewed annually by program personnel.

The Program Assessment Map Process

The following steps will assist in developing the program assessment process and the associated program assessment map:

Step 1 – Review the University Mission and the Program Mission

The program mission should logically follow and fulfill the broader University mission with respect to the particular discipline and program. A careful review of the University mission statement and the program mission statement will ensure that the learning outcomes operationalize the mission.

Step 2 – Determine the Learning Outcomes

Student learning is the crux of any educational institution, and, as such, student learning outcomes should be the primary focus of any program assessment process. First, a couple of definitions might be helpful. A learning outcome is a broad statement of a targeted learning goal to be achieved by students by the end of an educational program; a learning objective is learning goal to be achieved by students by the end of a specific lesson or series of lessons in a course. In other words, a learning outcome is achieved by attaining multiple, sequential learning objectives in various courses throughout an entire educational program. A learning outcome answers the question, “What do I want students to know, demonstrate, or value by completing this program?” Yet, a
learning objective answers the question, “What do I want students to know, demonstrate, or value by the end of this lesson or class?”

When developing a student learning outcome, use the following leading phrase to begin the statement:

Upon completion of the _________________ program, students will have . . .

Using the above language will help to ensure a focus on student learning rather than faculty instruction. When determining learning outcomes for a program, remember that fewer is better than too many, and remember that the learning outcome should be specific enough to be measured in some way and should naturally lead to learning objectives for a given course.

To complete the Program Assessment Map, type in the learning outcomes in the top row of the Program Assessment Map template (using Excel) as in the example below:

The Program Assessment Map template can be downloaded from the Resources page of the Faculty section on the University portal.

In addition to other learning outcomes, each program must include at least one learning outcome in the integration of Christian faith within the discipline. A learning outcome may serve as a faith-learning outcome and satisfy other requirements for the program. Examples of effective, faith-integration learning outcomes are . . .

• Upon completion of the counseling program, the student will have developed an initial, counseling model that integrates Christianity and counseling theory.
• Upon completion of the exercise science program, the student will have articulated a Christ-centered personal health and fitness orientation and a professional code of conduct that celebrates the dignity of every human being regardless of health status, physical ability, or basic sociocultural demographics.
• Upon completion of the mathematics program, the student will have articulated the contribution of Christianity to the historical and cultural context of key mathematical concepts.
• Upon completion of the fine arts program, the student will have articulated the contribution of a Christian understanding of truth, justice and beauty to historical and cultural movements in art in Western civilization.

Insufficient examples of faith-integration learning outcomes are . . .

• Upon completion of the counseling program, the student will have integrated his or her faith with his or her counseling model. [The faith is non-specific. The student might be Buddhist or even atheist.]
• Upon completion of the psychology program, the student will have integrated Christianity with the discipline of psychology. [The statement is far too broad. It is not specific enough to measure.]
• Upon completion of the nursing program, the student will demonstrate compassion to clients. [Again, the faith is non-specific, and the statement is not specific enough to measure.]

Step 3 – The Curriculum Map

The purpose of the curriculum map is to answer the question, “Where in our curriculum are we addressing this learning outcome and to what extent?” For this element of the Program Assessment Map, begin by listing all of the program’s course numbers and titles in the columns on the far left, as in the example below:
Next, for each learning outcome identify the extent of the learning for that outcome through the curriculum. The levels are defined as Introductory (INTR), intermediate (INTM), and Proficiency (PROF). It is left up to faculty to determine what is considered to be introductory, intermediate or proficient for each learning outcome, but a PROF designation for a course should require inclusion of some type of assessment specific to that learning outcome. Enter these designations in the columns below the learning outcomes as in the example below. Do this for all learning outcomes.
The curriculum map should demonstrate a progression of increased learning for each learning outcome through the program, and, thus, each learning outcome should have at least one course with a PROF designation. When reviewing the program assessment map, departments can use the curriculum map to determine how courses function within the curriculum. For example, a course that has no designations under any learning outcome essentially serves no role within the curriculum, and should be considered for either revision or for removal from the curriculum.

Step 4 – Determine the Assessment Measures

The purpose of the next element of the Program Assessment Map is to answer the question, “How can we measure how well our students are achieving this learning outcome?” Program faculty should determine at least one assessment measure for each learning outcome. The assessment measures can vary from a standardized assessment (e.g., the GRE-Psychology) or an exam or assignment within a specific course. Remember that the assignment or exam should be specific to the learning outcome, and, since this is the designated assessment measure for proficiency in the learning outcome, the course that includes the assignment or exam should have a PROF designation in the curriculum map. Once determined, enter the title of the assessment measure in the column cells beneath the learning outcome as in the example below. Do this for each learning outcome.
Again, each learning outcome should have at least one assessment measure, and it is better to have more than one assessment measure for each learning outcome. Also, as led by Department Heads and/or Division Chairs, any program review process should also evaluate whether the assessment measures give an accurate “picture” of student learning for any given learning outcome.

**Step 5-Recording the Data**

The purpose of the final element of the Program Assessment Map is to answer the question, “How well are our students learning respective to this learning outcome?” This step is where we document program effectiveness.

Having determined the assessment measures in Step 4, the corresponding data is entered into the appropriate cell under the respective learning outcome. For example, for any given learning outcome, the data reported in the Data 1 cell should correspond to the assessment measure identified in the Assessment 1 cell for the learning outcome in that column. In the example below, “84” (Cell 33B – Data 1 under Column B) represents the average critical thinking score of students on the Reflection and Discernment Paper assignment for the course PSY 393.
Enter in the corresponding data for each assessment measure. Additionally, to give reviewers a context for understanding and interpreting the data, provide the number of students and the scoring scale or range of measurement for the data. In the example below, “84” is the average score for twenty-five students (n=25) on the Reflection and Discernment Paper- Critical Thinking assignment in course PSY 393 and represents 84 out of 100 points for the assignment. The number (n=25) of students and the range of measurement (0-100) should be entered as a comment into the data cell. (In Excel, select the data cell, click the review ribbon, and click on “New Comment”. Then enter in the information, and, once done, simply click anywhere in the spreadsheet to close the comment. You should see a small red triangle in the upper right corner of the cell that indicates a comment has been inserted for the cell. Placing your cursor over the triangle makes the comment visible.) Note the comment and the triangles in the example below:
For an efficient assessment process, it is essential that every faculty member know what data he/she must report to the Department Head. It is the responsibility of the Department Head to ensure that all faculty know which data to report from which course. For data not related to course assessments, such as scores on the GRE-Psychology or the Praxis II, program leadership should work to set up a system for the reporting of the scores and data.

The final outcome of the Program Assessment Map is that any review should be able to identify the curricular progression, the assessment measure(s), and the data for every individual learning outcome for the program, and all in a quick glance.

**Decision-Making: Utilizing the Program Assessment**

The purpose of program assessment is to give data that will inform and substantiate decisions regarding the program. Therefore, program assessments should be regularly reviewed by program faculty and departments to make changes in the curriculum to increase student learning. Further, these decisions should be documented for review by administration and outside reviewers, such as accreditation reviewers. For this purpose, please use the Decisions Document. It is included with the Program Assessment Map (in the Excel template); simply click on the *Decisions Document* tab in the lower left corner of the Program Assessment Map template as in the example below:
That will open up the Decisions Document spreadsheet. As decisions are made, program leadership should use the document to record any program-related changes. The Decision Document should be submitted along with the Program Assessment Map on or before the respective due date. For an example of a Decision Document, see below:

Support and Assistance

or assistance with or any concerns regarding the Program Assessment Map or Decision Document, please feel free to contact the Chair of the Student Learning Committee. If the matter cannot be adequately addressed over the phone or via email, appointments can be made.
The Student Learning Committee

After submission of the Program Assessment Maps and Decision Documents, the Student Learning Committee is tasked with the evaluation of the documents. The following rubric is used in the evaluation process:

RUBRIC FOR EVALUATING ASSESSMENT MAPS

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<td>LEARNING OUTCOMES</td>
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<td>5</td>
<td>Adequate Number of Learning Outcomes.</td>
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<td>6</td>
<td>Outcomes Focus on Student Performance.</td>
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<td>7</td>
<td>Outcomes Are Measurable.</td>
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<td>8</td>
<td>Outcomes Are Appropriate for Program.</td>
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<td>10</td>
<td>PROGRESSION INDICATORS</td>
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<td>11</td>
<td>Each Outcome Has at Least One Proficient Indicator.</td>
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<td>Each Course Has at Least One Indicator.</td>
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<td>14</td>
<td>ASSESSMENT MEASURES</td>
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<td>15</td>
<td>Each Outcome Has at Least One Assessment Identified.</td>
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<td>16</td>
<td>Multiple Types of Assessments Used for Learning Outcomes.</td>
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<td>DATA</td>
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<td>Mean, Sample Size (n) &amp; Possible Range of Scores Included.</td>
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<td>Data Included for Each Assessment.</td>
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<td>DECISIONS DOCUMENT</td>
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<td>24</td>
<td>Program Changes/Decisions Are Connected to the Data.</td>
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<td>SUPPORTING DOCUMENTS (IF NECESSARY)</td>
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<td>&quot;Other&quot; Data Provided (eg. Thematic Summary of Senior Interviews)</td>
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<td>28</td>
<td>&quot;Other&quot; Data Are Related to at Least One Learning Outcome.</td>
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<td>REQUIRED CHANGES</td>
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<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>RECOMMENDATIONS &amp; CONSIDERATIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any required changes identified by the committee must be addressed in the documents for the following year, unless otherwise specified by the committee. Any recommendations made by the committee should be discussed by program leadership, but are not required to be implemented.
A.2.5.2 Program Review Guidelines

The Faculty of Huntington University approved a Program Review process in December 2014.

Cycle
- The Program Review process operates on a seven-year cycle.
- Each year leading up to the seventh year, departments focus on/review one topic/area leading up to the Program Review Report. A listing of these topics is found in Table 2.
- In year six of the seven-year cycle, departments write a self-study report that is data rich, brief, and covers each topic/area that has been part of the yearly focus. The Program Review Report is due May 31.
- In the seventh year, departments may participate in an external review or an external visit to another institution if they choose (contingent upon appropriate vice president approval).

Composition of the Review Team
The review team is composed of at least two members and should be selected in consultation with full-time program faculty with the following guidelines:
- Review Coordinator - The department chair of the department under review will serve to collect the necessary data, to provide information as requested, and to coordinate meetings with the department's faculty. If an external review/visit is requested, the coordinator will arrange details of the review or visit.
- Additional team members – All departmental faculty are expected to be involved under the purview of the chair.
- Division chairs serve in an advisory role to the Review Coordinator.

Exceptions for Program Review Process
Programs that possess external accreditation from a professional organization are exempted from the Program Review requirement, given that the programs are externally reviewed through the organization. Programs exempted from the review process will still have access to quality initiative funding on a seven-year cycle.

Table 1. Program Review Schedule

<table>
<thead>
<tr>
<th>Year</th>
<th>Humanities and Christian Thought</th>
<th>Social Sciences &amp; Education</th>
<th>Natural &amp; Mathematical Sciences</th>
<th>School of the Arts</th>
<th>Grad &amp; Professional Programs</th>
<th>Core Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-16, 22-23</td>
<td>History &amp; Pol Sci/Sociology</td>
<td>Chemistry</td>
<td>MBA (2022-23)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17, 23-24</td>
<td>Ministry &amp; Missions</td>
<td>Visual Arts</td>
<td>MA in Ministry</td>
<td>Honors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18, 24-25</td>
<td>Communication/Bible &amp; Religion</td>
<td>Business &amp; Economics/Sport Mgmt</td>
<td>Professional Programs (Bus, CI, Psych AS in Chr Min, AS in Org Man, TESOL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19, 25-26</td>
<td>English &amp; Languages</td>
<td>Psychology</td>
<td>Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-20, 26-27</td>
<td>Agribusiness</td>
<td>Mathematics &amp; Computer Science</td>
<td></td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-22, 28-29</td>
<td>Philosophy</td>
<td>Criminal Justice</td>
<td>Kinesiology</td>
<td>Theatre</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Externally-accredited programs will be reviewed by their accrediting bodies on program-specific cycles.

- Year 1 (Pilot) departments complete process (year 6 in Table 2) by Fall, 2015
- Year 2 departments complete process (year 6 in Table 2) in 2 years (2016-17)
- Year 3 departments complete process (year 6 in Table 2) in 3 years (2017-18)
• Year 4 departments complete process (year 6 in Table 2) in 4 years (2018-19)
• Year 5 departments complete process (year 6 in Table 2) in 5 years (2019-20)
• Year 6 departments complete process (year 6 in Table 2) in 6 years (2020-21)
• Year 7 departments complete process (year 6 in Table 2) in 7 years (2021-22)
• After completion of Year 7, the cycle starts over with Year 1 departments completing the process (year 6 in Table 2) in 2022-23.

**Suggested Organization of Materials and Report**

- The self-study report written in year 6 will come from a continuous data collection and self-evaluation process during years 1-5.
- The self-study report is written by the department chair with input from his or her department.
- **The outline of the report as described in Table 2 is a recommendation only, and should be customized to meet the interests and concerns of the department.**
- Copies of the report are given to the department faculty, division chair, academic dean, Academic Concerns Committee, chair of the Student Learning Committee, and the president of the university.

**Funding of Program Review Components**

- Department chairs will receive a $750 stipend upon submission of the Program Review Reports.
- Funding of up to $1,000 will be provided to departments in order to implement quality improvement initiatives. Approval of the appropriate vice president will be required: the Vice President for Academic Affairs for undergraduate programs, the Vice President for Strategy & Graduate/Adult Program for graduate and adult programs. These funds will be available after submission of the final Program Review Report. In cases where an optional external review or visit was conducted, funding will be available after receipt of the feedback report from the external reviewer or external visit team.
- Funding of up to $1,000 for optional external reviewers or HU department external visits to other institutions will be available. Approval of the appropriate vice president will be required: the Vice President for Academic Affairs for undergraduate programs, the Vice President for Strategy & Graduate/Adult Program for graduate and adult programs. For external reviews, a $500 stipend will be provided to the external reviewer, plus travel reimbursement up to a total maximum of $1,000. For external visits of HU departments to other institutions, a maximum of $1,000 will be available for reimbursement of travel expenses.

Table 2. Outline of the Program Review Report (intended to represent a typical report, 10-15 pages long):

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>TOPICS</th>
<th>Guiding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Background of program</td>
<td>- Mission &amp; Vision</td>
</tr>
<tr>
<td></td>
<td>a. History</td>
<td>o Future plans and viability for each program in the department.</td>
</tr>
<tr>
<td></td>
<td>b. Enrollment History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Other Trends</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Program(s) Distinctives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mission and Vision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Mission of the Program(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Learning Outcomes of the Program(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rationale for the Program(s) (e.g., needs, market demand, core curriculum)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Curricula Review</td>
<td>- Curricula</td>
</tr>
<tr>
<td></td>
<td>a. Program(s) Curriculum</td>
<td>o All program learning outcomes, curriculum maps, assessment measures, and assessment processes, and assessment data.</td>
</tr>
<tr>
<td></td>
<td>i. Curriculum Design</td>
<td>o The effectiveness of instruction, curriculum, and other learning opportunities, such as internships, student research, professional memberships, student-faculty interactions outside of class, etc.</td>
</tr>
<tr>
<td></td>
<td>ii. Curriculum Delivery (e.g., traditional, hybrid, online, etc.)</td>
<td></td>
</tr>
<tr>
<td>Year (Year)</td>
<td>Section</td>
<td>Details</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| 3          | Leadership | - Leadership  
  - Departmental governance and leadership model, personnel, and processes.  
  - Consistency with the institutional mission, including the quality and extent of the integration of faith and learning.  
  - Faculty qualifications and growth, including opportunities and support for scholarship. |
| 4          | Faculty Concerns | - Any other issues relevant to the department or a specific program.  
  - Institutional Concerns  
    - Contribution of the department/program to enrollment and other institutional goals and strategies.  
    - Integrity and cooperation with other departments/programs in the institution.  
    - Department/program’s support of the general education (core) curriculum and other academic expectations of the institution.  
  - Resources  
    - Institutional resources for the program, such as library holdings, technology, and annual budget, staff support, work study support, faculty development funds and opportunities, facilities, and any other resources specific to the program and the department. |
| 5          | Student Concerns | - IDEA Results  
  - Departmental Surveys  
  - Feedback from Graduates / exit surveys |
| i. Assessment Plans | • Current curriculum mapping / assessment process takes place annual to build this section |
| ii. Assessment Process | |
| iii. Assessment Results | |
| iv. Utilization of Assessment Results for Program Improvement | |
| *Continue collecting student performance data | |

| 6 (Year 6) | Self-study report written in year 6. Includes data collected in years 1-5, and adds: |
| - Strengths, Challenges and Recommendations a. Strengths of Program(s) & Department b. Challenges of Program(s) & Department c. Recommendations *Continue collecting student performance data |
| 7 (Year 7) | • Optional external review or external visit to another institution |
| - Report received from external reviewer or from visit team | See following timeline |

**Suggested Timeline for External Review or External Visit to another institution**

- One year ahead of scheduled review:
  - Academic dean and ACC choose the review committee based on recommendations by the department OR
  - Department, along with the Academic Dean choose external visit site.
- Nine months ahead:
  - Review team meets with academic dean to review program assessment reports and identify additional sources of information needed for the program(s) review (e.g., grad surveys, employer surveys, curriculum appraisals, faculty teaching evaluations, catalog copy, promotional material).
  - Review coordinator gathers and organizes documentation and arranges logistics of the review.
  - OR
  - For external visit, department identifies (using department data) key elements/questions that they wish to review at external institution.
  - These identified areas are provided to external site department chair and/or academic dean.
- Two months before:
  - Key materials submitted along with key program documents (curriculum, publicity brochures, and annual assessment reports) to each review committee member
- One month before:
  - Team meets with dean to finalize logistics, including a schedule of interviews requested by the committee.
  - Department sets up a schedule for the Review Committee’s activities (normally one day):
    - A presentation by the department
    - A chance to meet the department faculty (e.g., department meeting, lunch, dinner)
• A schedule of interviews to be held with individual faculty, other campus personnel involved with the program, students, available graduates, off-campus constituencies (e.g., internship supervisors)

• One month after:
  o Review Committee chair presents the committee’s report to the academic dean and the department.
  o Department gets a copy of the committee’s report and has a chance to review and evaluate data and recommendations
  o Department identifies action steps and a timeline for addressing challenges. Copies of these materials are submitted to the president, academic dean, Academic Concerns Committee, and the Student Learning Committee.
  o OR
  o For external visit, department writes a follow up report from visit, including how each question/element previously identified was addressed at the visiting institution.
  o Department identifies action steps and a timeline for addressing challenges that they identified following the external visit. Copies are submitted to the president, academic dean, Academic Concerns Committee, and the Student Learning Committee.

• Annual departmental assessment reports should address progress on each action step over the next several years.
A.2.6 Annual Report of Faculty Activities

Information on your professional activities and recognitions is to be filed with the Dean’s Office each spring that will be placed into your personnel file record. This information will be used for reports to the President and Board of activities of the faculty. In addition, the Faculty Appointments and Tenure Committee reviews these reports in its evaluation of faculty for tenure and promotion decisions. Faculty are also encouraged to update regularly their vita to incorporate relevant activities and recognitions.

Faculty are encouraged to maintain an electronic copy of these reports that can be relatively easily updated each May. The Report form is available online on the Faculty portal at my.huntington.edu.

The Report requests information on the following:

1. Professional Organization Memberships (Current Academic Year) – Offices Held During Year
2. Professional Meetings Attended In Year (Current Academic Year)
3. Reports or Papers Presented – Performances, Exhibits, (List Titles, Dates, Locations) – Articles, Compositions or Other Professional Work Published or In Progress
4. Professional Awards, Honors, Recognition Off-Campus
5. Continuing Education, Advanced Study, Courses, Workshops, Seminars (Current Academic Year)
6. Church and community service this year:
7. Comments on Your Load for the Year
8. Other Issues to Report
9. Narrative of Year’s Activities (refer to online format suggestions)
A.3.0 Charts

A.3.1 Organizational Chart Of Administration
A.3.2 Instructional Cost Centers -- Partial List For Faculty

**Cost Centers**  **EDUCATIONAL AND GENERAL**  **INSTRUCTION**  **Format: 10-CNTR-ACCT**

<table>
<thead>
<tr>
<th>General Academic Administration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10-1005- Instructional Administration</td>
<td></td>
</tr>
<tr>
<td>10-1010- Program Assessment</td>
<td></td>
</tr>
<tr>
<td>10-1030- Contracted Programs</td>
<td></td>
</tr>
<tr>
<td>10-1050- Curriculum Development</td>
<td></td>
</tr>
<tr>
<td>10-1910- Special Sessions Weekend/Summers</td>
<td></td>
</tr>
<tr>
<td>10-1930- International Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities &amp; Christian Thought Division I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10-1105- Division I Office</td>
<td></td>
</tr>
<tr>
<td>10-1170- Communication Studies Department</td>
<td></td>
</tr>
<tr>
<td>10-1120- Bible and Religion Department</td>
<td></td>
</tr>
<tr>
<td>10-1130- English &amp; Modern Languages Department</td>
<td></td>
</tr>
<tr>
<td>10-1160- Philosophy Department</td>
<td></td>
</tr>
<tr>
<td>10-1410- Ministry and Missions Department</td>
<td></td>
</tr>
<tr>
<td>10-1415- Worship Leadership Program</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science &amp; Education Division II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10-1205- Division II Office</td>
<td></td>
</tr>
<tr>
<td>10-1210- Business and Econ/Sport Management Department</td>
<td></td>
</tr>
<tr>
<td>10-1220- History Department</td>
<td></td>
</tr>
<tr>
<td>10-1230- Psychology Department</td>
<td></td>
</tr>
<tr>
<td>10-1240- Sociology Department</td>
<td></td>
</tr>
<tr>
<td>10-1250- Social Work Department</td>
<td></td>
</tr>
<tr>
<td>10-1420- Education Department</td>
<td></td>
</tr>
<tr>
<td>10-1425- Graduate Education Program</td>
<td></td>
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<tr>
<td>10-1360- Agriculture</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Natural and Mathematical Sciences Division III</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10-1305- Division III Office</td>
<td></td>
</tr>
<tr>
<td>10-1310- Biology Department</td>
<td></td>
</tr>
<tr>
<td>10-1320- Chemistry Department</td>
<td></td>
</tr>
<tr>
<td>10-1330- Mathematical Sciences Department</td>
<td></td>
</tr>
<tr>
<td>10-1340- Physics Department</td>
<td></td>
</tr>
<tr>
<td>10-1350- Nursing Department</td>
<td></td>
</tr>
<tr>
<td>10-1360- Agriculture</td>
<td></td>
</tr>
<tr>
<td>10-1440- Kinesiology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of the Arts Division IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10-1100- Division IV Office</td>
<td></td>
</tr>
<tr>
<td>10-1110- Art &amp; Design Department</td>
<td></td>
</tr>
<tr>
<td>10-1150- Music Department</td>
<td></td>
</tr>
<tr>
<td>10-1155- Music Outreach</td>
<td></td>
</tr>
<tr>
<td>10-1158- Music Productions</td>
<td></td>
</tr>
<tr>
<td>10-1171- Theatre Arts Department</td>
<td></td>
</tr>
<tr>
<td>10-1175- Theatre Productions</td>
<td></td>
</tr>
<tr>
<td>10-1185- Digital Media Arts Program</td>
<td></td>
</tr>
</tbody>
</table>

When authorizing current fund expenditures, always give a ten digit expense number that begins with 10-, then your department, then a specific account: e.g. 10-1110-7020 for Art instructional supplies.
A.3.3 Chart Of Accounts For Expenses

Selected List of Accounts  (31 out of more than 700 Accounts) Format: 10-CNTR-ACCT

<table>
<thead>
<tr>
<th>Format: 10-CNTR-ACCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>When authorizing current fund expenditures, these accounts are appended to your cost center as the last four digits e.g. 10-1110-7020 for Art instructional supplies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salaries and Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>-6020 Student Wages HC</td>
</tr>
<tr>
<td>-6025 Student Wages Work Study</td>
</tr>
<tr>
<td>-6030 Professional Services/Consulting</td>
</tr>
<tr>
<td>-6035 Stipends and Honoraria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>-6210 Faculty Professional Travel and Dues (For Deans Office only)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplies and Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>-7010 Office Supplies</td>
</tr>
<tr>
<td>-7015 Xerox Copying Charges</td>
</tr>
<tr>
<td>-7020 Instructional Materials</td>
</tr>
<tr>
<td>-7021 Testing Materials</td>
</tr>
<tr>
<td>-7025 Laboratory Consumables</td>
</tr>
<tr>
<td>-7030 Major Postage/Mailings</td>
</tr>
<tr>
<td>-7031 Tickets/Posters/Programs</td>
</tr>
<tr>
<td>-7032 Commercial Printing</td>
</tr>
<tr>
<td>-7050 Medical Supplies</td>
</tr>
<tr>
<td>-7060 Awards/Certification/Plaques</td>
</tr>
<tr>
<td>-7061 Recreational Supplies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>-7310 Department Travel</td>
</tr>
<tr>
<td>-7315 Field Trip Travel</td>
</tr>
<tr>
<td>-7320 University Memberships and Fees</td>
</tr>
<tr>
<td>-7325 Personnel Retreat</td>
</tr>
<tr>
<td>-7345 Maintenance Contracts</td>
</tr>
<tr>
<td>-7350 Equipment Repair</td>
</tr>
<tr>
<td>-7380 Contracted Computing Services</td>
</tr>
<tr>
<td>-7385 Telephone Long Distance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capital Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8020 Capital Equipment</td>
</tr>
<tr>
<td>-8033 Computer Software</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>-7415 Advertising/Publicity</td>
</tr>
<tr>
<td>-7420 Hosting of Guests</td>
</tr>
<tr>
<td>-7425 Programming/Party Expense</td>
</tr>
</tbody>
</table>