

# *Faculty Handbook* *Manual of Operations*

2009 Edition





# *Preface*

## *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*, the *Library Handbook for Faculty*, 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 and Dean of the University 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.

The *Handbook* has been issued in previous editions in 2008, 2005, 2003, 1998, 1993, 1989, 1980, 1976, 1970, 1967, and ca. 1961 and 1958.

Dean A. Norris Friesen  
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*Editor, Gerald D. Smith*



*Huntington University**Faculty Handbook*

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## SECTION 1

### *The Faculty and the Educational Program*

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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 re-

quested 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 cocurricular 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.

Cocurricular 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 cocurricular 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](http://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 cocurricular 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 development 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. Such action is to be reported immediately to the dean of students

and to the academic dean, and subsequent permission for the student to return to the class will be determined jointly with the instructor and the deans.

### 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, Merrillat Centre, Merrillat 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 voice mail, email, the University web site, and local radio and television stations. The campus switchboard may be able to respond if there is a question as to whether the University is in session.

## 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 rich resources for students. Discerning what is valuable from what is not is a learned skill that faculty should teach in courses where Web sources may be accessed.

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.

Library 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, provided a four-semester commitment is made to the Bookstore that the text will be continually used during that time. 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](http://www.publishers.org) or go to [www.pspcentral.org](http://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 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.

A printed 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 Web, 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 atten-

tion 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 cocurricular 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 *MLA Style Sheet* as reflected in the *Harbrace Handbook* is the standard manual adopted by the Faculty that students may be expected to follow in writing formal papers. Students use the *Harbrace Handbook* in English composition classes and should be familiar with its use as a standard reference manual for documentation format. Special formatting for Web references should be taught in courses in which formal papers are expected.

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. Preferably students would have the option of using either MLA or the discipline style format.

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 Learning Center 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 the Learning Center (260-359-4290) for further information. Faculty are expected to work with the director of the Learning Center 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 midsemester 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](http://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 midsemester 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 midsemester 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 ef-

fective 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 evaluation forms are used that are coordinated by the Dean's Office. Items on the form 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 infor-

mation, 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 University Website [www.huntington.edu/tech-services/Forms New Program Proposal](http://www.huntington.edu/tech-services/Forms/New%20Program%20Proposal), 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 partic-

ular 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 advi-

sor) 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 lower level of Loew-Brenn 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. Faculty may be compensated for structuring and supervising more than two to three closely supervised internships and practicums in a semester.

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 hours credit nor more than 4 credits. A maximum of 10 semester hours credit 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 hours credit.

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 scho-

larship: 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 along side 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 Recent Literature on Teaching and Learning

A number of recent publications have added to the higher education literature on effective teaching and learning and evidences for quality education. 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*.

Books on the Christian university and scholarship include Holmes' *The Idea of a Christian College*, and All Truth is God's Truth, Wolterstorff's *Reason Within the Bounds of Religion*, Wolfe's *The Reality of Christian Learning: Strategies for Faith-Discipline Integration*, Martin's *A College of Character*, Hunter's *Evangelicalism*, and Carpenter and Shipps' *Making Higher Education Christian: The History and Mission of Evangelical Colleges in America*.

Guides for beginning as well as experienced professors include McKeachie's *Teaching Tips*, Eble's *The Craft of Teaching*, Lowman's *Mastering the Techniques of Teaching* and McManus, *Leaving the Lectern*. Books on the scholarship of teaching include Boyer's *Scholarship Reconsidered: Priorities of the Professorate* and Glassick, Huber and Maeroff's *Scholarship Assessed: Evaluation of the Professorate*.

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.

The newsweekly publication, *The Chronicle of Higher Education*, is circulated to division chairs and placed in Loew-Brenn faculty lounge and provides information as well as reports on current issues in the higher education community. Other periodicals are received in the University library including those by AAHE such as *The Journal of Higher Education* and *Change*. The Center for Faculty Evaluation and Development publishes *IDEA Papers* monthly for teachers, some of which are selected to be distributed as reprints to the faculty. Also, published monthly is *The Teaching Professor*, which contains short articles on teaching.

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.

## SECTION 2

### *The Faculty and the University Community*

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#### 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 and Dean of the University 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 University Website located at [huntington.edu/techservices/Forms](http://huntington.edu/techservices/Forms).
- 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 Heads

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.

- 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 (budget information online at [faculty.huntington.edu](http://faculty.huntington.edu) under Dept Budget).
- f. Maintain and manage an inventory of departmental equipment and supplies. Requisition equipment and supplies on appropriate forms to the business office. (Nonbudgeted 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.

### 2.1.4 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*. Collegueship 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. Under-



mining 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 Personal Conduct and Appearance

Faculty are expected as a condition of employment to abide by the Community Standards, which preclude use of tobacco and illegal narcotics or drugs, alcoholic beverages, and sexual immorality.

All members of the University community are expected to live by precepts of biblical teachings and agree to conform to Community Standards as members of the community whether or not those Standards are explicitly taught in Scriptures.

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 be active in professional organizations related to their teaching disciplines and to attend periodic professional conferences on a regional or national level, and to regularly read the professional journals in the field to keep abreast of recent developments.

For those faculty who have not completed terminal degrees, it is expected that continued graduate study toward the doctorate will be part of one's professional development. Sabbatical leaves supported by the University are expected to have a component of continued graduate study. 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 monthly professional meetings, 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 Faculty Concerns Committee 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 FCC. 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.

The Lecturer is encouraged to submit the paper to appropriate journals.

### 2.1.10 Faculty Social Functions and Flowers

The Faculty Concerns Committee on occasion arranges for social and professional activities outside the University budget for which Faculty contribute. The funds are maintained in an agency fund by the University, and withdrawals are authorized by either the chair or secretary of the FCC.

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 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 Faculty-Trustee Dinner in the fall and the Commencement Appreciation Dinner 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.



## SECTION 3

### *The Faculty and Personnel Policies*

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#### 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 Faculty Concerns Committee is consulted by the president on issues related to faculty compensation and annual salary increases. Current faculty salaries average at approximately the median for four-year liberal arts colleges in each of the ranks.

Overload compensation is provided for those faculty whose semester teaching load is more than 14 credit hours or whose annual teaching load is more than 25 hours. Any overload compensation is paid at the end of the spring semester when final computation of teaching loads is completed.

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 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 group health insurance plan. 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 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. A booklet 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 Medical Reimbursement Plan

The University will reimburse an employee up to a fixed dollar amount per calendar year for medical, vision and dental expenses incurred by any member of the employee's immediate family not paid by insurance. The specific benefit amount available to an employee is available upon request from the Human Resource Office.

#### 3.1.2.3 FLEX Plan (IRS Section 125)

Employees may set aside funds on a pre-tax basis to cover unreimbursed medical expenses (excluding premiums) or dependent care expenses. Premiums for dependent coverage under the group health insurance plan and premiums for other supplemental insurance plans paid through payroll deduction may be paid on a pre-tax basis which can result in savings of up to 25 to 30% depending upon current tax laws.

#### 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 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.

### 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 or as a contribution to the retirement plan. 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 an 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-CREF immediately upon employment, and must participate upon completing five (5) years of service. The employee contributes a minimum of 2% of her or his salary and the University contributes an amount equal to 10% of the faculty member's salary to his or her retirement account with TIAA-CREF. The funds are immediately 100% vested to the employee, and the employee is able to direct how the funds are invested among the options provided by TIAA-CREF. A detailed summary plan description and various informational brochures are available upon request from the Human Resource Office. Additionally, TIAA-CREF has individual counselors available to assist employees in answering questions about the retirement program.

### 3.1.9 Tax Deferred Annuities

All employees may make contributions to a tax deferred annuity plan with TIAA-CREF through payroll reduction subject to plan rules and current tax laws. Employees are able to make such contributions on a pre-tax basis, thus greatly reducing the net impact of such contributions upon an employee's take home pay. TIAA-CREF's tax deferred annuity plan is called a Supplemental Retirement Annuity (SRA). Detailed information is available upon request from the Human Resource Office or from TIAA-CREF. Additionally, TIAA-CREF has individual counselors available to assist employees in answering questions about the plan.



### 3.1.10 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.

### 3.1.11 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 III, 5.0 Formal Leaves of Absence.

#### 3.1.11.1 Maternity Leaves

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.

### 3.1.12 Tuition Remission for Faculty

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.

Tuition remission may apply to undergraduate courses offered through adult programs (e.g. *EXCEL*) and to graduate level courses if the employee has been employed at the University on at least a half-time basis for at least six months by the time the course begins.

### 3.1.13 Tuition Remission for Faculty Dependents

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.

The spouse of a Faculty member is further eligible to receive 50% tuition remission (less any federal, state or institutional gift aid) for undergraduate courses offered through adult programs (e.g., *EXCEL*) and for graduate level courses offered at the University. Eligibility for undergraduate adult program courses is limited to those who have not yet received a bachelor's degree, and eligibility for graduate level courses is limited to those who have not yet received a master's degree. Tuition remission is not available for dependent children in undergraduate adult programs or graduate programs.

Unmarried dependent children of Faculty who teach half-time or more (at least 6 hrs per semester) are eligible to receive 50% tuition remission (less any state or federal grants or applicable Huntington University scholarships) after the Faculty member has taught half-time ten or more consecutive years, or full tuition remission after twenty or more years, for undergraduate courses offered through traditional programs at the University.

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 employees 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.

#### 3.1.14 Moving Expense Reimbursement

The University will reimburse a portion of direct costs of moving to 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 full-time faculty who have taught six or more years at Huntington 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 arrangements may be agreed to in writing. Faculty with on-leave status will be shown as members of the Faculty (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 Doctoral Loan Program. The purpose of the forgivable loan is to assist Faculty with a portion of their direct expenses in pursuit of their doctorates in amounts ranging to \$15,000.

Applicants must have completed two years of full-time employment as Faculty and be accepted into an approved doctoral 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 taking 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 year prepaid interest that is to be paid on each anniversary date or through payroll deduction. If the doctorate is not completed within seven years, the loan must be repaid at prevailing interest rates. For those who complete their doctorates, the loans and applicable interest are cancelable at the rate of 20% per year of full-time service to the University following their completion. Faculty should be alert to the tax liability of the canceled portion of the loan.

Additional details may be obtained from the academic dean.

### 3.2.3 University Research Fellowship

Faculty are encouraged to consider applying for an endowed University Research Fellowship that can enhance independent research including projects in the creative and performing arts by releasing the faculty member from 3 hrs per semester of teaching for two consecutive semesters and provide a stipend of up to \$5,000. See the *Appendix* for application details.

### 3.3.0 Faculty Loads

Attempting to define equitable factors in faculty work loads 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 teaching, 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 prepare 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 experience. 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.

#### 3.3.1 Defining Regular Teaching Loads

Full-time faculty are expected to teach 24 semester hours per year, generally 12 hours each semester. More than 14 hours in a semester or 25 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.

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.

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. Load credit for teaching very small classes (of 3 or fewer students, if permitted to be taught) may be adjusted as well.

"Classes" with 1–2 students are considered "individually instructed" and should be set up as a tutorial—if permitted to be taught as a "class," load credit is  $\frac{1}{2}$  the course credit. (Class enrollments with 1–3 students should be cancelled and substitutions made, unless a compelling case can be made by the department. Decisions on canceling such classes also take into account whether another course can be assigned.)

#### Lecture Discussion Load Credit

$\leq 2$ students	$\frac{1}{2}$ credit per 50 min class/wk
$\geq 3$ students	1 credit
$\geq 60$ students	$1\frac{1}{2}$ credit

The following table illustrates categories of class size, where we would expect "normal" classes to be greater than 9 but fewer than 45—large classes are described by being over 40 and small classes under 15.

#### Categories of Class Sizes

Fully Enrolled Std Classes	$\geq 9 \Rightarrow \sim 45$
Large Class Sections	$\geq 40 \Rightarrow \sim 55$
Excess (divide into multiple sections)	$\geq 60$
Small Class (seminars)	$\sim 5 \Rightarrow \sim 15$
Underenrolled	$\leq 8$
Too Small for Class	$\leq 3$

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 4–5 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. Directed Studies (unpaid tutorials) will be given one hour load credit for instructing a "small class" (up to two hour load credit for multiple students in 3–4 credit course).

Discussion sections of very large classes are computed at  $\frac{3}{4}$  hour load credit for each discussion hour.

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 Faculty Concerns Committee 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 Senate; chairs may wish to inform Senate 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 stu-

dent evaluations, form the strongest basis for faculty evaluation. The division chair and academic dean provide independent evaluations.

Faculty may invite the division chair 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.

Every faculty member is considered every year by FATC for eligibility for promotion in rank. The faculty member is not expected to have to plead his or her own case but it is considered appropriate to discuss with the division chair promotion criteria and the evidence in support of a promotion from one's own perspective. Stated minimum years of experience and minimum academic preparation are essential (for example, promotion beyond 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. Other criteria such as teaching performance, professional scholarship and activities, collegueship and service, and relative standing with others in the rank, are evaluated by the Faculty Appointments and Tenure Committee.

### 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.2.4* of this *Handbook*. Guidelines for preparing materials for tenure review are outlined in A.2.4.1 and an overview of what should be included in the faith-learning essay are outlined in A.2.4.2.

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 a letter from the academic dean, 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 circulated widely, including advertisement in such journals as the *Chronicle of Higher Education*, *Black Issues in Higher Education*, and 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 and posted to the Website of the Council for Christian Colleges & Universities.

All persons who provide a vita are responded to by letter from the academic dean. Those who appear qualified who 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 are 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 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 development office and admissions office, and students when convenient to do so.

Following the interviews, the academic dean and division chair 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 recommends the selection and salary to the president along with the rank recommended by the FATC.

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 personnel 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 *EXCEL* program.

#### 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 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, text-books, 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 and the College Retirement Equities Fund (TIAA and CREF) 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-CREF. 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 time for the search for a replacement.

Normal retirement is projected for all University personnel at age 65-67 (depending on year of birth) when full federal social security benefits may be combined with the retirement benefits provided by the University. 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-CREF cease, as do other insurance provisions. Benefits at normal retirement for Faculty include (a) contributed TIAA-CREF 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, Internet and email services, and copying services; and (f) emeriti Faculty and those with equivalent minimum service may continue to receive tuition remission benefits.

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-CREF in one sum an amount equal to the minimum annual University contribution based on the last full-time salary, plus the amount of the minimum mandatory personal contribution, both (10% + 2%) 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 normal retirement age) 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, 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*

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#### 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 cocurricular 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 official University purchase order forms. 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 classrooms are equipped with ceiling mounted projectors for computer or video projection, and DVD players as well as overhead projectors. Technology carts are also available for computer projection or Elmo camera projection in other classrooms. Technology Services supports video projection systems and network infrastructure.

The AV Center in RichLyn Library provides specialized AV services for faculty. Film projectors, VCRs and monitors, DVD players, tv camcorders, tape recorders, overhead projectors, and opaque projectors may be requested to be taken to classrooms, provided adequate time for the AV Center to make arrangements is allowed (usually 24 hours is needed). On short notice, faculty may need to take equipment to the classroom themselves. The faculty member is responsible for returning the equipment directly or arranging for its return.

An AV Viewing Room in the library accommodates 30 students and may be suitable for film or video viewing on the large screen monitor. A workroom to produce audiovisual materials is available in the library. Laminating, transparencies, headliners and labels, and binding may be arranged.

#### 4.1.4 Photocopying Services and Copyright Laws

Each of the major buildings has photocopiers available for instructional use. In most instances you will record the number of copies made and the departmental account will be charged per copy. Personal copies may be paid for in Mailing Services. For additional services available, contact the manager of Mailing Services.

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](http://www.ala.org) or the American Association of Publishers at [www.publishers.org](http://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. Time cards for students and hourly staff must be signed 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.

Report and request forms for such matters as absence from campus, course projections, curriculum change, desk copies of textbooks, doctoral loan information, lectureship proposals, program innovation projects, and reimbursement for professional dues or conference expenses, are available from this office, or from [huntington.edu/techservices/Forms](http://huntington.edu/techservices/Forms).

Faculty complete an annual report of activities in the spring that is filed with the academic dean and included in the instructor's personnel file.

#### 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.

Faculty are expected to assist with registration of students for fall and spring semesters and with early registration of freshmen during the summer.

Registration is completed online after students are advised by faculty. The class lists that are posted for faculty must be verified for correctness to ensure that all names reflect persons actually attending the class. Class lists are available on the University Web site from [faculty.huntington.edu](http://faculty.huntington.edu).

Online degree audit allows a student or advisor at any time to verify progress toward degree requirements based on selected major and minors.

The registrar evaluates all official transfer credit and officially determines course equivalencies.

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.

Faculty advisors have access to students' academic records within the guidelines established by the federal rights of privacy act.

#### 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. Library 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.

Bibliographic instruction is provided to classes and may range from one to several class sessions. The Research Assistance Program for students provides individual sessions of half an hour or more in getting students organized and started on library research for their research papers.

The library online catalog has patron terminals on each floor. Faculty may also access the online catalog through the campus computer network.

Reference, microforms, and current periodicals are on the main level along with technical processing, administrative offices, meeting rooms, computer and typing room, and after-hours study. Individual carrels and small study rooms are located throughout the library. The library displays portions of the Wilson art collection from the MCA Wilson Gallery.

The collection is shelved using the Dewey decimal classification. On the lower level are 100s through 300s, as well as the curriculum materials center, the media center and av viewing room, study rooms, and the University and denominational archives. On the upper level are the 400s through 900s of the collection, government documents collection, bound periodicals, as well as music scores and recordings collection, music listening area and study rooms. Copier service is also available on each floor.

Faculty are expected 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 responsibility 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.

A library committee comprised of the professional library staff and appointed faculty members allocates budgeted monies for each program based on the relative strength and needs of the collection, size of the academic major or program, comparative costs of making additions in the particular field, and the need to focus on a particular area because of curricular emphases.

Departments are requested to make recommendations for 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.

A faculty library handbook provides detailed information and procedures regarding the ordering of books and materials, placing books on reserve, using audiovisual services, obtaining bibliographic instruction for classes, using online databases, using the online catalog, and using the personal computers in the library.

#### 4.2.4 Instructional Computing Systems

The campus is networked through a fiber optic backbone that connects all major buildings through multi-channel conduit. Wireless connection for student computers is available in many buildings, including residence halls, the HUB and classroom buildings.

The Science Hall houses computer labs and computer teaching rooms for instruction. RichLyn Library also houses a computer lab and provides notebook computers that can be checked out for use in the library. 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. Windows operating systems and MS Office software is common on these campus computers. Some departments have computer labs with equipment and software required for students to prepare materials for departmental courses.

Each full time faculty member is provided a notebook computer to support his or her University related administrative and academic needs. The notebook computers are replaced on a periodic basis, the period being determined by the University. Standard configurations are developed to support typical faculty needs and vendors are selected to supply the standard configurations. The notebook computers are configured to support wired and wireless connections, CD/DVD drives, and LCD projection. Any exception to the standard configurations or the replacement cycle must be submitted to the academic dean for approval and funding. Submissions must be made by March 1 for the following summer replacement cycle.

Technology Services provides support through the CallCenter. The CallCenter can be contacted by web site (<http://callcenter.huntington.edu>), by phone (x4090), or by e-mail ([callcenter@huntington.edu](mailto:callcenter@huntington.edu)).

#### 4.2.5 Administrative Computing Services

The main computing system used for administrative services shares access of common information on students, faculty and staff, and constituents. Faculty have access to the administrative computing system for classroom and advising functions via [faculty.huntington.edu](http://faculty.huntington.edu).

Because administrative offices use a shared database, student applicants provide information that becomes part of the enrollment record that may subsequently become part of the alumni record.

Students may register for courses online or be assisted in the registrar's office, and class lists and grade reports are then available from the registration records.

#### 4.2.6 Writing Center

The Writing Center 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 the Learning Center 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.

#### 4.2.7 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 Learning Center or residence hall directors ensures that students are reminded of meeting course requirements and attendance requirements.

#### 4.2.8 Faculty Business Cards, ID Cards and Privileges

Faculty may purchase as 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 in the student development 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.

#### 4.2.9 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.

In general, only those persons directly involved in the educational process have access to the student's records, unless the student gives written permission to release the information. Parents of dependent children have access to academic and disciplinary information.

Educational records include identifiable records, files, documents, and materials that are maintained in the various administrative offices. Such records are under the immediate control of the person appointed by the president or dean and that person is responsible for carrying out the policy on privacy.

Educational records do not include the personal notes of administrators and faculty, which are the property of the person who makes them, medical and psychiatric records, and the business records of student employees.

The right of access does not include access to confidential letters and other data placed in the record prior to 1975 or to the financial record of the parent. Students may waive their right to access to confidential information but cannot be coerced to do so.



If a student requests access to records that include information concerning more than one student, only that part of the record that pertains to him or her will be provided.

Faculty are persons having the right of access to a student's records, providing the access is for a legitimate educational purpose.

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.

#### 4.2.10 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 Development, with respect to students and to the Director of Human Resources, with respect to employees.

### 4.3.0 Business Services and Procedures

#### 4.3.1 Payroll Services and Salaries

Payroll checks are 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 may choose to direct deposit all or a portion of their pay in their checking or savings accounts in designated banks or credit unions.

Any overload compensation is paid at the end of the spring semester when final computation of teaching loads is completed. 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.

Cash 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](http://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 on official purchase order forms. 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 personally using one's own credit card which will be reimbursed provided the purchases are approved.

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 \$100 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 dated 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, & 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

Technology Services in the 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. Call forwarding, for example, allows an important incoming call to your extension to be forwarded to another location where you are located temporarily, or even to be forwarded to your off-campus home telephone. Voice mail messages may be left on faculty and staff extensions after waiting for several rings; from on-campus phones, voice mail boxes may be reached by dialing 1600 \* [EXT]. From off-campus dial 359-4025 and follow instructions.

Long distance calls require entering a multiple digit confidential code assigned to each faculty member (you will hear a constant tone after entering the long distance number if a code must be entered). All calls made using that code are charged to the department, regardless of the telephone used to originate the call. A personal code may be requested from Technology Services for personal calls for which you will then be billed.

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.

#### 4.3.5 Internet and Email Services

Faculty and staff are provided access to the Internet and email services through their office computer and by limited dial-up access. 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 technology services. Use **faculty** for messages to be sent to all Faculty (which includes full-time instructional faculty and administrative faculty). Use **campus-l** to send messages to all full-time faculty, administration and staff (but not contracted services such as MJV custodial services, Bookstore, and Sodexo Marriott food service). 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 development 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 9-911. Campus phones are tagged with Emergency phone numbers and show the location and Map Code number that 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 [www.huntington.edu/maintenance](http://www.huntington.edu/maintenance) 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 re-

ported 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 director of auxiliary services 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 director of human resources or director of physical plant. 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 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 437-6522, or the local police at 356-7110.

#### 4.3.9 University Vehicles and Travel

The University maintains a limited vehicle fleet of automobiles 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 are encouraged to use their own vehicles for individual travel to professional conferences, and to request reimbursement at the current rate (up to the amount allowed for professional travel). When using a university car for professional travel, the faculty member will reimburse the University for the excess amount over the professional travel budget.

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, Budgetel, Red Roof Inn, Days 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 development office at no cost to the faculty member. Parking regulations are outlined in a brochure obtainable from the student development 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 the Huntington Schools Federal Credit Union, 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 the Credit Union on at 631 Cherry Street, or at [www.huntingtonschoolsfcu.org](http://www.huntingtonschoolsfcu.org). For example, members may obtain special rates on entertainment park tickets, or take advantage of other special programs that are offered.

### 4.4.0 Student Services and Procedures

#### 4.4.1 Campus Announcements and Student Publications

Each week the public relations office publishes the *Campus Bulletin* of news and announcements that is emailed to all staff and faculty. The dean of students also emails a weekly campus announcement sheet 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.

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 passageway 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 *Mnemosyne* is the University yearbook. 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.

#### 4.4.2 Sponsors of University Organizations

Faculty members are called upon to serve as sponsors of cocurricular 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 cocurricular 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 University Health Services

The University Health Center provides limited medical services by a registered nurse to students as well as faculty and staff. Treatment for minor cuts and scrapes, colds and fever, monitoring of blood pressure, and limited emergency first aid may be obtained at the Health Center on the lower level of Wright Hall.

The university nurse is available for consultation on potential health problems observed by faculty, and makes educational presentations to classes and group sessions on health and nutrition topics.

University policies and recommended procedures for AIDS and other communicable diseases are available from the university nurse.

#### 4.4.4 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.

Sigi Plus software for career guidance is available to students in the library, and other resources are available in the career planning office.

#### 4.4.5 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.

#### 4.4.6 Freshman Program and Student Orientation

Orienting students to the university and assisting in their adjustment require intensive efforts on the part of many during the Freshman Program, which includes a seminar on university life led by faculty. Faculty participants are crucial to the success of the program, and interested faculty are encouraged to make themselves available for the program.

#### 4.4.7 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.

#### 4.4.8 University Activities Calendar

All organizational events are to be scheduled through the conferences and retreats office in the HDC where the master calendar of events is kept current. All official cocurricular functions are to be coordinated with the activities calendar. A printed calendar is provided to students and staff with the *Student Handbook*.

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 recommended by the Academic Concerns Committee to President's Council, and is published in the University *Catalog*.

#### 4.4.9 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 Public Relations Services

#### 4.5.1 News Releases and Public Information

The *Campus Bulletin* is published weekly by the public relations office to inform campus personnel of campus happenings and activities. The *Campus Bulletin* is posted by email and distributed in campus mail. All faculty and staff general campus announcements should be given to the public relations office to be printed in the *Campus Bulletin* rather than using separate memos or placing on email or voice mail (for general announcements, the latter should be reserved for urgent messages).

All publicity and news releases are coordinated through the public information office of the University. 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 public information 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 public 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 public relations office. Activities that reflect action that can be captured on film 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 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 Committee, 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.

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## APPENDICES

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### 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 following served as presidents of Hartsville College: James McD. Miller, David Shuck, John Woodbury Scribner, W.J. Pruner, C.H. Kiracofe, E.G. Paine, L.J. Freese, Alvin P. Barnaby, W.H. Davis, Halleck Floyd, and Lauren Baldwin.

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 2004. 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 music program was granted accreditation in 2000 by the National Association of Schools of Music. The social work and nursing programs are tentatively approved.

In the early years of the College, the position of academic dean was served variously by different faculty or the president. Faculty members designated as secretary or directors of education in those years may have also served as dean, including Alvin P. Barnaby, 1897-1899; James H. McMurray, 1899-1900; Elizabeth C. Zehring, 1900-1901; J.H. McMurray, 1901-1902; Robert F. Clark, 1902-1905; Otto W. Hedges, 1905-1907; Thomas H. Gragg, 1911-12; Moses H. Clemens, 1912-1916; Allen Bowman, 1927-1928; Arthur G. Johnson, 1928-1929; Jesse E. McMullan, 1931-1934; and Oscar W. Beitelshoes, 1934-1935. Known or believed to have served as academic dean were Ray C. Pellet, A.M., 1916-1918; Charles Deich, A.M., 1919-1921; Marshall J. Searle, A.M., 1921-1925; Willis N. Holiman, A.M., 1929-1931; Oscar R. Stilson, D.D., 1935-1946; Wilford P. Musgrave, Ph.D., 1946-1956; Corinth E. Lange, Ed.D., 1956-1961; M.I. Burkholder, Th.D., 1961-1962; Herbert W. Byrne, Ed.D., 1962-1965; Gerald G. Swaim, Ph.D., 1965-1968; Watson S. Custer, Ph.D., 1968-1975; Gerald G. Winkleman, Ph.D., 1975-1982; Gerald D. Smith, Ph.D., 1982-1998; Ronald J. Webb, DBA, 1998-2002; and A. Norris Friesen, PhD, since 2002.

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.

The following have served as presidents of Central College, Huntington College and Huntington University: C.H. Kiracofe, A.M., D.D. 1897-1902; J.H. McMurray, A.M., 1902-1905; T.H. Gragg, M.S., A.M., 1905-1911; F.L. Hoskins, D.D., 1911-1912; C.A. Mummart, A.M., S.T.M., D.D., 1912-1915; Clare W.H. Bangs, A.M., J.D., 1915-1919; D.R. Ellabarger, A.M., 1919-1925; C.A. Mummart, A.M., S.T.M., D.D., 1925-1932; Harold C. Mason, Ed.D., D.D., 1932-1939; Elmer Becker, A.B., D.D., 1941-1965; E. DeWitt Baker, Ph.D., 1965-1981; Eugene B. Habecker, J.D., Ph.D., 1981-1991; and G. Blair Dowden, Ed.D., since 1991.

### 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 variety 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 fulfillment.

*(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 INITIATIVES 2008 – UNIVERSITY-WIDE STRATEGIES

1. Foster a rich academic climate where the life of the mind is celebrated and where scholarly activities and intellectual achievement are encouraged.
2. Ensure an appropriate experiential academic learning component for each student.
3. Collaborate in meaningful ways with strategic partners.
4. Continue to refine our understanding of our commitment to Christ-centered higher education and how that commitment is demonstrated.
5. Provide vibrant adult and graduate programs characterized by high quality curricula, convenient access, strong enrollment, and financial health.
6. Enrich our campus community by engaging persons from a variety of cultural and socioeconomic backgrounds, exposing students, faculty and staff to cross-cultural environments.

### 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 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.1.6.1 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.1.7 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.1.8 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*, cha-

pel 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 complete 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.

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 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.1.11 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 re-criminations 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.1.12 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 ex-

amination in the dean of students' office. This document is consistent with the behavioral standards as outlined in the *Student Handbook*.

### A.1.13 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.1.14 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.

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Work Cited

Smardo, Frances A. "Helping Children Adjust to Moving," **Children Today** 16:3 (May-June 1987): 10-13.

Updated and Revised by the HC English Department and Authorized by Academic Concerns Committee September 1989

## A.1.15 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 further 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*

### A.1.16 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.1.17 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](http://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 Dr. Norris Friesen, VP and Dean of the University at 260-359-4008 (office), or 260-356-4311 (home) or 260-224-0524 (cell); or Dr. Ron Coffey, VP for Student Development at 260-359-4029 (office), 260-356-0978 (home), or 260-224-1450 (cell).

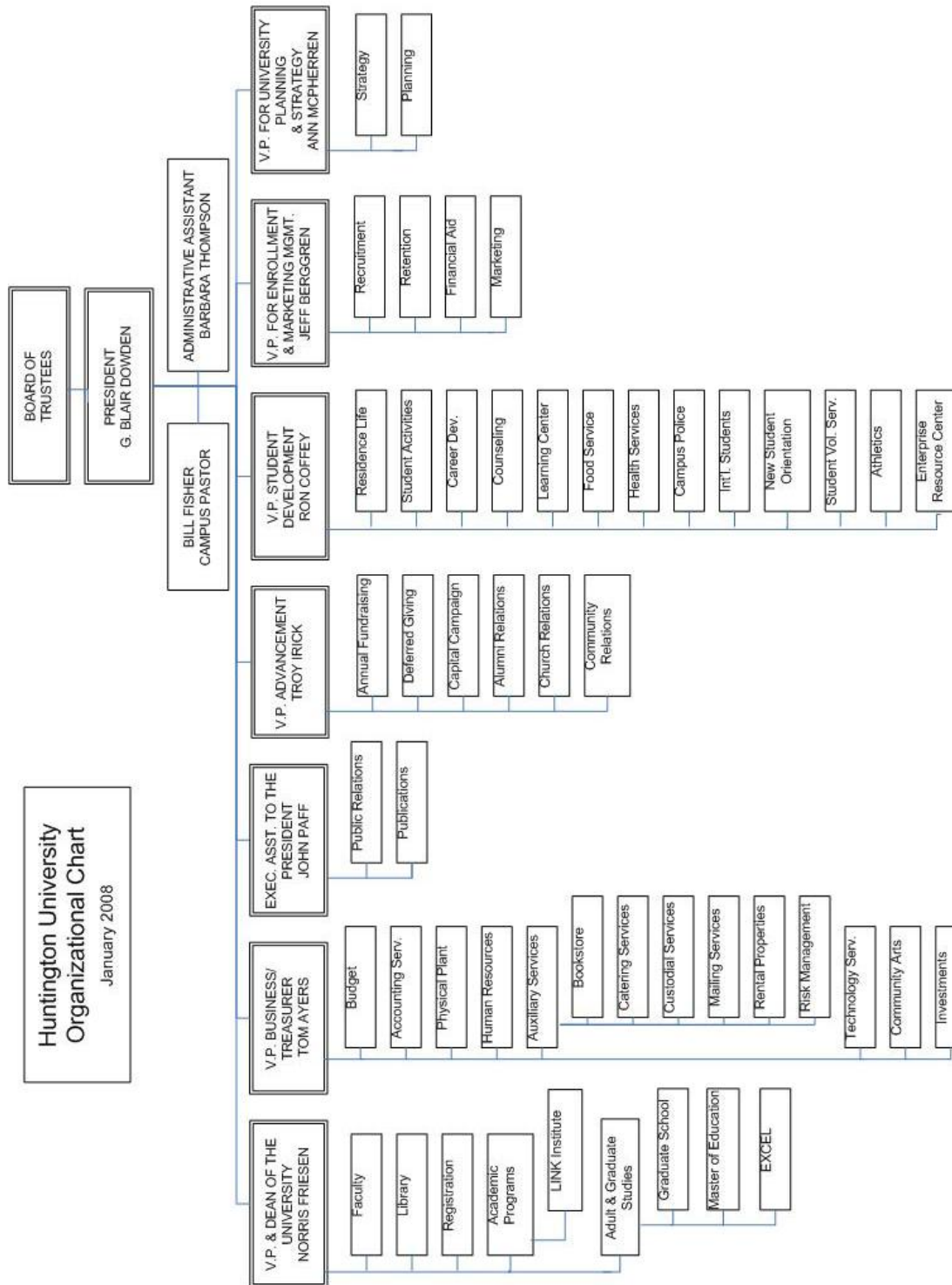
In the event of an emergency situation while traveling, the group leader should contact the emergency contact person on campus (Academic Dean or Dean of Students), who in turn will contact parents or guardians assuring them of the student's safety and well-being the degree to which such assurance can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

## A.2.1 ORGANIZATIONAL CHART OF ADMINISTRATION



## A.2.2 INSTRUCTIONAL COST CENTERS -- PARTIAL LIST FOR FACULTY

## Cost Centers    EDUCATIONAL AND GENERAL    INSTRUCTION    Format: 10-CNTR-ACCT

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.

General Academic Administration

10-1005- Instructional Administration  
 10-1010- Program Assessment  
 10-1030- Contracted Programs  
 10-1050- Curriculum Development  
 10-1910- Special Sessions Weekend/Summers  
 10-1930- International Education

EXCEL Program

10-1810- Organizational Management  
 10-1920- Center Management Studies Cont Ed

Graduate School of Christian Ministries

10-1710- GSCM Instruction

Humane Studies Division I

10-1105- Division I Office  
 10-1170- Communication Studies Department  
 10-1180- Broadcast and Film Program  
 10-1185- Digital Media Arts Program  
 10-1975- Brethren Productions  
 10-1130- English & Modern Languages Department  
 10-1220- History Department

Academic Support Centers

10-4000- Library Services  
 10-4010- Library Archives  
 10-4110- Computing Center for Instruction  
 10-1070- Learning Center  
 10-4630- Equipment for Academic Support  
 10-5120- Forester Lecture Series

Business and Social Sciences Division II

10-1205- Division II Office  
 10-1210- Business and Economics Department  
 10-1230- Psychology Department  
 10-1240- Sociology Department  
 10-1250- Social Work Department

Student Services Centers

10-5125- Student Leadership  
 10-5130- Student Activities  
 10-5135- HUB Program  
 10-5140- Campus Ministries  
 10-5145- Joe Mertz Center  
 10-5150- Minority Student Services  
 10-5155- Commuter Program  
 10-5220- Freshman Program

Natural and Mathematical Sciences Division III

10-1305- Division III Office  
 10-1310- Biology Department  
 10-1320- Chemistry Department  
 10-1330- Mathematical Sciences Department  
 10-1340- Physics Department  
 10-1350- Nursing Department

Athletics Programs

10-5160- Intramurals  
 10-5165- MPER Complex Programs  
 10-5170- Intercollegiate Athletic Admin  
 10-5171- Athletic Training  
 10-5172- Sports Information  
 10-5175- Intercollegiate Cheerleaders  
 10-5181- Baseball – M  
 10-5182- Basketball – M  
 10-5183- Cross Country – M/W  
 10-5184- Golf – M/W  
 10-5185- Soccer – M  
 10-5186- Tennis – M/W  
 10-5187- Track – M/W  
 10-5191- Basketball – W  
 10-5192- Softball – W  
 10-5194- Volleyball – W  
 10-5197- Soccer – W

Visual and Performing Arts Division IV

10-1100- Division IV Office  
 10-1110- Visual Arts Department  
 10-1150- Music Department  
 10-1155- Music Outreach  
 10-1158- Music Productions  
 10-1171- Theatre Arts Department  
 10-1175- Theatre Productions

Education, Kinesiology and Recreation Division V

10-1101- Division V Office  
 10-1420- Education Department  
 10-1425- Graduate Education Program  
 10-1440- Kinesiology and Recreation Mgmt Department

Philosophy and Religious Studies Division VI

10-1102- Division VI Office  
 10-1120- Bible and Religion Department  
 10-1410- Ministry and Missions Department  
 10-1405- Link Institute  
 10-1415- Worship Leadership Program  
 10-1160- Philosophy Department

## A.2.3 CHART OF ACCOUNTS FOR EXPENSES

### Selected List of Accounts (31 out of more than 700 Accounts) Format: 10-CNTR-ACCT

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.

#### Salaries and Wages

- 6020 Student Wages HC
- 6025 Student Wages Work Study
- 6030 Professional Services/Consulting
- 6035 Stipends and Honoraria

#### Staff Benefits

- 6210 Faculty Professional Travel and Dues  
(For Deans Office only)

#### Supplies and Expenses

- 7010 Office Supplies
- 7015 Xerox Copying Charges
- 7020 Instructional Materials
- 7021 Testing Materials
- 7025 Laboratory Consumables
- 7030 Major Postage/Mailings
- 7031 Tickets/Posters/Programs
- 7032 Commercial Printing
- 7050 Medical Supplies
- 7060 Awards/Certification/Plaques
- 7061 Recreational Supplies

#### Miscellaneous

- 7415 Advertising/Publicity
- 7420 Hosting of Guests
- 7425 Programming/Party Expense

#### General Expenses

- 7310 Department Travel
- 7315 Field Trip Travel
- 7320 University Memberships and Fees
- 7325 Personnel Retreat
- 7345 Maintenance Contracts
- 7350 Equipment Repair
- 7380 Contracted Computing Services
- 7385 Telephone Long Distance

#### Capital Expenditures

- 8020 Capital Equipment
- 8033 Computer Software

## A. 2.4 FACULTY APPOINTMENTS AND TENURE – MATRIX FOR TENURE REVIEW

AREAS OF EVALUATION								
SOURCES FOR FATC REVIEW	A TEACHING Con- tent/Effectv	B PROF'L TRAINING De- grees/Field	C PROF'L EXPRN Col- lege/Othr	D PROF'L ACTVTS Socie- ties/Othr	E FAITH/LEARNIN G Issues/Integr	F GOALS Profes'l	G HC ACTVTS Stds/Com m	H COMMUNITY Church/Cmt y
1. CANDIDATE'S PORTFOLIO	Reflections	Evidentiary	Contributing	Contributing	Reflections	Reflec- tions	Contrib- ing	Contributing
2. DIV CHR APPRAISAL	Evaluation	Contributing	Contributing	Contributing	Contributing	Contributing	Contributing	Contributing
3. STUDENT COURSE RATINGS	Contributing	-	-	-	Reflections	-	-	-
4. SENIOR MAJORS – Div CHR INTERV	Contributing	-	-	-	Reflections	-	-	-
5. PEER EVALUATION BY FATC	Essential	Evaluation	Contributing	Contributing	Evaluation	Contributing	Contributing	Contributing
6. COURSE MATERIALS BY Div CHR	Evaluation	-	-	-	Evidentiary	-	-	-
7. CAMPUS COMMITTEE WORK – Div CHR	-	-	-	-	-	-	Evaluation	Contributing
8. JURIED ARTISTIC PRODUCTION	-	-	-	Contributing	-	-	-	-
This matrix is an aid to the Faculty Appointments and Tenure Committee in ascertaining relevant sources of information and the relative weighting of the factors used in arriving at a recommendation for tenure for a probationary faculty member. Minimum thresholds must be met for professional training (doctorate expected in most fields but minimum of masters plus 30 hours absolute). Teaching effectiveness [positive peer evaluation essential supported by student majors and course appraisals], and understanding of issues in the integration of faith and learning [thoughtful reflections on paper and supported by other sources].								
WEIGHTING OF ABOVE TERMS FROM HIGHEST TO LOWEST IN IMPORTANCE			(3) Evaluation – Important to consider (4) Contributing – should be helpful (5) Reflections – may or may not be helpful					
(1) Essential – most important for positive recommendation (2) Evidentiary – must be in evidence			GDS 10/97					

### A.2.4.1 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 Vita*, including professional training, experience, and activities
- Materials related to teaching effectiveness, including course evaluation documents
- 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.2.4.2.

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](http://www.cccu.org/resourcecenter/facultydevelopment/faithintegrationpapers).

### A.2.4.2 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 for its work.

I. Define and discuss faith integration issues as you see them. The FATC may determine that

- Concept is clearly explained
- Concept needs more explanation to be convincing
- Concept is unclear

II. Describe the development of influences salient to your position. The FATC may determine that

- Salient influences are identified
- Influences are identified, but not specifically
- No evidence of influences

III. Describe and discuss faith integration in your discipline. The FATC may determine that

- Model of faith integration is clearly delineated
- Model is identified, but is too vague or ambiguous
- 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

- Specific examples are clearly stated
- Vague references to examples
- No examples are included

V. Give examples of how issues of faith are reconciled with apparent conflicts in your academic discipline. The FATC may determine that

- Conflicts are clearly identified with appropriate discussion
- Conflicts are identified, but not clearly understood
- No conflicts are evident

Provide complete listing of all references used in the paper.



## A.2.5 ASSESSMENT ANNUAL REPORT GUIDELINES

### DEPARTMENTAL REPORT ON ASSESSMENT Student Learning Outcomes Academic Year -

Department

Date Submitted

Dept Head

Complete your Report in consultation with other members of the department at end of the year. You may use a different format if that better suits your purposes but you are encouraged to outline your responses with brief bulleted items, analogous to that below, and attach supporting data/tables/graphs/analysis as appropriate.

#### I. Assessment Measures

- Identify or describe measures implemented during year, such as classroom assessment; results of standard exams or comprehensives such as GREs; portfolios; and senior exit interviews.
- Some measures are clearly descriptive or qualitative and can be reported in narrative form. Standard interview protocols will help in making comparisons from year to year. Survey responses that demonstrate trend changes after implementing curricular or teaching strategy changes may be useful. Quantitative measures that reflect student learning are more useful.

#### II. Program Changes from Previous Year

- Characterize program changes that were made from the previous year.
- Identify what you hope your assessment of the change will show.

#### III. Analysis of Data and Information Gained

- This should be the meat of your report. You want to get beyond data collection and give evidence that you have analyzed the information that you collected.
- What curricular changes are implicated?
- What changes in teaching strategies are implicated?

#### IV. Evidence for Effectiveness of Feedback Loop

- Show what you did after you interpreted the data that led to changes in curriculum or teaching strategies.
- What are the changes that the department intends to make to improve student learning outcomes

#### V. Modifications of Assessment Plan

- Some things work and some don't. If an assessment approach is not helpful, submit a revised assessment plan that provides more meaningful information.
- Curricula and personnel change with time. Your assessment plan should reflect what is now being done in the department. Submit a revised plan if needed.

## A.2.5.1 DEPARTMENTAL ASSESSMENT PLAN EVALUATION RUBRIC

*For use by the Assessment Task Force*

Department: \_\_\_\_\_

Assessment Plan Components	Desired Qualities for Each Component	Partial Progress	No Progress
<b>I. Objectives</b>	<input type="checkbox"/> Meaningful <input type="checkbox"/> Varied <input type="checkbox"/> Covering all program components <input type="checkbox"/> Expressing learning outcomes	<input type="checkbox"/> Some missing objectives (e.g., a course or experience with no relevant objective) <input type="checkbox"/> Objectives not expressing outcomes	<input type="checkbox"/> No objectives
<b>II. Assessments</b>	<input type="checkbox"/> Meaningful <input type="checkbox"/> Appropriate for desired data <input type="checkbox"/> All objectives assessed <input type="checkbox"/> Mix of direct and indirect <input type="checkbox"/> Actually occurring	<input type="checkbox"/> Some objectives not assessed or under assessed <input type="checkbox"/> Some assessments not providing the type of data needed <input type="checkbox"/> Imbalance of indirect and direct <input type="checkbox"/> Planned assessments not actually being used	<input type="checkbox"/> No assessments being done
<b>III. Future Plans</b>	<input type="checkbox"/> Plans exist <input type="checkbox"/> Can change <input type="checkbox"/> Based on assessment data <input type="checkbox"/> Linked to objectives	<input type="checkbox"/> Plans seem inflexible <input type="checkbox"/> Unrelated to assessments <input type="checkbox"/> Not linked to objectives	<input type="checkbox"/> No plans evident
<b>IV. Feedback Loop</b>	<input type="checkbox"/> Feedback mechanism in place <input type="checkbox"/> Logical and workable <input type="checkbox"/> Tied to assessment data <input type="checkbox"/> Implemented at least once a year <input type="checkbox"/> Actually occurring	<input type="checkbox"/> Feedback process confusing <input type="checkbox"/> Unrelated to assessment data <input type="checkbox"/> Not scheduled <input type="checkbox"/> Not actually occurring	<input type="checkbox"/> No feedback loop evident

## A.2.6 SABBATICAL LEAVE REQUEST GUIDELINES

Faculty are encouraged to request sabbatical leaves (after teaching six years or more full-time) as a means of enhancing their professional development and maintaining a freshness to their teaching and scholarship.

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 2010-2011 is due by December 1, 2009). 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.2.7 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 September 1 to the Academic Dean's Office.
- Announcement of the Fellowship recipient will be made known by October 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.3.0 FACULTY REPORTS

### A.3.1 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](http://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.3.2 FACULTY ABSENCE REQUESTS

Faculty who plan to be absent from campus during the semester calendar are expected to file a Request to Be Absent From Campus with the academic dean that includes information on the planned meeting, location and contact information, as well as plans for covering classes during your absence. Retrieve the most recent version of this form online on the Faculty portal at [my.huntington.edu](http://my.huntington.edu).

### A.3.3 REPORTING TRAVEL AND CONFERENCE EXPENSES

Faculty may request reimbursement for expenses for travel and lodging to conferences and meetings related to their teaching and professional associations. Copies of bills, tickets and meal tabs are to be submitted. If meals are for other persons, all names must be listed for IRS. University auditors require supporting evidence for expenses. Retrieve the most recent version of the Report form online on the Faculty portal at [my.huntington.edu](http://my.huntington.edu).

# *Manual of Operations*

2009 Edition





# *Preface*

## *Manual of Operations*

The *Manual of Operations* sets out the objectives, policies and procedures of Huntington University and incorporates governing documents of the University's Articles of Incorporation and Bylaws. The *Manual* sets out the scope of duties for officers and the faculty, contract provisions of faculty, and the legislative, advisory or administrative functions and responsibilities of standing committees and other bodies of the University. Additional procedures, practices, and expectations, including regulations for conduct of faculty, staff, and students are described in the *Faculty Handbook*, *Staff Employee Handbook*, *Student Handbook*, and *Catalog*.

This *Manual* is authorized and has been adopted by the University's Board of Trustees. The original *Manual* was adopted in 1951, and major revisions were made in 1954, 1961, 1966, 1972, 1979, 1990, 1995, 1998, 2002, 2005, 2007, and 2008. As experience and reflection indicate, changes may be initiated by the president, the Faculty, or the Board, as follows:

### PART I Articles of Incorporation and Bylaws

Purpose, Mission and Philosophy are joint concerns of the Faculty and the Board of Trustees. Sections 1.2.2 Mission, 2.0.2 Philosophy of Education and 2.0.3 Community Standards reflect the mission and philosophy of the University, and changes may be initiated by the president, the Faculty or the Board, but final approval of such changes rests with the Board. Changes in all other sections may be initiated by the president or the Board with final approval resting with the Board.

### PART II Faculty and University Governance

Sections 1 Defining Faculty, Section 2 Policy on Academic Freedom, Section 3 Responsibilities of Faculty, Section 4 Contracts and Tenure, and Section 5 Formal Leaves, represent contractual conditions between the University and the Faculty. Changes may be initiated by the Faculty (by majority vote, after at least one week written notice), the president (with concurrence by the Faculty), or the Board, but final approval rests with the Board. Section 6 Committee and Council Structure reflects current practice, with the composition and responsibilities of committees under the direction of the president. Major changes in committee structure or responsibility (as determined by the president or the Faculty) are referred to the Faculty for approval, and do not require Board action.

A master copy of the *Manual* embodying all changes to date is to be kept in the office of the president. A copy is available in the library for examination or photocopying for any legitimate purpose. The president's interpretation of the *Manual* is binding, subject to action by the Board of Trustees.

G. Blair Dowden, President  
August 2009





*Huntington University**Manual of Operations*

2009 Edition

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## MANUAL PART I

# *Articles of Incorporation and Bylaws*

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### 1.0 AMENDED AND RESTATED ARTICLES OF INCORPORATION OF HUNTINGTON UNIVERSITY, INC.

The undersigned officer of Huntington University, Inc. (the “University”), pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the “Act”), hereby executes the following Amended and Restated Articles of Incorporation (the “Articles of Incorporation”), which supersede and take the place of the previously existing articles of incorporation of the University, and all previous amendments thereto:

#### 1.1 ARTICLE I Name

The name of the corporation is Huntington University, Inc.

#### 1.2 ARTICLE II Purposes

##### 1.2.1 Section 1 Founding

The University is a public benefit corporation founded by the Church of the United Brethren in Christ, upon a vital evangelical Christian faith to establish and maintain a university operation based upon and characterized by that faith.

##### 1.2.2 Section 2 Mission

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. 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 it (i) develops 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) educates students broadly for a life of moral and spiritual integrity, personal and social

responsibility, and a continued quest for wisdom, (iii) equips students for a variety of vocations so that they may glorify the Creator, who charged humanity with the care of His creation, and (iv) helps students develop their abilities for a life of God-honoring service to others and for personal fulfillment.

### 1.2.3 Section 3 Organization

The University shall be organized and operated exclusively for educational and charitable purposes described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (“the Code”). Subject to and in furtherance of such purposes, the University’s activities shall include, but not be limited to, those outlined above.

## 1.3 ARTICLE III Period of Existence

The period during which the University shall continue is perpetual.

## 1.4 ARTICLE IV Members

The University shall have no members.

## 1.5 ARTICLE V Trustees

### 1.5.1 Section 1 Trustees and Directors

For the purposes of Indiana law, the Board of Trustees of the University shall serve as the Board of Directors of the University.

### 1.5.2 Section 2 Number, Election, and Designation of Trustees

The Board of Trustees (hereinafter the “Board”) shall be comprised of not less than three (3) nor more than forty (40) Voting Trustees as set forth in the Bylaws of the University. Honorary and Emeriti, Trustees as set forth in the Bylaws of the University, may participate in Board activities but shall have no vote in matters to come before the Board. Voting Trustees, including those who serve on the Board by virtue of their position with the University (the “*ex officio* Trustees”), shall be elected or designated to the Board in the manner and for terms as specified or fixed as set forth in the Bylaws of the University.

### 1.5.3 Section 3 Management and Control

Subject to the provisions of these Articles of Incorporation and applicable law, the Board of Trustees shall have complete and plenary power to manage, control, and hold all assets of the University and to manage, control, and conduct all the affairs of the University.

### 1.5.4 Section 4 Qualifications Required of Trustees

Qualifications of trustees include but are not limited to the following.

Excluding the *ex officio* Trustees, trustees shall (i) possess a genuine and personal relationship with Jesus Christ as evidenced by a vital witness and spiritual maturity, (ii) have an evangelical commitment, (iii) actively participate in a local church congregation, and (iv) subscribe to the University’s *Statement of Faith*.

All trustees shall (i) acknowledge and evidence a commitment to the mission and heritage of the University, (ii) demonstrate integrity and maturity, (iii) willingly support the University and influence others to do so, (iv) have a primary commitment to the University with respect to service as a trustee, (v) willingly carry out trustee duties in a manner that avoids all possible conflicts of interest, (vi) be persons of high and recognized character, and (vii) be committed to Christian higher education.

#### 1.6 ARTICLE VI Christian Commitment and Doctrinal Standard

The University is firmly committed to the lordship of Jesus Christ and evangelical Christianity as the foundation for its educational philosophy and operation.

All trustees, excluding *ex officio* Trustees, and all regular employees of the University shall (i) possess a genuine and personal relationship with Jesus Christ as evidenced by a vital witness and spiritual maturity, (ii) evidence an evangelical commitment, (iii) actively participate in a local church congregation, and (iv) subscribe to the Huntington University *Statement of Faith*, which states the following:

**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 Spirit. **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 as the only mediator between God and man, and in His personal return in power and glory. **WE BELIEVE** that for 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.

#### 1.7 ARTICLE VII Powers

Notwithstanding any other provision of these Articles of Incorporation, neither the Board nor the University shall have the power or authority to do any act that will prevent the University from being an organization described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2). Subject to the foregoing statute, and subject to and in furtherance of the purposes for which it is organized, the University shall possess, in addition to the general rights, privileges, and powers conferred by law, the following rights, privileges, and powers:

##### 1.7.1 Section 1

To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.



### 1.7.2 Section 2

To cease its activities and to dissolve and surrender its corporate franchise.

## 1.8 ARTICLE VIII Additional Provisions for the Regulation and Conduct of the Affairs of the University

The affairs of the University shall be subject to the following provisions:

### 1.8.1 Section 1 Seal

The corporate seal of this University is a circular disc which shall include the words, "Huntington University, Huntington, Indiana" and the date of the founding of the University.

### 1.8.2 Section 2 Amendment

These Articles of Incorporation may be amended as set forth in the Bylaws of the University.

### 1.8.3 Section 3 Dissolution

The University shall not be voluntarily dissolved except pursuant to a concurring vote of four-fifths of its Board. In the event of a voluntary or involuntary dissolution of the University, the Board shall, after payment and discharge of all liabilities of the University, dispose of the assets of the University by distribution to or at the direction of the Church of the United Brethren in Christ, USA. or its direct line successor, provided only that said distribution is accomplished in such manner consistent with and to such organizations that are organized and operated for educational and/or religious purposes as described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Code.

### 1.8.4 Section 4 Prohibited Activities

Notwithstanding any other provision of these Articles of Incorporation, the University shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under §501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding section of any future federal tax code) or (b) by a corporation to which contributions are deductible under §170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding section of any future federal tax code).

Furthermore, except as otherwise permitted by Section 501(h) of the Code, no substantial part of the activities of the University shall be or consist of carrying on propaganda, or otherwise attempting to influence legislation.

Furthermore, the University shall not participate or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

### 1.8.5 Section 5 Bylaws

The power to make, supplement, amend or repeal the Bylaws of the University is vested in the Board. The Bylaws may contain any provisions for the regulation and management of the affairs of the University not inconsistent with these Articles of Incorporation and then applicable law.

### 1.8.6 Section 6 Nondiscrimination

The University shall admit students of any race, color, sex, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. The University shall not discriminate on the basis of race, color, sex, disability, or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other University-administered programs.

### 1.8.7 Section 7 Trustee Liability

No trustee of the University shall be liable for any of its obligations.

### 1.8.8 Section 8 Parties Dealing with the University

All parties dealing with the University shall have the right to rely upon any action taken by the University pursuant to authorization by the Board by resolution duly adopted in accordance with the University's Articles of Incorporation, Bylaws, and applicable law.

### 1.8.9 Section 9 Meeting Location

Meetings of the Board may be held at any location, either inside the State of Indiana or elsewhere.

## 1.9 ARTICLE IX No Private Inurement

None of the University's net earnings shall inure to the benefit of any private individual.

## 1.10 ARTICLE X Registered Agent and Registered Office

### 1.10.1 Section 1 Registered Agent

At the time of filing of these Articles of Incorporation, the name and address of the University's registered agent for service of process are:

Dr. G. Blair Dowden, President   Huntington University  
2303 College Avenue   Huntington, Indiana 46750-1288

### 1.10.2 Section 2 Registered Office

At the time of filing of these Articles of Incorporation, the street address of the registered office of the University is 2303 College Avenue, Huntington, Indiana 46750-1288.

## 1.11 ARTICLE XI Board of Trustees

At the time of filing of these Articles of Incorporation, the names and addresses of the members of the Board of Trustees are as follows: *[Trustees listed as of January 2005]*

The undersigned officer hereby adopts these Amended and Restated Articles of Incorporation and presents them to the Secretary of State of the State of Indiana for filing.

IN WITNESS WHEREOF, the undersigned officer hereby verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this 21st day of January, 2005.   *G. Blair Dowden, President*

## 2.0 BYLAWS OF HUNTINGTON UNIVERSITY

### 2.0.1 Heritage

The University was founded by the Church of the United Brethren in Christ in 1897. Core values emphasizing basic Biblical truths, respect for unity amidst diversity, passion for reaching the lost, social concern, lifestyles which honor Christ, the importance of the family, esteem for others and concern for Christians around the world characterize the Church of the United Brethren in Christ. The University has maintained a strong relationship with the Church of the United Brethren in Christ throughout its history and continues to deeply value this spiritual heritage and ongoing relationship.

### 2.0.2 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 university, 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 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.

### 2.0.3 Community 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 the handbooks and manuals issued by the University to students and employees. 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 govern themselves by the regulations of the University, and even if they personally do not regard these practices as moral issues, they are bound by their agreement.

#### 2.0.3.1 Trustee Support of Community Standards

While engaged in carrying out their official duties on behalf of the University, Trustees shall support the University's community standards by abstaining from gambling, drinking of alcoholic beverages, and use of tobacco.

### 2.0.4 Conflict of Interest Policy

Each trustee and officer of the University serves the public interest in this capacity. Thus, each has a clear obligation to conduct his or her activities and those of the University consistently with this concept and in a manner so that no personal, familial, or business relationship involving him or her and the University could cause him or her or the University to be vulnerable to criticism, embarrassment, or litigation.

As to all matters that do or may affect the University, trustees and officers of the University are to act solely to promote the best interests of the University and the public good.

This policy shall be made known to and guide the activities of all personnel of the University.

It shall be the particular responsibility of the Board Development Committee to monitor adherence to this policy.

#### 2.0.4.1 Conflict of Interest Disclosure Statement

Each individual serving on the Board of Trustees and each officer of the University shall complete and submit a conflict of interest disclosure statement at least annually.

#### 2.0.4.2 Fiduciary Responsibilities

No trustee, officer, or other personnel of the University shall use his or her relationship with the University to advantage himself, herself, or others when to do so would disadvantage, or lose advantage for, the University.

As to matters of conflict of economic and/or material interest; University opportunity; use of University services, property, or facilities; and/or confidentiality; the best interests of the University must prevail over the actual and perceived direct and indirect interests of others.

#### 2.0.4.3 Disclosure Requirements

Without limiting the scope of the above text related to conflict of interest issues, it is required that when a trustee or an officer of the University, or

- (a) his/her spouse, parent(s), sibling(s), descendant(s), or the spouse of any such relative, or
- (b) an organization with which he or she or any person included in (a) above is affiliated in any of the following manners:
  - (i) as an officer, director, trustee, partner, employee, agent, or representative;
  - (ii) as the actual or beneficial owner of more than five percent (5%) of whatever constitutes the controlling interest of that organization;
  - (iii) in any relationship from which he or she is or probably will be materially benefited to the extent of an amount in excess of \$500 in any consecutive twelve (12) month period

considers any transaction involving the University (whether isolated, recurring, or continual), that trustee or officer, at his or her first knowledge of that transaction shall disclose full written particulars of the situation to the Board Development Committee, or its designee for that purpose, and thereafter report and keep that Committee, or its designee for that purpose, advised in detail and in writing of current particulars of the situation, and particularly with promptness as to any changes therein, for so long as that situation continues to exist. Doubt or a close question should and shall be resolved in favor of such disclosure.

#### 2.0.4.4 Restraint on Participation

Any trustee or officer of the University who has disclosed an actual or potential conflict of interest, or who has been found to have a conflict of

interest, will not participate in the University's decision making process with regard to that transaction, except to the extent expressly requested in writing by the Board of Trustees or its Board Development Committee, or its designee for that purpose. Should a conflict of interest matter require a vote by the Board of Trustees or one of its committees, that trustee or officer shall not vote nor be present at the time of the vote.

## 2.1 Board of Trustees

The Board of Trustees (the "Board") directs, manages and controls the business, academic and all other affairs of the University.

### 2.1.1 Powers and Duties of Trustees

The Board has and exercises the corporate powers and duties prescribed by the Articles of Incorporation and Indiana law. The essential function of the Board is policy making and responsibility for sound management. It formulates and determines the general, educational, and financial policies as are deemed necessary for the administration and development of the University in accordance with its stated purposes. The Board thus:

- Determines and reviews the aims and purposes of the educational program as an evangelical Christian liberal arts institution, and provides for theological ministries education and related educational programs.
- Selects a president who is the chief executive officer of the University.
- Acts on the appointments of such other persons as the president recommends as officers of the University.
- Audits and reviews at least once every four years (a) the work of the president and his or her administration, and (b) the operation and effectiveness of the Board of Trustees. The presidential review is conducted under the direction of the Board Development Committee, and a complete report of the results is presented to the full Board.
- Audits and reviews each of the major administrative areas of the University at least once every five years under the direction of the president, in consultation with the Board Development Committee, including the areas of (a) academic programs, (b) student development and spiritual life, (c) enrollment management, (d) business and physical plant management; and (e) advancement. The appropriate Board committee reviews with the Board the results of these audits.
- Acts on the recommendation of the Academic Programs Committee on promotion and tenure decisions for faculty members.
- Sets terms and conditions of employment for faculty, administrative officers, staff, and all other employees of the University.
- Authorizes the awarding of all earned and honorary degrees.
- Determines and approves policies that relate to the instruction, extra-curricular activities, campus, and residential life of students.
- Oversees the fiscal affairs of the University, including approval of budgets, supervision of properties and investments, and setting of tuition and fees.

- Receives gifts and bequests, invests endowment and annuity funds, and issues annuities.
- Holds safe as a permanent fund, securely invested, all assets given as an endowment, the appreciation to be used in furthering the mission of the University in accordance with investment policies and guidelines approved by the Board.
- Determines and approves plans for and obtains necessary funds from all appropriate sources for academic and physical development and maintenance purposes.
- Authorizes the acquisition and disposition of all real estate and physical facilities, including the construction of new buildings.
- Enters into, makes, performs, and carries out contracts of every kind for any lawful purpose with any entity in the furtherance and execution of the purposes of the University.
- Determines and approves student recruitment and admissions policies and procedures with a goal of meeting the purposes and aims of the University.
- Makes provision for grants-in-aid and scholarships on behalf of needy and worthy students.
- Requires yearly audit of financial accounts by an independent certified public accountant.
- Prepares and presents a written annual report (through the president) to the Church of the United Brethren in Christ, USA (the “UB Church”) through its Higher Education Leadership Team.

#### 2.1.2 Number, Election, and Designation of Trustees

The University Board of Trustees is comprised of thirty-three (33) trustees with full voting rights on all matters to come before the Board (collectively, the “Voting Trustees”), including (a) twenty-two (22) trustees who are elected by the Board as set forth in Section 2.1.2.1 (collectively, the “Elected Trustees”), (b) eight (8) trustees who serve by virtue of position with the UB Church as set forth in Section 2.1.2.2 (collectively, the “HEdLT Trustees”) and (c) three (3) trustees who serve by virtue of position with the University as set forth in Section 2.1.2.3 (collectively, the “*Ex officio* Trustees”). Honorary, and *emeriti* trustees may serve on the Board as set forth in Section 2.1.2.4.

At least two-thirds (2/3) of the Elected Trustees and the *HEdLT* Trustees collectively shall be UB Trustees as defined in Section 2.1.2.5.

At least five (5) of the Voting Trustees shall be alumni of the University.

All trustees serve the University as a whole, not as individual ‘representatives’ of specific constituencies, *per se*. Only actions duly taken by the Board as a whole are University action, and individual trustees may function upon University policies only through Board action.

No employee (except adjunct faculty) of the University may serve on the Board of Trustees.

#### 2.1.2.1 Elected Trustees

Elected Trustees may be elected by the Board at any regular or special meeting upon the recommendation of the Board Development Committee. Elected Trustees shall serve terms of four (4) years and shall be eligible to serve no more than three (3) consecutive terms without one year as a non-trustee. However, upon the recommendation of the Board Development Committee, the Board may elect an Elected Trustee to serve additional terms without regard to the three consecutive term limit. Such exceptions would be considered (a) to allow a trustee to serve as chair or vice chair of the Board, (b) to fill a need for specific expertise or unique perspective on the Board, or (c) to maintain the required number of UB Trustees on the Board.

The Board may also fill vacancies in any Elected Trustee position at any meeting upon the recommendation of the Board Development Committee. Any trustee so elected to fill a term for two years or more shall have that time counted as a full term.

#### 2.1.2.2 *HEdLT* Trustees

The *HEdLT* Trustees shall be those individuals selected by the UB Church to serve on its Higher Education Leadership Team.

#### 2.1.2.3 *Ex-Officio* Trustees

Subject to the approval of the Board, the president of the Huntington University Alumni Association, the president of the Huntington University Student Senate, and the president of the Huntington University Foundation shall serve as *Ex Officio* Trustees of the Board.

*Ex Officio* Trustees shall have full voting rights on all matters to come before the Board, attend Board meetings, including executive sessions, and serve on Board committees as appropriate.

#### 2.1.2.4 Honorary and *Emeriti* Trustees

Worthy individuals, especially those who have distinguished themselves in service to Christ and His people, who serve the University, the Church, the area, or the nation with distinction may be elected Honorary Trustees by the Board. Those individuals who have served the University with distinction as trustees may be elected as *Emeriti* Trustees by the Board. Candidates shall be nominated by the Board Development Committee. Honorary and *Emeriti* Trustees shall have no vote but may attend Board meetings, including executive sessions, and serve on Board committees as appropriate.

#### 2.1.2.5 Definition of UB Trustee

With respect to serving as a trustee on the Board, an individual may be defined as a UB Trustee if he or she (i) is a member of the Higher Education Leadership Team of the UB Church or (ii) is a current member of the UB Church. With the approval by a majority vote of the *HEdLT* Trustees, an individual may be defined as a UB Trustee if he or she (i) was a member of the UB Church when he or she became a trustee or formerly served as a trustee or (ii) was formerly a member of the UB Church for at least ten years who has an understanding and appreciation of the historic and ongoing relationship between the UB Church and the University.



### 2.1.3 Seating of Trustees

New Elected Trustees shall take their seat on the Board immediately following the annual fall Board meeting.

New *HedLT* Trustees shall take their seat on the Board effective with the seating of new Elected Trustees immediately following the annual fall Board meeting.

*Ex Officio* Trustees shall serve for the terms concurrent with their term of service in the position by virtue of which they serve on the Board.

### 2.1.4 Removal

Any trustee may be removed from the Board for cause by a two-thirds vote of the total Voting Trustees, provided that such action is taken by secret ballot at a duly called meeting with a quorum being present. Cause may include but not be limited to: (i) failure to serve the University in accordance with the qualifications for trustees as set forth in the University's Articles of Incorporation, (ii) failure to abide by the conflict of interest policy of the University, (iii) physical or mental inability to perform the duties of a trustee, (iv) breach of confidentiality, or (v) moral failure.

### 2.1.5 Officers

The officers of the Board shall be comprised of a chair, a vice-chair, and a secretary, elected by the Board from among the Voting Trustees.

Officers serve for one (1) year or until their successors shall have been elected and qualified. Officers may be eligible for reelection; however, no trustee shall serve as an officer for more than six (6) consecutive terms of one year in the same position. Any officer vacancy shall be filled by the Board.

#### 2.1.5.1 Duties of Officers

The chair shall preside at Board meetings and perform the duties customarily adhering to that office. The chair shall be chair of the Executive Committee and a member *ex officio* of all Board committees. The chair may appoint *ad hoc* committees of the Board as outlined below (2.1.7 Committees of the Board). The chair of the Board shall be an advisory member of the Higher Education Leadership Team. The vice chair performs such activities and duties incident to the office of chair, in the absence of the chair.

The secretary gives notice of all meetings of the Board and Executive Committee, keeps a record of all meetings and is responsible for the record of all votes. The secretary keeps all current Board records in the office of the president of the University, and is responsible for the proper storage of non-current Board records, including minutes of meetings of the Board and Executive Committee. An assistant secretary may facilitate the work of the secretary.

### 2.1.6 Meetings

The Board of Trustees meets in regular session at least two (2) times each year (usually in fall and spring), at such location as the Board determines. The fall meeting is the annual meeting. An additional Board retreat meeting may be planned. Written notice of each meeting of the Board

shall be sent by the secretary not less than ten (10) days before such meeting. Special meetings of the Board may be called by the chair of the Board, the president of the College, or any nine (9) Voting Trustees.

#### 2.1.6.1 Meeting Procedures

A simple majority of the Voting Trustees of the Board or of the members of a committee constitutes a quorum.

Any procedure not herein prescribed shall be governed by Robert's *Rules of Order*.

The Board moves to executive session in the course of all meetings (and meetings of its committees), with only Voting Trustees, honorary and *emeriti* trustees, and the president of the University present. The president shall be excluded from executive sessions only in matters related to his or her role as president. At the discretion of the chair of the Board (or committee), other individuals may be present during executive sessions.

Any action required or permitted to be taken by the Board or by any committee thereof may be taken without a formal meeting. Business may be conducted by mail, fax, conference call, email, or in any other way the Trustees may decide, except that no voting by proxy shall be permitted. A written consent setting forth the action taken and signed by each appropriate Voting Trustee shall be filed with the minutes of the proceedings as soon as practical.

#### 2.1.6.2 Orientation Meetings

New trustees are expected to attend special orientation meetings upon joining the Board. Special seminars for all trustees may be planned by the Board Development Committee.

#### 2.1.7 Committees of the Board

The Board shall function through an executive committee, standing committees, *ad hoc* committees, and a personnel committee. Standing committees shall include committees on board development, academic programs, student development and campus ministries, finance, advancement, and enrollment management, marketing and communication. Other standing committees may be established by the Board from time to time as determined advisable to oversee major permanent functions. *Ad hoc* committees may be appointed by the chair of the Board in consultation with the president of the University and with the approval of a majority of the Voting Trustees, which committees shall function for no longer than one year.

##### 2.1.7.1 Executive Committee

The Executive Committee shall exercise all the powers of the Board at such times as the Board is not in session. It shall not have the power to alter or revoke any previous action, resolution, or vote of a meeting of the Board unless specifically granted by the Board, nor the power to elect or remove officers and trustees, nor remove the president of the University, nor amend the Articles or Bylaws of the University.

Regular and special meetings shall be at the call of the chair or the president of the University.

Unless otherwise so authorized by the Board, the Committee shall not act on matters properly the responsibility of standing committees for review, study, and recommendation to it or to the Board, except in emergencies of consequence to the University generally.

The Committee shall report all interim actions in writing at the next regular meeting of the Board for discussion, approval, and ratification. Such reports should be sent with meeting notice.

#### 2.1.7.1.1 Executive Committee Membership

The members of the Executive Committee shall consist of all officers of the Board and chairs of all standing committees. The president of the University is advisory to the Executive Committee. In the event that committee chairs should also be elected as Board officers (effectively reducing the number of persons on the Executive Committee), the Board shall elect members-at-large so that the membership of the Committee equals ten (10).

#### 2.1.7.2 Standing Committees

Except as may otherwise be set forth, the chairs and members of standing committees shall be appointed by the chair of the Board at the annual meeting for terms of one year, subject to the approval of the Board. An officer of the University shall be appointed by the president to serve each committee as staff and secretary. The president of the Student Senate may appoint a student representative to each standing committee, excepting the Board Development Committee. With the approval of the Board chair, the president, and a majority of the members of the respective committees, non-trustees may be invited to assist such committees, except the Board Development Committee.

Each committee shall meet prior to each regular meeting of the Board, and at such other times as the committees may determine. The chairs shall assure that the discussion and actions are properly recorded and distributed as appropriate. The agenda and nature of business for all standing committees shall emphasize issues, problems, and potential opportunities of a policy-making nature, and shall focus on major concerns, programs, functions, and priorities of the University rather than on administrative detail. Changes in policy are recommended by standing committees to the full Board for action.

#### 2.1.7.2.1 Board Development Committee

This committee shall have seven members, including the chair of the Board, the Bishop of the UB Church, the vice chair of the Board and, if eligible, the past chair of the Board. Annually, the chair of the Board shall appoint, with the approval of the full Board, an individual to serve as chair of the Board Development Committee and other individuals as appropriate to fill the seven positions of this committee. To be eligible as a member of this committee, an individual must have served for at least two years on the Board. The functions of this committee shall include but not be limited to, the following:

- Review and recommend all policies and procedures pertaining to the Board.

- Maintain a trustee candidate list and study trustee leadership through a search to identify individuals who meet the qualifications outlined for trustees in the Articles of Incorporation and are best able to serve or continue to serve the University. Consider such criteria as age, sex, race, areas of expertise, geographical distribution, primary university relationship and church affiliation, in order to maintain a balance among those serving as Voting Trustees.
- Nominate trustees as Board officers to meet requirements of these Bylaws and to assure maximum Board effectiveness.
- Recommend trustees to serve as chairs and members of standing committees to the Chair of the Board.
- Assess and appraise Board organization and operation, assessing individual trustees on their support of the Christian commitment and doctrinal standard of the University, commitment to the mission and educational philosophy of the University, effectiveness and involvement, length of service, and attendance (non-renewal of individual trustees will be considered on the basis of the aforementioned areas of assessment, as well as, term limitations, current needs of the Board and contributions); and assessing the work of the Board as a whole (including a formal assessment of the Board every four years in conjunction with the assessment of the president, usually done by an outside consultant).
- Conduct a program of orientation for new trustees and continuing education for all trustees, establishing an orientation schedule that includes review of Board structure and responsibilities, current issues confronting the University and higher education, and other information; and planning for trustee development and educational opportunities during Board meetings and retreats.
- Develop the Board meeting agenda; determine dates for and number of Board meetings each year, the meeting topics and locations of meetings; determine the time allotment and process for committee meetings and reports; identify resource persons and special speakers for Board meetings; and provide for the organization of spouse programs and special dinners hosted by the Board.
- Monitor adherence to the University's Conflict of Interest Policy and designate, as the committee deems appropriate, an individual or group to receive disclosures and/or reports on conflict of interest matters.
- Investigate any matters related to inappropriate conduct by a trustee or the proposed removal of a trustee from the Board and report findings as appropriate to the full Board.
- Suggest nominees for service on the Higher Education Leadership Team of the UB Church.
- Monitor the University's relationship with the UB Church and advise the full Board of any issues that might impact the University such as changes in the governance structures of the UB Church or changes in the membership of the UB Church that could effect the recruitment of new trustees or students.

The president of the University shall serve as staff and secretary of this committee.

#### 2.1.7.2.2 Academic Programs Committee

The functions of this committee shall include but not be limited to, the following, making recommendation to the full Board when changes in policy are needed:

- Assure that appropriate academic planning policies for undergraduate and graduate programs are maintained, including goals for academic programs, enrollment, faculty, instruction, academic facilities and academic support.
- Review academic plans, programs, and policies presented by the president, dean of the University, and the Faculty.
- Appraise the undergraduate educational programs and activities of the University, and reflect its judgment thereon to the Board.
- Appraise the theological education programs and activities (both undergraduate and graduate levels), and reflect its judgment thereon to the Board.
- Appraise graduate student recruitment and admissions plans, programs and reports, trends and data that affect policies of the graduate school.
- Review faculty personnel policies, awards, and procedures.
- Review the president's appointment of individuals to full-time faculty teaching positions.
- Review the president's recommendations on faculty candidates for sabbatical leaves, tenure and promotion and make recommendations to the full Board.
- Foster good communication and constructive relationships between the Board and faculty.
- Review the annual instructional budget, and make recommendations as appropriate to ensure that the allocation of expenditures for instruction assures quality education in the undergraduate and graduate academic programs of the University.
- Recommend necessary improvements to the physical plant that are related to academic programs of the University.

This committee may be subdivided into special committees as appropriate. The dean of the University shall serve as staff and secretary of this committee together with other appropriate persons as designated by the president of the University.

#### 2.1.7.2.3 Student Development and Campus Ministries Committee

The functions of this committee shall include but not be limited to, the following, making recommendation to the full Board when changes in policy are needed:

- Assure that appropriate student development and campus ministries planning policies are maintained, including goals for student programs, student spiritual development, staffing, facilities and support.

- Review student development and campus ministries plans, programs, and policies presented by the president and the vice president for student development.
- Assess and appraise all aspects of student life and student development and campus ministries policies.
- Assess and appraise spiritual development programs.
- Maintain a continuing relationship with student groups to foster mutual understanding between the Board and students.
- Review the annual student services budget, and make recommendations as appropriate to ensure that the allocation of expenditures for student services assures quality experiences for students of the University.
- Recommend necessary improvements to the physical plant that are related to student services programs of the University.

This committee may be subdivided into special committees as appropriate. The vice president for student development shall serve as staff and secretary of this committee together with the dean of Christian faith and life, and other appropriate persons as may be designated by the president of the College.

#### 2.1.7.2.4 Finance Committee

The functions of this committee shall include but not be limited to, the following, making recommendation to the full Board when changes in policy are needed:

- Assure that there is a current and projected financial plan for the University, based on educational assumptions and goals of the University, and assure that appropriate business management and physical plant planning policies are maintained, including goals for the business and physical plant program, staffing and support.
- Review and recommend to the full Board the annual budget of the University, and consider requests for approval of major expenditures or the incurring of obligations not included in the budget.
- Recommend such action as may be deemed advisable to improve the financial condition and physical plant of the University including recommendations as to the audit, insurance, legal or other counselors.
- Establish policies and procedures with respect to investment of all funds and assure their management oversight.
- Review and recommend policies and programs of employee benefits for faculty and staff.
- Establish requirements for appropriate fidelity bonding of appropriate officers and employees.
- Require an annual financial audit by an outside auditing firm, and examine periodic reports of financial services and conditions.
- Review the annual business services and physical plant budget, and make recommendations as appropriate to ensure that the allocation of expenditures for business services and maintenance of the

physical plant assures quality experiences for students and staff of the University.

- Prepare, study and recommend, in consultation with other Board committees as appropriate, physical plant maintenance and improvements.

This committee may be subdivided into audit, budget, investment, or physical plant committees. The vice president for business and finance and treasurer shall serve as staff and secretary of this committee together with other appropriate persons as may be designated by the president of the University.

#### 2.1.7.2.5 Advancement Committee

The functions of this committee shall include, but not be limited to, the following, making recommendation to the full Board when changes in policy are needed:

- Make policy recommendations to the Board to guide the advancement enterprise of the University.
- Assist with identifying institutional needs and priorities; ensure that institutional long-range planning is adequate to serve as a foundation for fundraising efforts and that the needs are defined through a strong case for support.
- Provide necessary support to the annual fund program of the University, which encompasses alumni, faculty and staff, churches, friends and trustees; mobilize the trustees and other constituencies so that institutional needs are met, and provide overall leadership and guidance for the continuing fundraising program through annual gifts, capital gifts, and bequests and planned gifts.
- Ensure that adequate planning and sufficient leadership are provided for capital and endowment fundraising programs to meet the needs and priorities articulated in the long range plan.
- Provide support to the bequest and planned gift program of the University through solicitation of trustees to make provision for the University in their own estate plans; assisting in the cultivation and securing of these gifts from prospects; and sponsoring periodic communications to the constituency urging the inclusion of the University in their estate plans.
- Evaluate the atmosphere of awareness and concern for the University and its programs on the part of its constituencies and, where appropriate, the general public; ensure that a program is in place utilizing imaginative techniques to thank donors and report progress to them on the uses of their gifts and the difference they have made to the University, which will, in turn, create the conditions for obtaining further support.
- Provide guidance and support to the Alumni Association and alumni relations program to ensure that these activities are most beneficial to the advancement effort through concurrence with an annual plan for alumni relations activities as prepared by the staff and approved by the Association; and encouragement and participation, as appropriate, in the implementation of the alumni relations plan.

- Provide guidance and support to the Church Relations program of the University through review and approval of an annual plan for church activities; participate, as appropriate, in the implementation of the Church Relations plan.
- Work closely with the Huntington University Foundation in all its functions and programs on behalf of the University.
- Establish goals and objectives on a periodic basis for the annual fund program encompassing the initiatives with the alumni, administration, faculty and staff, friends, churches and trustees; recommend to the Board multiple year fundraising objectives for all support programs including the establishment of goals for capital campaigns and programs; report periodically to the trustees and the constituency on the progress toward goals and the commitment of donors to the University's many objectives.

This committee may be subdivided into special committees as appropriate. The vice president for advancement shall serve as staff and secretary of this committee together with other appropriate persons as may be designated by the president of the University.

#### 2.1.7.2.6 Enrollment Management, Marketing and Communication Committee

The functions of this committee shall include, but not be limited to, the following, making recommendation to the full Board when changes in policy are needed:

- Assure that appropriate enrollment management planning policies for undergraduate programs are maintained, including goals for student recruitment, admissions, retention, financial aid support, staffing, and support.
- Review enrollment plans and financial aid programs and policies from the president and the vice president for enrollment management and marketing.
- Appraise the enrollment management and financial aid programs and activities of the University, and reflect its judgment thereon to the Board.
- Study student enrollment trends and retention data, review policies and plans, and recommend adjustments as necessary to achieve acceptable enrollment results for the University.
- Review and recommend student financial aid programs and plans, and recommend adjustments necessary to achieve the overall enrollment and educational goals of the University.
- Review the annual enrollment management budget, and make recommendations as appropriate to ensure that the allocation of expenditures for enrollment management assures quality recruitment and retention efforts by the University.
- Provide guidance and support to the public relations program of the University through review and approval of an annual plan for public relations activities, and participation, as appropriate, in the implementation of the public relations plan.

This committee may be subdivided into special committees as appropriate. The vice president for enrollment management and marketing



and the executive director of communication shall serve as staff and secretary of this committee together with other appropriate persons as may be designated by the president of the University.

#### 2.1.7.2.7 Personnel Committee

The Personnel Committee shall consist of the chair and vice chair of the Board and one Executive Committee member nominated by the Board Development Committee. This committee will be advisory to the Board and will meet at the call of the chair at least once a year.

The functions of this committee shall be as follows.

- Oversee the search and screening process and the final recommendation in the selection of the president of the University.
- Periodically review the work of the president of the University with special sensitivity to the status of university presidents and the need to offer strong Board support as well as clearly stated performance goals.
- Periodically review with the president the work of the members of his/her staff.
- Recommend to the Board presidential salary and contractual arrangements.
- Assist the president in reviewing external commitments and involvements.

The vice president for business and finance and treasurer shall serve as staff to this committee on issues of compensation, employee benefits, contracts and legal matters. The chair of the Board shall serve as chair of this committee. Board decisions on presidential compensation, employee benefits, and contractual arrangements will be communicated to the vice president for business and finance and treasurer by the chair of the Board for implementation.

#### 2.1.8 Indemnification

##### 2.1.8.1 Indemnification by the University

To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a trustee or officer of the University shall be indemnified by the University against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (i) if such person is wholly successful with respect thereof or, (ii) if not wholly successful, then if such person is determined as provided in Section 2.1.8.3 to have acted in good faith, in what he or she reasonably believed to be the best interests of the University (or, in any case not involving the person's official capacity with the University, in what he or she reasonably believed to be not opposed to the best interests of the University) and, in addition, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that the conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding, by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of *nolo contendere*, or its equivalent,

shall not create a presumption that a person did not meet the standards of conduct set forth in Section 2.1.8.

#### 2.1.8.2 Definitions Related to Indemnification

The terms "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, action, suit, or proceeding and all appeals thereof (whether brought by or in the right of this University, any other university or otherwise), civil, criminal, administrative, or investigative, whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise: (i) by reason of his or her being or having been a trustee or officer of the University or of any university where he or she served as such at the request of the University, or (ii) by reason of his or her acting or having acted in any capacity in a university, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the University, or (iii) by reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

The terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

The term "wholly successful" shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity herein provided, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

#### 2.1.8.3 Entitlement to Indemnification

Every person claiming indemnification hereunder (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification (i) if special independent legal counsel, which may be regular counsel of the University or other disinterested person or persons, in either case selected by the Board, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the University a written finding that such person has met the standards of conduct set forth in the preceding Section 2.1.8.1 and (ii) if the Board, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions which the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The University shall, at the request of the referee, make available facts, opinions or other evidence in any way relevant to the referee's findings that is within the possession or control of the University.

#### 2.1.8.4 Relationship to Other Rights

The right of indemnification provided in Section 2.1.8 shall be in addition to any rights to which any person may otherwise be entitled.

#### 2.1.8.5 Extent of Indemnification

Irrespective of the provisions of Section 2.1.8, the Board of Directors may, at any time and from time to time, approve indemnification of trustees, officers, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

#### 2.1.8.6 Advancement of Expenses

Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the University (by action of the Board, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

#### 2.1.8.7 Purchase of Insurance

The Board is authorized and empowered to purchase insurance covering the University's liabilities and obligations and protecting the University's trustees, officers, or other persons.

### 2.2 Administration of the University

#### 2.2.1 Third Party Transactions

In the carrying out of transactions that involve the acquisition or disposition of University assets, or the incurring of obligations or liabilities for the University, either the president or the vice president for business and finance and treasurer (one of the two persons) has authority to act for and bind Huntington University in any transaction (including, but not limited to any purchase, sale, borrowing, secured, or real estate, transaction), which transaction does not involve either the obligation or expenditure of over \$250,000 of University resources or the sale of, or the grant of a lien upon, University owned assets in excess of that amount.

Any two of the following four officers of this University (president, vice president and dean of the University, vice president for business and finance and treasurer, or vice president for advancement) has authority to act for and bind Huntington University in any transaction (including but not limited to any purchase, sale, borrowing, secured, and real estate, transaction), which transaction does not involve either the obligation or expenditure of over \$600,000 of University resources or the sale of, or the grant of a lien upon, University owned assets in excess of that amount.

Individual transactions of the University that involve excess of \$600,000 shall require special action or ratification by the University's Board or its Executive Committee.

The officer(s) of the University authorizing an individual transaction in excess of \$100,000 that has not otherwise been approved by the University's Board, shall be responsible for informing the chair of the finance committee of the Board of such action in a timely manner.

Approval of the University's annual budget by the Board conveys approval to the President and the Vice President for Business and

Finance/Treasurer for all transactions implicit in the annual budget including establishing a short-term operating line of credit with a financial institution to help in managing the University's cash flows and entering into short-term leasing and/or financing arrangements in support of operations including but not limited to vehicles, personal computers, and software systems.

The Board conveys approval to the President and Vice President for Business and Finance/Treasurer for all transactions implicit in managing assets of the University in accordance with Board approved investment guidelines.

The Board shall periodically authorize standing resolutions setting forth current Level I, II, and III Transaction Limits, the line of credit limit, and period limits for short-term leases.

#### 2.2.2 The President

The president shall be chief executive officer of the University and chief advisor to and executive agent of the Board. His or her authority is vested through the Board and includes responsibilities for all University educational and managerial affairs.

The president is responsible for leading the University, implementing all Board policies, keeping the Board informed on appropriate matters, consulting with the Board in a timely manner on matters appropriate to its policy-making and fiduciary functions, and serving as the University's key spokesperson.

He or she shall be advisory to the Board and of all its committees, except the Personnel Committee and shall give a report annually to the Board and to the Higher Education Leadership Team. If the president is not also the director of education of the UB Church, he or she shall work closely with the director in the matters of UB Church relations. The president shall be an advisory member of the Higher Education Leadership Team.

The president shall be the channel from the Board to the University and from officers, staff, faculty, and students to the Board.

Except for the appointment of senior administrators, the president shall appoint administrative personnel and faculty members, consulting with other persons as appropriate. The president shall recommend the appointment of senior administrators to the Board for approval. The president shall recommend action on faculty promotion and tenure decisions to the Academic Programs Committee of the Board for subsequent action by the full Board.

The president shall have the authority to execute all documents on behalf of the University and the Board that the president reasonably concludes are both consistent with Board policies and in the best interests of the University.

##### 2.2.2.1 Qualifications of the President

Qualifications for the office of President of the University include but are not limited to the following:

The president shall possess a genuine and personal relationship with Jesus Christ evidenced by a vital witness and spiritual maturity, shall have an evangelical commitment, shall actively participate in a local church congregation, shall subscribe to the University's *Statement of Faith*, shall be a person of integrity and maturity, shall be committed to the mission,

heritage, educational philosophy, and community standards of the University, and shall be (or become upon being hired) a member of the UB Church.

### 2.2.3 Senior Leadership Team

#### 2.2.3.1 Vice President and Dean of the University

The vice president and dean of the University shall be appointed upon recommendation of the president and shall be directly responsible to the president in the exercise of powers and the discharge of duties, and, in the absence of the president, is the chief administrative officer.

He or she shall nominate all members of the teaching staff as well as their promotion, release, and salary changes; and shall exercise general supervision of the faculty, all academic programs, and the program of advising students.

He or she shall be responsible for creating, updating, and overseeing the academic strategic plan of the University.

#### 2.2.3.2 Vice President for Business and Finance and Treasurer

The vice president for business and finance and treasurer shall be appointed upon recommendation of the president and shall be directly responsible to the president in the exercise of power and the performance of duties.

He or she shall be authorized to receive, record, keep, and report all funds of the corporation as the Board directs; and shall give bond in such sum as may be required by the Board.

He or she shall preserve all financial records of the University and have books opened for inspection by the president of the University and the chair of the Board. He or she shall cause all books to be audited annually and make suitable interpretive reports to the Board annually and as requested.

He or she shall exercise general supervision of the business and finance areas of the University including the annual budget, cash flows, investments, accounting services, risk management, personnel, employee benefits, auxiliary services, physical plant, and technology services.

He or she shall be responsible for creating, updating, and overseeing the business strategic plan of the University.

#### 2.2.3.3 Vice President for Advancement

The vice president for advancement shall be appointed upon recommendation of the president and shall be directly responsible to the president in the exercise of powers and performance of duties.

He or she shall exercise general supervision of the advancement program of the University including monies for the annual fund, endowment fund, and capital projects, and provides supervision to programs of planned giving, foundation and corporate relations, the HU Foundation, public relations, and alumni and church relations, consulting with the advancement committee of the Board as appropriate.

He or she shall be responsible for creating, updating, and overseeing the advancement strategic plan of the University.

#### 2.2.3.4 Vice President for Student Development

The vice president for student development shall be appointed upon recommendation of the president and shall be directly responsible to the president in the exercise of powers and the performance of duties.

He or she shall coordinate and give direction to the University's out-of-classroom educational program, recommending changes and adjustments as appropriate, and assess and appraise all aspects of campus student life.

He or she shall be responsible for creating, updating, and overseeing the student services strategic plan of the University.

#### 2.2.3.5 Vice President for Enrollment Management and Marketing

The vice president for enrollment management and marketing shall be appointed upon recommendation of the president and shall be directly responsible to the president in the exercise of powers and performance of duties.

He or she shall have general supervision of the admissions and financial aid program of the University, including the preparation of annual recruiting and admissions plans and programs, and in consultation with the vice president for business and finance, the University's financial aid program.

He or she shall be responsible for creating, updating, and overseeing the admissions and financial aid strategic plan of the University.

#### 2.2.3.6 Dean of Christian Faith and Life

The dean of Christian faith and life shall be appointed upon recommendation of the president and shall be directly responsible to the president in the exercise of powers and performance of duties.

He or she shall coordinate and direct the University's spiritual development program, recommending changes and adjustments as appropriate, and assess and appraise all aspects of campus spiritual life.

He or she shall be responsible for creating, updating, and overseeing the spiritual development plan of the University.

#### 2.2.3.7 Executive Assistant to the President

The executive assistant to the president shall be appointed upon recommendation of the president and shall be directly responsible to the president in the exercise of powers and performance of duties.

He or she shall serve as the administrative contact in the president's office when the president is unavailable and as requested by the president, including representing the president at meetings or other functions, performing research and writing for speeches and reports, providing lead organization efforts to commencement activities, and coordinating all aspects of the Board.

#### 2.2.3.8 Vice President for University Planning and Strategy

The vice president for planning and strategy shall be appointed upon recommendation of the president and shall be directly responsible to the president in the exercise of powers and performance of duties.

He or she shall serve as the chief planning officer of the University and shall be responsible for the coordination, development, implementation and monitoring of strategic planning. He or she shall assess strengths,

weaknesses, issues and opportunities for the University and recommend innovative and strategic directions to achieve strategic targets and University-wide strategies. He or she shall help facilitate connections between institutional planning, assessment and budgeting.

### 2.3 Amendment of Articles of Incorporation

Subject to the concurring vote described below, the Articles of Incorporation may be amended by a vote of not less than two-thirds (2/3) of the Voting Trustees, as hereinabove defined, currently serving on the Board at a meeting of the Board duly and expressly called for that purpose and at which a quorum is present. Subject to the concurring vote described below, Articles II (Purposes), V Section 3 (Qualifications), VI (Christian Commitment and Doctrinal Standard), and VIII Section 3 (Dissolution) may be amended by a vote of not less than four-fifths (4/5) of the Voting Trustees of the Board, as hereinabove defined, at a meeting of the Board duly and expressly called for that purpose and at which a quorum is present.

Any amendment to the Articles of Incorporation must be concurred in by a two-thirds vote of the *HEdLT* Trustees, as hereinabove defined, currently serving on the Board.

Proposed amendments to the Articles of Incorporation shall be distributed in writing to the Board at least fourteen (14) calendar days prior to the Board meeting at which approval of such amendments is being sought.

### 2.4 Amendment of Bylaws

Subject to the concurring vote described below, the Bylaws may be amended or repealed by a majority vote of the Voting Trustees, as hereinabove defined, currently serving on the Board at a meeting duly and expressly called for that purpose and at which a quorum is present., Subject to the concurring vote described below, Sections 2.0.2 (Philosophy of Education), 2.0.3 (Community Standards), 2.1.2 (Number, Election, and Designation of Trustees), 2.1.3 (Election and Terms), 2.1.4 (Removal), 2.2.2.1 (Qualifications of the President), 2.3 (Amendment of Articles of Incorporation), and 2.4 (Amendment of Bylaws) may be amended by a vote of not less than two-thirds of the Voting Trustees of the Board, as hereinabove defined, at a meeting of the Board duly and expressly called for that purpose and at which a quorum is present.

Any amendment to the Bylaws must be concurred in by a majority vote of the *HEdLT* Trustees, as hereinabove defined, currently serving on the Board. Any amendment to Section 2.3 (Amendment of Articles of Incorporation) of the Bylaws must be concurred in by a two-thirds vote of the *HEdLT* Trustees, as hereinabove defined, currently serving on the Board.

Proposed amendments to the Bylaws shall be distributed in writing to the Board at least fourteen (14) calendar days prior to the Board meeting at which approval of such amendments is being sought.

These Bylaws rescind all previous Bylaws of Huntington College or Huntington University.

*Approved and adopted by the Board of Trustees of Huntington University on January 21, 2005.*

*Revised by the Board of Trustees of Huntington University on October 19, 2007.*

## MANUAL PART II

### *The Faculty and University Governance*

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#### 3.0. The Faculty of the University

##### 3.0.1 Defining Faculty and Other University Personnel

To facilitate identifying personnel in subsequent sections, the following definitions pertain to administrative staff and faculty.

Within broad policies established by the Board of Trustees, administrative authority and policy interpretation for the University as a whole reside with the president.

Under the president, the development of educational policies and legislative responsibility rests with the (capitalized) **F**aculty. (When capitalized, **F**aculty refers to the larger legislative body as a whole, whereas lowercase faculty refers to the instructional or teaching personnel.)

The **F**aculty includes instructional faculty, administrative officers, instructional-administrative personnel, and designated professional administrators (whether or not granted faculty rank) whose responsibilities are directly responsible for and affected by **F**aculty policies, namely, the Registrar, Librarians, Director of Graduate Ministries, Director of Athletics, Director of the Learning Center and Director of EXCEL.

The ratio of designated administrators and administrative officers to instructional faculty and instructional-administrative personnel in the **F**aculty should not exceed approximately one to two. Other administrators and staff may attend **F**aculty meetings and participate in the discussion, but may not vote.

##### 3.0.1.1 Faculty

Those instructional personnel whose full-time assignment is primarily instruction in the undergraduate or graduate programs of the University, including division chairpersons who also carry out administrative tasks. Conditions of faculty employment apply to both undergraduate faculty and graduate faculty, except where noted.



### 3.0.1.2 Administrative Officers

Those whose full-time assignment is a major area of administration, namely, the President and those senior administrators directly responsible to the President (or designated Vice President), including the President, Vice President and Dean of the University, Vice President for Business and Finance, Vice President for Advancement, Vice President for Student Development, Vice President for Enrollment Management and Marketing, Vice President for University Planning and Strategy, Dean of Christian Faith and Life, and Executive Assistant to the President.

### 3.0.1.3 Instructional-Administrative Personnel

Those full-time personnel with dual appointments whose duties combine administrative responsibilities at least one-fourth time and an instructional load of at least fifteen hours per year. Instructional-administrative personnel may be given faculty rank.

### 3.0.1.4 Administrators, Administrative Assistants and Staff

Those who have administrative or supervisory tasks and who are responsible to an administrative officer, including the Registrar, Librarians, and Director of Athletics who are members of the Faculty, and other directors and coordinators in various administrative roles who may also teach less than 15 hrs per year.

### 3.0.1.5 Other Technical and Secretarial Staff

Those who have minimally supervisory positions.

## 3.1 Policy Concerning Academic Freedom

Freedom draws its meaning from the frame of reference in which it exists. In a context of relative values, freedom corresponds to the objectives of the society involved. In a context of absolute values, freedom rests upon abiding principles.

Huntington University is committed to a philosophy that regards revealed truth as the integrating core. The Scriptures and nature are accepted as compatible revelations of truth. Therefore, the University finds that the use of this truth as its frame of reference imposes no limitations upon research and scholarship.

It is never the purpose of education to dispense ready-made opinions or dogmas, but rather to help the student understand the basis of modern thought and realize the importance and consequences of an idea. Even a subject upon which there is universal agreement should be taught as an exercise in reasoning rather than as a mere fact. When the subject is debatable, the teacher should carefully indicate the alternatives, pointing out to the student the issues involved in making a decision.

The administration is responsible to provide the circumstances and the personnel through which the objectives of the University may be achieved. It must select a faculty that is both Christian in commitment and professionally competent. Such selection furnishes a climate of genuine academic freedom in which the faculty may seek to implement the institutional objectives.

Within the above framework, as defined by the President:

- Faculty members are entitled to full freedom in research and in publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Faculty members are entitled to freedom in the classroom in discussing their subjects, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subjects. In classroom discussions of controversial issues related to the Christian life and faith, faculty members are expected in the final analysis to support the position of the University in any matter covered by the *Statement of Faith* and University Community Standards.
- Faculty members are to conduct themselves as free citizens with full cognizance of their particular responsibilities as members of a learned profession and representatives of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning and educators, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespersons.

### 3.2 Faculty Appointments and Responsibilities

#### 3.2.0.1 Responsibilities of the Faculty

The Faculty is entrusted with responsibility in matters dealing with the academic affairs of the institution. This responsibility must conform to Board policies as set forth in the recorded actions of that body or, in the absence of such recorded actions, to practices as they may be interpreted by the President of the University. This responsibility is assigned to the Faculty under the supervision of the Dean of the University. All Faculty recommendations are directed to the Dean of the University.

It is the responsibility of the Faculty to keep abreast of the major issues and currents of thought in higher education and to incorporate into the academic program of the University those ideas and practices that will strengthen the institution in the fulfillment of its objectives.

The Board of Trustees, through the President of the University, has assigned responsibility to the Faculty for the following:

- Determine its own conduct and procedures, in accord with practices and standards duly established from time to time by the Huntington University Board of Trustees.
- Recommend academic standards in accord with the best principles and practices at the time as reflected in the standards established by recognized accrediting agencies.
- Study educational problems related to faculty growth.

- Act in matters dealing with the academic affairs of the University, such as:
  - Receive reports on research investigations.
  - Recommend policies regarding instruction.
  - Recommend the construction, adoption, and revision of curricula.
  - Recommend required courses and academic standards for various certificates and degrees.
  - Ratify requirements for fields of concentration.
  - Recommend policies concerning admission of students.
  - Recommend policies concerning registration of students.
  - Recommend policies concerning research.
  - Recommend policies incident to the operation of the library.
  - Recommend policies governing the granting of transfer credit.
  - Promote faculty study of the institution.
  - Recommend those who have met requirements for degrees, diplomas, and certificates.
- Act on any other academic matters.

### 3.2.1 Meetings and Procedures

The Faculty meets approximately twice each month, at such times as it may determine, with the Dean of the University (or designee *pro tempore*) or the President presiding. Special meetings may be called by the President or the Dean. Parliamentary law, based on Robert's *Rules of Order*, will prevail in Faculty meetings. All members of the Faculty will receive copies of the agenda at such time prior to each meeting as the Faculty may determine. Minutes of Faculty meetings are distributed to all members of the Faculty.

Before action is taken by the Faculty, a report is heard from the committee to which the matter of concern has been referred. On matters pertaining to changes in policy, a written recommendation from the committee is distributed to all members of the Faculty one week before action is taken. All adopted recommendations by the Faculty are forwarded to the Dean of the University for approval. Any rejection of a recommendation adopted by the Faculty will be relayed to the Faculty in writing. Such a rejection may be appealed to the next highest officer of the University.

The major portion of the time of Faculty meetings is devoted to consideration and recommendation regarding educational policies, such as the adoption of curricula, requirements for entrance and graduation, development of plans for the study of educational problems basic to legislation, reports of such studies, and consideration of broad educational issues. Reports may be received, too, regarding any routine action that may have been taken by any Faculty committee, and consideration may be given to any matter that concerns Faculty or student welfare. Papers may be presented by faculty members from time to time during the academic year.

The Faculty shall also give due consideration to any recommendation made in the interest of the University by the student body, officially presented through appropriate channels as described in the *Student Handbook*.

Any eight Faculty members may request that any item concerning University policy or operations should be brought up for discussion at a Faculty meeting. A written petition requesting such discussion shall be submitted to the Dean of the University, and the item indicated shall be given high priority in determining the agenda of subsequent Faculty meetings.

### 3.2.2 Teaching Load and Assignment

The normal faculty teaching load is 24 semester hours or equivalents per year, normally 12 each semester. Courses are assigned by the Dean of the University upon recommendation of the Division Chairperson. In addition to classroom teaching, faculty supervise individual student learning experiences, advise students, develop curricula, serve on Faculty committees, participate in University governance activities, and may engage in scholarly research and publication. Other duties and expectations of faculty are outlined in the current *Faculty Handbook*.

### 3.2.3 Faculty Appointments

The President shall appoint, assign, or release, upon recommendation of the Dean of the University, all members of the instructional faculty. Recommendations of appointment of senior administrators and recommendations regarding promotion, tenure, and dismissal of faculty will be made by the president to the Board of Trustees. All other administrative personnel are appointed directly by the President in consultation with senior administrators, as appropriate. Division chairs and department heads are appointed by the Dean upon the approval of the President. Faculty rank and seniority are not determining criteria for such appointments.

Candidates for appointment are expected to be committed to Christian liberal arts education, to possess attributes of excellence in teaching skills and to meet the academic and scholarly criteria specified for the various ranks. Every faculty member appointed is expected to be firmly committed to Christian faith as outlined in the *Statement of Faith*, and to show a growing awareness of the relationships between one's faith and one's discipline.

Initial appointments to the undergraduate faculty at Huntington are normally at the rank of instructor or assistant professor unless there are unusually significant qualifications, such as outstanding achievement in the field. Experience other than college teaching, including public school teaching, business, etc., will normally not be counted as years of experience, but will be weighed for its relative merit as qualification for the position. Some appointments, such as teacher education or graduate ministries, may specifically require such experience.

Other individuals who show evidence of ability to teach and evidence of appropriate training and experience may be appointed by the Dean to instruct specific undergraduate courses as adjunct instructors on a part-time basis. In the graduate school part-time faculty include consultants, who provide special support or competencies within a particular course, but who do not carry final responsibility for a course; and lecturers and adjunct faculty

who have the MDiv or equivalent, pastoral experience and involvement in ministry in the area of instruction.

Advanced study should be generally related to the field or fields in which the faculty member holds appointment. Only degrees and graduate hours from regionally or professionally accredited institutions are acceptable for meeting the minimums for each rank.

The 'masters degree' refers to one-to-two year first post-baccalaureate degrees (such as MA, MS, MM), the 'masters degree plus 30' includes first professional degrees and other degrees representing at least six years post-secondary or two years post-baccalaureate study (such as ABD, EdS, BD, MDiv, ThM, JD, or DMin for undergraduate teaching), and the 'earned doctorate' refers to terminal degrees representing at least ninety semester hours post-baccalaureate study with a culminating scholarship project (such as PhD, ThD, EdD, DA). For those whose primary teaching assignment is in the studio arts, the MFA is an appropriate terminal degree in lieu of an 'earned doctorate.' For the graduate practice-oriented ministry programs, the DMin is an appropriate terminal degree.

#### 3.2.4 Faculty Promotions

Faculty members will be considered for promotion when they have met the minimum requirements for years of service, years in rank and advanced study. The Faculty Appointments and Tenure Committee will evaluate each eligible faculty member for evidence of quality in teaching and scholarship and the contributions of service by the faculty member.

Evidence of teaching effectiveness may include student course appraisals, relevant unsolicited input from current and former students, informal perceptions of colleagues, recognition or awards for teaching effectiveness from professional organizations, and if the faculty member desires, a critique of teaching from peer classroom visits (initiated by the faculty member through the Dean's office).

Evidence of scholarship may include publications, presentations at professional meetings, performances, and professional development related to one's field of study.

Evidence of service may include professional and institutional activities such as committee involvement, advising, assisting with the cocurricular program, as well as church and community service. Professional spirit and collegiality are also taken into consideration.

Faculty should strive to excel in all three areas of teaching, scholarship and service, and while individuals are expected to show evidence of strengths in their scholarship and service, primary consideration is given to teaching effectiveness. Faculty demonstrating outstanding giftedness in teaching and scholarship are stronger candidates for promotion. The Division chair will be invited to provide FATC a written assessment of strengths and concerns of the faculty member under consideration.

Faculty are responsible for keeping their credentials files current for FATC review with updated curriculum vitae, transcripts of graduate work and degrees, and reports of professional activities and service activities (these are reported at least annually through the Faculty Report of Activities that is requested each spring by the Dean). These reports may be supple-

mented by other information on awards or publications or other relevant recognition, public relations releases, and by occasional reports or reflections to the Dean on changing teaching strategies or how one's views are evolving on relationships between Christian faith and one's discipline.

Qualified faculty may expect to rise to the rank of associate professor on the basis of 'within-institution' reputation, but promotion to the rank of full professor ordinarily presumes scholarly recognition outside the institution or Huntington community. This recognition might be demonstrated by publications in recognized journals, by office holding in professional organizations, by selection to significant panels or boards related to the profession, or by artistic performances or exhibitions in which the stature of the individual is recognized by professional peers.

Criteria established for faculty ranks constitute a guide for promotion but meeting minimum requirements does not make promotion mandatory. In extraordinary cases, special qualifications may be considered in lieu of the stated requirements for promotion for years of service, years in rank, and advanced study. An outstanding individual might be promoted to one rank above that ordinarily warranted on the basis of extraordinary qualifications.

For purposes of promotion, experience at other colleges will normally count for less than the equal number of years at Huntington. Promotion will normally not be considered before the faculty member has had at least two years' experience at Huntington and appropriate years in rank.

Recommendations for promotion will be made by FATC and by the Dean of the University to the President who then submits the recommendations to the Board of Trustees for confirmation.

### 3.2.5 Faculty Ranks

#### 3.2.5.1 Regular Appointments

The following ranks are recognized for regular appointments to the instructional faculty.

##### 3.2.5.1.1 Instructor

Appointment at the rank of instructor will ordinarily have as a prerequisite a minimum of a masters degree and expectation of additional graduate study with little or no teaching experience. By credentials, recommendations and interview performance, the candidate for such an appointment will demonstrate promise in the areas of teaching, scholarship and future usefulness to the University. An instructor who develops skills in teaching and continues in professional training may expect to have taught two years or more in rank and a total of two to five years (including credit from other institutions) before being considered for promotion.

##### 3.2.5.1.2 Assistant Professor

Appointment at the rank of assistant professor will ordinarily have as a prerequisite a minimum of a masters degree plus thirty graduate semester hours and preferably an earned doctorate (or MFA) with a few years' teaching experience. By credentials, recommendations and interview performance, the candidate for such an appointment will demonstrate successful teaching abilities and promise of scholarship and future usefulness to the University.

An assistant professor who continues to develop skills in teaching, shows professional development and holds the doctorate or MFA, demonstrates abilities of scholarship, gives evidence of usefulness to the University, participates in university and community affairs, and participates in professional organizations, may expect to have taught at least five years in rank and a total of five to ten years (including credit from other institutions) before being considered for promotion.

#### 3.2.5.1.3 Associate Professor

Appointment at the rank of associate professor will ordinarily have as a prerequisite an earned doctorate or MFA, several years' successful teaching experience and recognized achievement in the field. By credentials, recommendations and performance, the candidate for such an appointment will demonstrate highly successful teaching abilities, evidence of scholarship and promise of usefulness to the University.

An associate professor who continues to develop skills in teaching, shows professional development, is productive in scholarship, is useful to the University, participates in University and community affairs, participates in professional organizations, and gains recognition outside the University and local community, may expect to have taught at least five years in rank and a total of ten to twenty years (including credit from other institutions) before being considered for promotion.

#### 3.2.5.1.4 Professor

Appointment at the rank of professor will ordinarily have as a prerequisite an earned doctorate or MFA, many years' successful teaching experience and outstanding achievement in the field. By credentials, recommendations and performance, the candidate for such an appointment will demonstrate highly successful teaching abilities, productivity of scholarship and promise of usefulness to the University.

A professor is expected to continue to develop skills in teaching, show professional development, be productive in scholarship, be useful to the University, participate in University and community affairs, participate in professional organizations, and contribute to the discipline as well as promote the reputation of the University.

#### 3.2.5.2 Special Appointments

Special faculty appointments may be made to persons to instruct in the programs of the University based on their special areas of expertise or on specific needs of the University. Such persons are not eligible for tenure.

##### 3.2.5.2.1 Adjunct Instructors

Individuals who show evidence of ability to teach and evidence of appropriate training and experience may be appointed by the Dean to instruct specific undergraduate courses as adjunct instructors on a part-time basis. In the graduate school, part-time faculty include consultants, who provide special support or competencies within a particular course, but who do not carry final responsibility for a course; and lecturers and adjunct faculty who have the MDiv or equivalent, pastoral experience and involvement in ministry in the area of instruction to teach ministry courses.

#### 3.2.5.2.2 Lecturer

When a part-time annual, on-going teaching load approaches one-half to three-quarters of regular appointments, the University may offer appointment at the rank of lecturer. The position carries an expectation of privileges and responsibilities such as office hours, advising of students, and full participation in the work of the department, division, and faculty committees to which the person may be appointed. Fringe benefits will include a proportion of travel and memberships. Such persons may be eligible for consideration for moving into a tenure-track when such positions become available.

#### 3.2.5.2.3 Rank in Phased Retirement

Prior to taking full retirement, an individual may negotiate with the University for an agreement for reduced load or predetermined sequence of consecutive load reductions at a partial salary while retaining full rank and Faculty status, and with benefits comparable to those taking early full retirement.

#### 3.2.5.3 Emeritus Ranks

The ranks of emeritus may be accorded retiring members of the faculty who have given long and faithful service to the institution. Such recognition is bestowed by the Board of Trustees upon recommendation from the President.

Professors who have given a minimum of fifteen years of service to the University, with at least ten years prior to retirement, normally will be considered for recognition. Faculty with less service but outstanding contributions may also be considered.

Emeritus professors are entitled to such privileges as Faculty ID and other appropriate benefits. The President's Office will arrange for a public recognition.

### 4.0 Contracts and Tenure

Contracts for teaching faculty begin with the fall Faculty Workshop prior to the opening week of classes in August and continue through May 31, with vacations as announced in the University calendar, unless otherwise provided by written contract. (Contracts for administrative personnel commence with the beginning of the fiscal year, June 1, and continue through May 31, unless otherwise provided by written contract.)

The regulations that follow are designed to enable the University to protect academic freedom and tenure and to provide for a fair hearing in the event of a dispute. Believing that resort to the secular legal system for resolution of disputes between Christians should not be the primary alternative for dealing with grievances, Huntington University and its personnel are agreed to the mediation-arbitration procedures described below. Parties to this process who may seek legal counsel are urged to engage counsel that is Christian or has an appreciation for Christian principles of conflict resolution.

The principles implicit in these regulations are for the benefit of all who are involved with or are affected by the policies and programs of the institution. All members of the faculty, whether tenured or not, are entitled to aca-



ademic freedom as set forth in the *1940 Statement of Principles on Academic Freedom and Tenure* of the Association of American Colleges and Universities and the American Association of University Professors and modified in the *Policy Concerning Academic Freedom* as it appears in this *Manual*.

The following regulations with regard to academic freedom and procedures apply to administrative personnel who hold academic rank, but only in their capacity as faculty members. Instructional-administrative personnel, administrative officers, and administrative staff, as defined in this *Manual*, are not eligible for tenure even though they may teach some classes each year.

#### 4.1 Statement of Terms of Appointment

4.1.1 The terms and conditions of every appointment to the faculty, both full- and part-time, will be stated in writing, and a copy of the appointment document will be supplied to the faculty member.

4.1.2 With the exception of special appointments clearly limited to a brief association with the institution, and reappointments of retired faculty members on special conditions, all full-time appointments above the rank of instructor are of two kinds: (a) probationary appointments; (b) appointments with continuous tenure. All appointments to the rank of instructor are probationary.

#### 4.2 Probationary Appointments

4.2.1 Probationary appointments are generally for one year but may be for other stated periods, subject to renewal. The total period of full-time service above the rank of instructor prior to a tenure decision will not exceed seven years, unless mutually agreed.

4.2.2 Previous teaching experience at other institutions of higher learning, or teaching experience at the rank of instructor at Huntington, is counted in full for up to two years of the seven-year probationary period, unless it is otherwise agreed to in writing at the time of the initial appointment at Huntington that the previous experience is not relevant, or that the counting of such experience would clearly not be in the best interests of the faculty member.

4.2.3 Time spent on leaves of absence will not count as probationary service. Should a faculty member be asked to serve one-half time or more in an administrative position, that time of service will not count toward the probationary period, unless he or she and the University agree expressly and in writing.

4.2.4 Written notice that a probationary appointment is not to be renewed will be given to the faculty member in advance of the expiration of his or her appointment, according to the following:

4.2.4.1 Not later than March 1 of the first or second academic year of service at Huntington University, or not later than December 31 of the third through the fifth years of service.

4.2.4.2 At least twelve calendar months (normally by May 31) before the expiration of an appointment after five or more years of service at Huntington.

4.2.5 The institution will make every effort to notify faculty members of the terms and conditions of their renewals by March 1.

4.2.6 All probationary, full-time faculty will be reviewed annually. The Dean and division chairperson will evaluate probationary faculty from each division. A letter shall be given to the faculty member at a personal conference in which areas of strength and areas of concern are noted in the progress of the individual toward the acquisition of tenure.

4.2.7 In the case of the final year of probation, the faculty member will be notified by May 31, expressly stating that the contract issued in March is to be a terminal-year contract or is to be replaced with a tenure contract.

#### 4.3 Appointments with Continuous Tenure

4.3.1 Only full-time faculty are eligible for tenure. Anyone considered for tenure should be well qualified academically and have demonstrated excellence in teaching. Ordinarily one should have completed the earned doctorate or the equivalent of thirty semester hours beyond the master's degree in the teaching field to be considered for tenure.

4.3.2 Each person to be considered for tenure will present portfolio in writing to the Faculty Appointments and Tenure Committee which shows his or her academic and professional training and experience, one's competence and skills as a teacher, the manner in which one currently keeps active professionally, one's projected goals as a professional, one's involvement in the institution and community, and one's continued concern toward understanding the relationships between relevant portions of the academic discipline and Christian faith.

4.3.3 The institution will make every effort to notify faculty members of the terms and conditions of their continuing contracts by March 1.

4.3.4 Until retirement of the faculty member, appointments with continuous tenure are terminable by the institution only for adequate cause, financial crisis for the institution, or *bona fide* discontinuance of a program or department of instruction, subject to procedures specified in Sections 4.5 and 4.6 below. A tenured faculty member asked to serve in an administrative position will retain tenured status, unless the faculty member agrees in writing to the contrary.

4.3.5 All tenured faculty are expected to keep up with their fields, be active professionally, and continue their teaching competence. Each tenured faculty member will be reviewed informally approximately every five years by the Dean and division chair who will consider all aspects of the faculty member's performance. In the event of serious weaknesses, the faculty member should be counseled concerning the need for improvement. More frequent reviews may be necessary to follow the progress of the faculty member. In the event of serious weaknesses which in the judgment of the Faculty Appointments and Tenure Committee cannot or will not be remedied within a reasonable time, the Committee may recommend the initiation of proceedings for termination for cause of the tenured appointment as specified in Sections 4.5 and 4.6, below.

4.3.6 Appointments with continuous tenure end when retirement is taken or the faculty member resigns, although annual or partial contracts may be negotiated upon mutual agreement after retirement.

#### 4.4 Termination of Appointment by the Faculty Member

A faculty member may terminate his or her appointment effective at the end of an academic year, provided that he or she gives notice in writing at the earliest possible opportunity, but not later than March 15. The faculty member may properly request a waiver of this requirement of notice in case of hardship or in a situation where he or she would otherwise be denied substantial professional advancement.

#### 4.5 Termination of Appointments by the Institution

Termination of an appointment with continuous tenure or dismissal of a special or probationary appointment before the end of the specified term may be effected by the institution only for the following reasons:

##### 4.5.1 Adequate Cause

4.5.1.1 Incompetent or ineffective service, as evidenced by (a) teaching effectiveness, (b) performance of reasonable assignments, in addition to teaching, such as advising of students, service on committees, etc., (c) continued intellectual and professional growth, as shown in advanced graduate study, participation in professional workshops, conferences, and associations, research and publication, etc.; or

4.5.1.2 Neglect of duty, such as failure to meet or prepare for classes regularly, attend faculty functions, etc.; or

4.5.1.3 Physical or mental inability to perform his or her duties, based on professional medical evidence; or

4.5.1.4 Departure from the University's *Statement of Faith*, as understood in the context of the policy concerning academic freedom, given above in this *Manual*; or

4.5.1.5 Moral turpitude;

4.5.1.6 Conduct which constitutes harassment, including threatening or abusive behavior or sexual harassment;

4.5.2 A *bona fide* situation of financial crisis for the institution;

4.5.3 A *bona fide* discontinuation of a program of instruction.

#### 4.6 Dismissal Procedures

4.6.1 Adequate cause for dismissal will be related, directly and substantially, to the fitness of the faculty member as defined in Section 4.5.1. Dismissal will not be used to restrain faculty members in their exercise of academic freedom within the provisions given above in this *Manual*.

4.6.2 Before terminating an appointment because of the discontinuance of a program of instruction, the institution will make a good faith effort to place affected faculty members in other suitable positions. In every such case, faculty members will be given notice as soon as possible and in all events not less than current salary for a minimum of twelve months after the giving of such notice. Each such released faculty member's position will not be filled by a replacement within a period of two years from the relevant termination date unless that released faculty member has been offered reappointment and has not accepted.

4.6.3 Dismissal of a faculty member with continuous tenure or a special or probationary appointment before the end of the specified term may be formally appealed within thirty days of written notice of the impending termination to the faculty member in question by written request of that faculty member to the University president.

4.6.3.0.2 In the case of all appeals, except those which include allegations of conduct prohibited under 4.5.1.6 which would follow *Faculty Handbook* procedures specified for issues of harassment, the following mediation-arbitration process will be implemented.

4.6.3.0.3 The institution assumes responsibility for administrative costs required by the negotiation-mediation-arbitration process, not including those related to legal counsel or other consultants the faculty member may engage.

#### 4.6.3.1 Informal Negotiations

Informal discussions seeking a settlement will be conducted between the faculty member and appropriate administrative officers. If either side determines that such discussions are not fruitful, either may call for formal negotiations by deliverance of a written statement to the other. It will be the responsibility of the institution to make a good faith effort to monitor adherence to time tables and procedures for all subsequent stages.

#### 4.6.3.2 Formal Negotiations

A three-person negotiating panel composed of one full-time employee of the University selected by each side and a third full-time employee of the University jointly selected by the two previously chosen negotiators, will be constituted within ten days following the request for it. This panel will have thirty days to bring both sides to settlement or to recommend moving to mediation. The initial thirty day period may be extended by agreement of both sides for an additional thirty days. The negotiation panel also has the option of terminating this stage at any time. Legal counsel will not be present during the negotiations but may, of course, be consulted.

#### 4.6.3.3 Mediation

Failure to resolve the dispute via the negotiation panel will lead to the deliverance to both sides of a written statement of failure by the negotiation panel prior to or at the expiration of the stipulated time period. The time allowed for this stage is by mutual agreement; in the absence of agreement, this stage will last thirty days.

Mediation will be handled by a single person unless either side requests a panel. Selection of the mediator will be by mutual consent of the two sides through the auspices and pursuant to the procedures of the Christian Conciliation Service or a mutually agreed upon alternative. The function of the mediator or mediation panel is to assist the sides in coming to an agreement by careful listening, suggesting areas of appropriate compromise, and attempting to facilitate reconciliation of the sides as well as resolution of the dispute.

Mediation is a non-binding process. It does not preclude either side from taking the issue to a court of law. Either or both sides may have legal counsel present during mediation sessions. The mediation process will continue

until (a) a settlement is reached; (b) the mediator or mediation panel or either side decides that further progress is unlikely; (c) the time agreed upon for this stage has elapsed.

#### 4.6.3.4 Arbitration

Failure to resolve the dispute via mediation will result in the arbitration stage. This stage begins with the deliverance to both sides of a written statement of failure by the mediator or mediation panel prior to or at the expiration of the mediation period or with written notice by either side. The two sides will either agree within ten days to proceed to binding arbitration or the next step will automatically be non-binding arbitration.

The selection of an arbitrator or an arbitration panel will be by mutual agreement and will be under the auspices of and pursuant to the procedures of the Christian Conciliation Service or mutually agreed upon alternative. Either or both sides may have legal counsel present during arbitration sessions. Each side will present the arbitrator with a written statement of the issues as seen by that side. Part of the arbitrator's task will be to identify the germane issues and to establish a time limit.

The arbitrator's function is to hear both sides in the dispute and to render a decision on the matter. This decision may differ from the claim or position of either side. In the case of non-binding arbitration, this decision will be advisory and both sides will be free to accept or reject it. Rejection of non-binding arbitration would exhaust institutional channels for resolution of the dispute. A binding arbitration decision would be a final and legally enforceable resolution of the dispute.

4.6.4 Issues involved in the termination of tenured appointments based on *bona fide* financial crisis or discontinuance of a program of instruction subject to the procedures specified in Section 4.6.3, are limited to whether there was a *bona fide* situation of financial crisis for the institution or program discontinuation, to institutional placement efforts, and to replacement within the two year designated period.

4.6.5 Both parties agree to conduct the dismissal proceedings as confidential proceedings. The specifics of confidentiality will be set forth by mutual agreement at the outset of the proceedings. The University is obligated to set out in full the evidence for its charges against the faculty member. In the mediation and arbitration stages, the external mediator or arbitrator will have full access to the files on the faculty member maintained by the University. If any item in the files tends to cast substantial doubt on the charges against the faculty member, the mediator or arbitrator will notify both parties of this fact and a copy of the relevant portion of the item will be supplied to the faculty member. Notwithstanding these provisions, information shall not be released to the faculty member for which the faculty member has previously explicitly waived the right to review or which violates applicable federal or state laws.

4.6.6 If a faculty member on probationary appointment alleges that considerations violative of academic freedom or based on racial or sexual discrimination materially contributed to a decision not to reappoint, those allegations will be given consideration in the manner set forth in Section 4.6.3. The faculty member making such a charge is responsible for clearly stating

the grounds upon which those allegations are based and shall carry the burden of proof.

4.6.7 Until the final decision upon termination of an appointment has been reached, the faculty member will be suspended only if immediate harm to himself or herself or others is threatened by his or her continuance, as determined by the President upon the recommendation of the Dean of the University. If the appointment is terminated, the faculty member will receive his or her salary for at least the period of notice to which the member is entitled under these regulations, and will be continued in his or her duties for that period unless the member's welfare or that of the institution requires that he or she be granted a leave of absence, as determined by the President upon the recommendation of the Dean of the University.

#### 4.7 Application to Administrative Personnel

4.7.1 Instructional-administrative personnel hold non-tenurable positions. In their seventh year at the rank of assistant professor or higher, they will present material in writing to the Faculty Appointments and Tenure Committee. This should show professional training and experience, the manner in which one keeps active professionally, professional goals, university and community involvement, and continued concern toward understanding the relationships between relevant portions of the academic discipline and Christian faith. Expectations will be adjusted to the proportion of the individual's time that is assigned to teaching. The committee will make recommendation concerning continuance in teaching responsibilities.

4.7.2 Administrative personnel who hold academic rank are subject to the foregoing regulations in their capacity as faculty members.

#### 4.8 Retirement of Faculty

4.8.1 *Normal retirement* benefits are available for personnel commencing upon retirement, following the completion of any contract after the person reaches age 65 or any subsequent contract.

4.8.2 *Early retirement* may be elected by eligible Faculty after the completion of any contract 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). Partial retirement benefits (described in the current *Faculty Handbook*) are extended to persons taking early retirement.

4.8.3 *Phased retirement* by means of a reduced load on a partial contract may be individually negotiated upon mutual agreement of the University and the person anticipating full retirement.

4.8.4 Faculty may choose to *continue teaching* after becoming eligible for retirement, subject to the same expectations for competent and effective service as other continuing faculty in teaching effectiveness; in performance of reasonable assignments in addition to teaching; in continued intellectual and professional growth; in careful regard to duties; in physical and mental ability to perform expected duties; in continued subscription to the *Statement of Faith*; and in moral rectitude.

## 5.0 Formal Leaves of Absence

### 5.1 Faculty Sabbatical Leaves

Sabbatical leaves are opportunities extended to faculty for personal enrichment in preparation for future service to the University. A sabbatical program is expected to enhance one's teaching effectiveness by including graduate study or professional seminars, scholarly research and writing, or opportunity for practical experience in related professional fields and travel for professional development. It is not a bonus or reward for services rendered, nor an opportunity to gain financial advantage.

Requests for sabbatical leaves shall be made to the Dean of the University, normally the year before the anticipated leave. A detailed plan outlining the purpose, activities, anticipated outcomes for professional development and benefits to the University, financial arrangements, and form of reporting, will be included in the request. Approved leaves will be recommended by the President to the Board of Trustees.

Not more than ten percent of the faculty may be awarded sabbatical leaves in a given year, although educational or budgetary limitations may further restrict the number able to be granted. The position of the faculty member on sabbatical will be covered by other faculty, by part-time instructors or courses postponed, unless educational considerations necessitate making an interim full-time appointment.

A sabbatical leave may be granted for a full year at half salary (fringe benefits are continued, based on the actual salary amount), or for a half year (one semester and January Term) at full salary. In special cases, arrangements may be made to take an extended leave for more than one year (for example, to complete residency in a doctoral program) for which the first year shall be considered the sabbatical leave and the subsequent years as leaves of absence. The time on leave shall not adversely affect salary increases. A faculty member taking a full-year sabbatical at half salary may engage in as much as half-time outside employment unrelated to the leave, to supplement income. Outside funds received during the sabbatical must be disclosed: the excess of funds received above direct and indirect expenses of the leave activities, or to restore one's salary to the full-salary level, will reduce the University's compensation by that excess amount.

To be eligible for a sabbatical leave, one must have served full-time for at least six consecutive years as a ranked member of the faculty (other eligible administrators who are members of the Faculty may be eligible for paid administrative leave, defined elsewhere), and he or she must not anticipate retiring or leaving the institution within several years of returning from the leave in order to provide future service to the University as intended by the sabbatical. Should anyone granted a sabbatical leave not serve one full year following the leave, she or he must reimburse the University for the full amount of salary (but not fringe benefits) provided for the leave, plus interest (the rate used for the Faculty Doctoral Loan program) from the time that the sabbatical-year contract ends (or that the person leaves the University, if later).

Sabbatical leaves are included in years of service (whereas unpaid leaves are not) toward promotion, retirement or other recognition but are not

included in years toward tenure review, nor will a review for tenure be scheduled during a leave.

Results of scholarly research are expected to be submitted for publication to appropriate professional journals or publishers. A brief written report will be submitted to the Dean and the President that summarizes the results of the leave in terms of professional growth and scholarship, and enhanced effectiveness as a teacher. An oral report to the Faculty may also be requested.

## 5.2 Faculty Leaves of Absence

Faculty desiring a formal leave of absence may arrange with the University for a leave of absence without pay. Requests for a leave should be made as early as possible to allow the University to make alternative teaching arrangements. The year during which a leave of absence is taken shall not be included in years of service toward promotion, tenure, sabbatical leave or early retirement, and, except for parental leaves, if the period of the leave is more than one semester, no prior years may be counted toward a future sabbatical unless the University agrees to the contrary in writing at the time the leave is granted.

### 5.2.1 Parental Leaves

A faculty member desiring a parental leave may request a partial or full parental leave of absence without pay for the semester during which the birth occurs, or if the birth occurs in the summer less than six weeks prior to the beginning of classes, a parental leave may be requested for the fall semester. Because of the need to provide continuity of instruction, the faculty member may or may not be able to teach a portion of the semester's courses. Salary paid will be prorated to credit hours taught. In most instances preferred arrangements are for courses to be taught the entire semester by the same individual. By mutual agreement a parental leave of absence may extend for the academic year. Fringe benefits will be prorated to the proportion of contract fulfilled.

### 5.2.2 Other Leaves

Other leaves of absence without pay for illness, family crisis, professional enhancement, civic or charitable service, may be requested for a semester or year or beyond, in order to maintain official connection with the University. Unless made explicit in writing to the contrary at the time of the leave, it is understood that neither the University nor the faculty member has an obligation for re-employment at the end of the leave of a year or longer. Each may use the connection of the other for mutual benefit for purposes of identification but no other benefits are extended by the University.

## 5.3 Administrative Leaves

Administrators who are members of the Faculty, including senior administrators and other non-instructional administrators, librarians and other instructional-administrative staff, are eligible for paid administrative leave after six years of service to the University, with at least four in the most recent position. During one's professional career at the University, a maximum of two administrative leaves may be granted to any individual. The paid administrative leave is an opportunity extended for personal enrichment in preparation for future service to the University.



Because the leave is in preparation for future service, she or he must not anticipate retiring or leaving the institution within several years of returning from the leave. If less than one full year is served following the leave, the University must be reimbursed for the full amount of the salary (but not fringe benefits) provided for the leave, plus interest from the time of leaving the institution. Up to twelve weeks (but not less than six weeks) paid leave at full salary may be granted for approved study, scholarly research and travel related to one's position or scholarly interests (up to fifteen weeks may be approved for full-time graduate study if engaged in doctoral studies). Because of differences in administrative office needs, the calendar need not coincide with the academic semester. Consideration may be given to the reimbursement of expenses directly related to professional responsibilities at the discretion of the President.

Unpaid leaves of absence may be arranged by mutual agreement (similar to Faculty Leaves of Absence except that the calendar need not coincide with the academic semester or year). Requests for administrative leaves that are supported by the appropriate senior administrator shall be made to the President.

## 6.0 Committee and Council Structure

Through its collegial governance structure, the University functions with standing committees and councils as well as special study groups, task forces, and other *ad hoc* committees.

Policy recommendations generally go to the Faculty through one of its standing committees (excepting that financial policies go the President's Council). Councils are generally advisory, providing for implementation guidelines and interpretation of policies, acting on behalf of the president. As matters arise that suggest need for policy change, such suggestions are made to the appropriate administrator, the president or President's Council, a standing committee or the Faculty, as appropriate.

Standing committees recommend policy changes for Faculty consideration, and they establish procedures for faculty and administrators to follow in implementing policies that have been approved by the Faculty. Committees may also serve in an advisory relationship to an administrator in order to consider appeals or petitions, either those for which the administrator chooses to obtain advice or on behalf of the student petitioner who desires to appeal a decision.

All committees will keep the Faculty informed of activities by periodic reports of progress. Copies of all committee and council minutes shall be distributed to members and to other appropriate administrative personnel, including the president, with careful attention to maintaining archival records.

All committee and council action shall be in conformity with the established policies of the University. In matters where Faculty policy is involved, committee action shall be subject to approval by the Faculty. A committee may decide whether its action involves a modification of Faculty policies: any action must be referred to the Faculty unless there is unanimous agreement that no policy modification is involved. (Matters relating to

financial policies are referred to the President's Council rather than to the Faculty.)

In addition to standing committees and councils, special study groups or task forces may occasionally be established by the President, the Faculty, or one of the standing committees. Such groups will, in principle, follow the guidelines of authority and function as given for standing committees.

All task forces will be given a specific, time-limited life of two years, after which the task force should be approved by the Faculty as a standing committee or be disbanded. If a task force is to become a standing committee, *Manual* language must be included when the task force is recommended for committee status.

#### 6.1 Appointment and Service

The chairpersons and personnel of all Faculty committees (except the elected Faculty Concerns Committee) are nominated by the Faculty Concerns Committee in consultation with the Dean of the University, and are confirmed by the President or the President's Council. In the event that a nomination is not confirmed, the Faculty Concerns Committee will make another nomination.

Faculty committees are appointed in the spring and assume responsibility with the fall workshop for the academic year. It is the policy of the University that there should be some change in the appointed personnel of each committee from time to time.

Unless otherwise specified, the first named member shall act as chairperson for the committee. The President is an *ex officio* member of all committees. A committee or council may choose to invite additional participants to meet with that committee from time to time.

#### 6.2 Responsibilities and Function of Committees

The following standing committees are authorized.

- Academic Concerns Committee
  - Admissions Committee
  - Core Curriculum Committee
  - Student Learning Committee
- Athletics Committee
- Committee on Campus Ministries
- Diversity Committee
- Faculty Appointments and Tenure Committee
- Faculty Concerns Committee
- Graduate and Adult Studies Committee
- Institutional Review Board
- Student Concerns Committee
- Teacher Education Committee

### 6.2.1 Academic Concerns Committee

This committee is composed of the Dean of the University; chairpersons of each of the undergraduate divisions; Registrar; and one student. The Associate Dean for Graduate and Adult Studies attends as a non-voting *ex-officio* member. The committee meets regularly (normally weekly) and at the call of the chair.

The committee studies and acts upon the following matters in the undergraduate program, making recommendations to the Faculty when changes in policy are involved.

- Curriculum, such as degree requirements, approving of course offerings addition or deletion of courses, university majors and minors.
- Instruction, such as standards for classroom furnishings, facilities, procedures, techniques, and professional development of the faculty.
- Academic advising, such as who should advise, patterns for course selection for typical freshmen, materials to be available to the advisors.
- Academic standing of students, such as classification, honors, graduation honors and recognition.
- Standards for admissions, such as prerequisites to admission, particular program admission.
- Student appeals of academic decisions, such as course substitutions, academic credits.
- Consultation with the Dean of the University concerning preparation of the Academic Calendar.

#### 6.2.1.1 Admissions and Financial Aid Committee

This subcommittee of ACC is composed of the Dean of the University, Vice President for Enrollment Management and Marketing, Vice President for Student Development, Registrar, one member of ACC and one other faculty member, and one student. The committee meets at the call of the chair.

The committee acts upon the following matters, making recommendation to ACC for proposed changes in policy.

- Applications for admission by first-time freshman students whose gpa or test scores fall below the range for regular admission or whose qualifications are marginal.
- Applications for admission by transfer students whose gpa is less than C or whose gpa or test scores would not have qualified the student for regular admission.
- Applications for admission by students over the age of 25 who do not qualify for regular admission but whose test scores and aptitude show promise of academic success.
- Applications for admission by students who are deficient in college preparatory course work or who have nontraditional college preparatory high school programs.

- Reviews applications and recommendations for scholarships and grants that require committee action.
- Other admissions or financial aid decisions or questions referred to the committee or brought by one of its members.

#### 6.2.1.2 Core Curriculum Committee

This subcommittee of ACC is composed of the Core Curriculum Director, the Capstone Director, two additional faculty members who teach in the core curriculum, and the Dean of the University or dean's appointee. The committee is charged with reviewing the core curriculum and making recommendations to ACC.

The committee studies and acts upon the following matters related to the core curriculum, making recommendations to ACC for proposed changes in policy.

- The core catalog mission statement and educational objectives, and proposed revisions of them.
- The structure of the core curriculum to provide integrated learning rooted in academic tradition and contemporary educational needs.
- Procedures for identifying and reviewing courses that fulfill the core curriculum requirements.
- Assessment of the core curriculum as a program promoting the liberal arts.
- Other core curriculum decisions referred to the committee by its members, by the academic dean, or by ACC via input from division chairs or the registrar.

#### 6.2.1.3 Student Learning Committee

This subcommittee of ACC is composed of the Director of Academic Assessment (or other designee of the dean); Core Curriculum Director; three faculty members who teach in the traditional undergraduate programs, the graduate programs, and the adult programs; one student development staff member; and one student.

The committee focuses on the evidence and planning for student learning; it studies and acts upon the following matters related to student learning, making recommendations to the academic units and the academic dean.

- Reviews annual assessment reports from each academic program, including the traditional undergraduate programs, the graduate programs, and the adult programs.
- Identifies areas of student learning that are not assessed or are under-assessed.
- Provides models of assessment strategies to academic units.
- Prepares student learning evidence and data for campus-wide accreditation reviews.
- Coordinates use of student learning data for program-specific accreditation reviews.
- Creates and maintains a 'culture of assessment' on campus.

- Coordinates use of student learning data by the Academic Concerns Committee, the Core Curriculum Committee, the Graduate and Adult Studies Committee, and other groups such as strategic planning task forces.
- Recommends disbursement of funds to academic units for use in assessment activities (e.g., departmental tests, surveys, or outside reviewers).

#### 6.2.2 Athletics Committee

This committee is composed of the campus Faculty Athletic Representative, Director of Athletics, one faculty member, one varsity coach, and one student. The committee meets at the call of the chair.

The committee acts upon the following matters related to intercollegiate athletic activities, making recommendation to Faculty for proposed changes in policy.

- Oversight of the intercollegiate athletic programs, including philosophy, scope, scheduling, eligibility policies, concerns and problems related to intercollegiate athletic activities;
- Establishment of guidelines for defining sport seasons, numbers of playing dates, and size of squad for varsity sports.
- Monitoring of participation and representation of the University in the intercollegiate member conference and NAIA.
- Advising of the athletics director on coaching appointments, performance standards for coaching positions, athletic awards, and similar matters.
- Monitoring of student participation in athletic programs and conducting of periodic evaluations of such programs.

#### 6.2.3 Committee on Campus Ministries

This committee is composed of the Dean of Christian Faith and Life, two faculty members, and two students. The committee meets at the call of the chair.

The committee studies and acts upon the following matters, making recommendations when changes in policy are involved.

- Chapels and convocations, such as emphases and themes, evaluation and assessment, projections and possible programs.
- Student small-group interactions, such as residence hall devotional groups, student religious and social-action groups.
- Periodic review of goals of the institution and achievement in the area of spiritual and religious concerns.
- Planning for special emphases, such as Spiritual Life and Christian Life weeks.

#### 6.2.4 Diversity Committee

This committee is composed of a member of Student Development staff, director of Horizon Leadership Program, a member of the Learning Center staff, one other staff member, three faculty, and two students. The chair will

be appointed by the President from the membership of the committee. The committee meets monthly and at the call of the chair.

The committee studies and acts upon the following matters, making recommendations to the Faculty when changes in policy are involved.

- Reviews the diversity mission, strategic plans and policy statements promoting campus diversity, and provides for ongoing assessment of diversity initiatives.
- Provides leadership for campus-wide diversity initiatives and multicultural engagement, including campus exposure to issues of diversity and multiculturalism through, for example, emphasis weeks, campus discussions, faculty and staff development, and student development programs.
- Recommends strategies for increasing diversity among faculty, staff and students.
- Develops student learning outcomes and core competencies for diversity and multicultural understanding.
- Seeks participatory and educational opportunities for the greater Huntington community, and collaborates with strategic partners that are pursuing diversity.

#### 6.2.5 Faculty Appointments and Tenure Committee

This committee is composed of the Dean of the University and one senior tenured professor (associate or full professor, not the division chair) selected from and by each of the academic divisions for three year rotating terms. The committee meets at the call of the chair.

The committee acts upon the following matters.

- Reviews qualifications of prospective faculty for possible recommendation and rank.
- Reviews probationary faculty for retention, promotion, and progress toward tenure.
- Recommends to the President by April 15 those faculty qualified for continuous tenure.
- Reviews tenured faculty for evidence of continued growth, promotion, and the retention of tenure.

#### 6.2.6 Faculty Concerns Committee

This committee is composed of five elected faculty members. Committee members are elected by majority vote of full-time faculty and instructional-administrative personnel, in secret ballot in spring for two-year terms. The chairperson is elected annually by majority vote by the faculty. No more than two members may be elected from each division, and members may not serve more than two consecutive terms. The committee meets regularly (normally once a month) and at the call of the chair.

The committee studies and acts upon the following matters, making recommendations to the Faculty when changes in policy are involved.

- Professional ethics and academic freedom, such as faculty prerogatives and obligations in academic community, publics and University.
- Professional development of the Faculty, such as encouragement of memberships in professional organizations, attendance at meetings.
- Teaching and office facilities, such as office space and equipment.
- Library services that affect faculty use and instructional effectiveness.
- Faculty salaries and compensation, such as providing salary information to the President and studying comparison salaries for similar institutions.
- Faculty service, such as teaching loads, overloads, committee assignments, employment conditions, tenure.
- Nomination of faculty members to serve on committees, in consultation with the Dean of the University, and establishing of faculty dues.
- Faculty appeals of institutional decisions.

#### 6.2.7 Graduate and Adult Studies Committee

This committee is composed of the Associate Dean for Graduate and Adult Studies, the director of each of the graduate and adult programs (e.g., Christian Ministries, Education, EXCEL), two faculty members, Registrar, Dean of the University, and an adult student. The committee meets regularly and at the call of the chair.

The committee studies and acts upon the following matters, making recommendations to the Faculty when changes in policy are involved.

- Graduate and adult program degree requirements, approving of additions or deletions of courses.
- Instruction for graduate and adult programs, including facilities, procedures, techniques, professional development of graduate and adult faculty, and standards for classroom furnishings and learning resources appropriate for adult learners.
- Academic advising for graduate and adult programs, such as who should advise, patterns for course selection for typical adult students, and materials to be available to advisors.
- Academic standing of adult students, such as classification, honors, graduation honors and recognition, probation, and dismissal.
- Standards for admission to graduate and adult programs, such as prerequisites to admission and particular program admission.
- Student petitions and appeals of academic decisions, such as course substitutions and academic credits.
- Special considerations for nontraditional programming for adults: e.g., scheduling, curriculum, credit, and non-credit offerings.
- Annual review of academic assessment reports for all adult and graduate programs, including assessment of program needs and delivery models to best serve area adults.

- Consultation with the Dean of the University concerning the academic calendar as it affects graduate and adult programs.

#### 6.2.8 Institutional Review Board

This committee is composed of the Associate Dean for Graduate and Adult Studies (or designee), two graduate program directors, two faculty who teach or supervise research, and one student.

The committee studies and acts upon the following matters, making recommendations when changes in policy are involved.

- Evaluates undergraduate and graduate student research proposals for compliance with University policy and National Institutional Review Board guidelines on research involving human participants, animal subjects, and ethical issues.
- Studies and interprets guidelines for research involving human participants and animal subjects, including University policies on these matters and guidelines from major universities and governmental regulations such as the Research Act of 1974 (and any subsequent updates), the US Food and Drug Administration and Health and Human Services.
- Disseminates information to faculty, administrators and students on legal and ethical updates.

#### 6.2.9 Student Concerns Committee

This committee is composed of the Vice President for Student Development, designated student development staff, two faculty, and two students. The committee meets regularly (normally twice a month) and at the call of the chair.

The committee studies and acts upon the following matters, making recommendations when changes in policy are involved.

- Student organizations and activities, such as official recognition of a student group, coordination of programs.
- Student life and social events, such as social regulations and university-sponsored activities.
- Student counseling, such as personal and social adjustment, vocational guidance.
- Student housing and dining services, such as residence hall policies and board policies.
- Student health and safety, such as living conditions, sanitation, insurance, and health personnel.
- Adjudication of student disciplinary appeals and judicial actions.
- Editing and approving the *Student Handbook*.

#### 6.2.10 Teacher Education Committee

This committee is composed of the Director of Teacher Education, members of the education department, Director of Teacher Licensing, Dean of the University (or designee), two faculty, and one education student. The committee meets at the call of the chair.



The committee studies and acts upon the following matters, making recommendations to the Faculty when changes in policy are involved:

- Teacher education program admissions, such as guidelines for admission or rejection, interviewing of candidates to the program.
- Teacher education curriculum to meet state certification requirements, with changes referred to the Academic Concerns Committee.
- Periodic review of the teacher education program, its goals and achievements, by evaluation and assessment.

### 6.3 Responsibilities and Function of Councils

The following councils are authorized. Unless otherwise provided, members of these councils are nominated by the President, the Faculty Concerns Committee, or the Student Senate as appropriate, and are confirmed by the President or the President's Council. Councils carry out policies acting on behalf of the President; their decisions are decisions of interpretation and implementation of policy, and such decisions are not referred for legislation. Suggestions for policy change are made to the appropriate administrator, the President or President's Council, a standing committee or the Faculty, as appropriate.

- President's Council
- Budget Council
- Community Enhancement Council
- Honorary Degrees and Commemorative Names Council
- Learning Resources Review Council
- Learning Technology Council
- Council for Planning and Assessment
- Retention Council

#### 6.3.1 President's Council

The President's Council is composed of the President, Vice President and Dean of the University, Vice President for Business and Finance, Vice President for Advancement, Vice President for Student Development, Vice President for Enrollment Management and Marketing, Dean of Christian Faith and Life, the Executive Assistant to the President, the chairperson of the Faculty Concerns Committee or its designated representative, and the Student Senate Vice President. The council meets at the call of the President or in the absence of the President, at the call of the Vice President and Dean.

The President may designate a Senior Leadership Team to serve as a cabinet from those administrators on the council who report to the President, to assist the President in day-to-day decision-making, goal-setting, or general advisement.

The function of the council is to advise the President on the following matters.

- Matters requiring corporate decision as determined by the President.
- Financial policies including those which arise from other committees.

- Business operations affecting student and University personnel including billing procedures, vehicle policies, payroll, and personnel benefits.
- Campus buildings and grounds policies including use of the facilities for outside groups.
- Major modification or changes in room or building usage on the campus (consistent with the campus master plan).
- Personnel policies including those provided in the *Staff Employee Handbook*.
- Confirmation of nominations to standing committees.
- Academic calendar structure recommended by Academic Concerns Committee.

#### 6.3.2 Budget Council

The Budget Council is composed of the Vice President for Business and Finance, Vice President and Dean of the University, Vice President for Enrollment Management and Marketing, two faculty, the Controller and the President. The council is responsible to the President and meets at the call of the chair.

The council acts on the following.

- Reviews the annual budget and four-year projection financial plan prepared by the Vice President for Business and Finance; and advises the President on recommended changes in the annual budget.
- Determines the priorities of budget allocations based on recommendations from the Council on University Planning and Strategy, other standing committees and councils, and members of the senior leadership team.
- Determines the priorities for capital purchases for campus departments, and priorities for strategic initiative expenditures.
- Establishes budget priorities, such as percentage guidelines in expense and income categories, tuition and fees charged, and salaries and benefits.
- Reviews significant revisions and exceptions to the annual budget when referred by the President.
- Establishes standards and determines guidelines for the awarding of scholarships and grants including the cost amounts to be used in packaging awards.
- Reviews financial needs of students and authorizes any modification to needs assessments.

#### 6.3.3 Community Enhancement Council

The Community Enhancement Council is composed of four staff members and two faculty nominated by Faculty Concerns Committee. The council elects its own chair from its members (any senior administrator ineligible to serve as chair), and meets at the call of the chair.

The council will organize teams to accomplish the following responsibilities:

- Support efforts of the Human Resources office to strengthen a positive work environment, build organizational health and enhance the Christian university experience for all members of the campus community.
- Propose ways to strengthen a spirit of community and collegiality on campus and facilitate the implementation of such plans.
- Organize social events and holiday celebrations for faculty, staff, administrators and trustees.
- Plan special worship services for faculty and staff.
- Coordinate the annual Celebration of Service appreciation dinner.
- Annually report activities and accomplishments to President's Council.

#### 6.3.4 Honorary Degrees and Commemorative Names Council

The Honorary Degrees and Commemorative Names Council is a joint committee of the Board of Trustees and the Faculty and is responsible to the President. The council is composed of the President, the Dean of the University, two faculty members at assistant professor rank or higher who are nominated by FCC, and two trustees named by the Board.

The Honorary Degrees and Commemorative Names Council shall recommend to the Board of Trustees those whom it considers worthy of receiving honorary degrees or commemorative naming opportunities, individuals who the council concludes merit recognition because of their contributions to society who have devoted their lives to the public good, and those who have given dedicated service to higher education, particularly to Huntington University. Through these awards the University hopes to give public recognition to worthy individuals. In this work the council is governed by the following principles:

- All nominations for honorary degrees shall be made to the council at least six weeks in advance of the Board of Trustee meeting at which the recommendations for degrees will be presented.
- A two-thirds vote of all council members is required for approval of nominations, and the voting shall be by secret ballot.
- The council shall recommend to the Board of Trustees a list of candidates for honorary degrees. The council will review the list annually, with names added and deleted as appropriate.
- Recommendations of the council should be based upon a thorough investigation of the qualifications of the nominee and should be made in writing.
- The general policy of the University is to limit such degrees to not more than three a year unless by special action of the Board of Trustees.
- Honorary degrees will be awarded at Commencement or at some other formal academic convocation.
- Honorary degrees will not be conferred *in absentia*.

- The individual will be presented with a University diploma carrying the appropriate title of the degree, a citation indicating the reasons for the award, and a doctoral hood bearing the colors of the University.
- Review and revise existing commemorative naming policies.
- Maintain a list of potential names for current and future building projects and other commemorative naming opportunities.
- Make recommendations for building names and other commemorative names to the president and Board of Trustees.
- Except by special action of the Board, the council shall consider those included in one of the following groups who will enhance the image of the institution by their selection. Ordinarily, persons will meet the criteria of academic or scholarly respectability, and shall be morally respectable. (Persons known to have initiated their own candidacy for an honorary degree are not eligible.)
  - Alumni of Huntington University and others who have been closely connected with the work and history of the University, who have made major contributions to the advancement of the University or major contributions to their field of endeavor.
  - Persons who have rendered outstanding public service and are recognized as leaders in the field they serve.
  - Persons who have made major contributions toward the advancement of the Christian cause and are recognized as leaders in the Christian community at large. Persons considered for the honorary degree of Doctor of Divinity should be in general accord with the Church of the United Brethren *Confession of Faith*.

#### 6.3.5 Learning Resources Review Council

This council is composed of three faculty members, one of whom is a member of the Visual and Performing Arts Division. The council meets at the call of the chair.

The panel is advisory to the President in matters of public exhibits, displays, dramatic performances, and so on. It does not become involved in materials or activities arranged by faculty as part of formal course work. It responds to questions that may arise concerning the propriety of extra-curricular learning resources of all kinds. Such questions generally relate to possible conflicts with the aesthetic, academic, moral, or religious standards of the University.

Decisions of the panel are binding, subject only to final action by the President of the University. The panel shall report annually to the President.

#### 6.3.6 Learning Technology Council

This council is composed of two faculty members (staggered terms with chair designated by Dean), the Dean of the University, the Vice President for Student Development, the Director of Library Services, the Director of Technology Services, one Instructional Technology Specialist, and one student. The council meets regularly and at the call of the chair.

The council studies and advises the Dean of the University upon the following matters as they relate to technology and the enhancement of learning.

- Development and update of the Learning Technology Plan.
- Development of programs to increase faculty members' awareness of innovative uses of technology that enhances teaching and learning.
- Development of processes to support faculty members' uses of technology.
- Assessment of educational technologies implemented by the University.
- Recommend innovative and effective technology applications.
- Recommendations of innovative and effective technology applications, funding methods and organizational changes.
- Council proposals will go to the Academic Concerns Committee for review and referral to the Faculty for approval as appropriate.

#### 6.3.7 Council for University Planning and Strategy

The Council for University Planning and Strategy is composed of the Vice President for University Planning and Strategy, two senior administrators, four faculty members, one staff member and one student. The council meets at the call of the chair.

The council conducts systematic reviews of the University in the strategic long range planning process. It has responsibility to examine and evaluate proposed strategies and actions related to programs, personnel and facilities, and to propose strategic initiatives and other appropriate recommendations to the President on institutional program priorities, which may be taken to the Faculty or Board of Trustees.

The council is responsible for relating institutional planning to the budgeting process and to existing governance structures and procedures, such as oversight of quality teams and of continuous quality improvement processes. The council is not a governance body but rather seeks to coordinate planning and programs based on a systemic view.

The council facilitates the evaluation and assessment of various areas of the University and assesses the achievement of strategic goals and initiatives.

#### 6.3.8 Retention Council

The Retention Council is composed of the Retention Coordinator, Vice President for Student Development, Coordinator of Academic Support Services, admissions representative, two faculty, and one student.

The council has responsibility to analyze and evaluate retention efforts of the University and to make appropriate recommendations to the President or the Faculty regarding improving the retention of current students.

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