Preface

Handbook for Adjunct Faculty

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 Handbook for Adjunct Faculty is offered as an abbreviated version of the longer Faculty Handbook, and supplements the University Catalog with important information for the teaching faculty.

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.

Most of the material for this Handbook is taken directly from the larger Faculty Handbook. Because some Sections are not relevant to adjunct faculty, many sections have been deleted but where possible the same Section numbers have been retained. Thus, the gaps in Section numbers reflect omitted Sections.

This edition of the Handbook has been updated by the Vice President and Dean of the University.

Dean A. Norris Friesen
August 2010
Table of Contents

Preface to Adjunct Faculty Handbook ......................................................... i
Table of Contents ....................................................................................... iii

SECTION 1 THE FACULTY AND THE EDUCATIONAL PROGRAM

1.0.0 Teaching and Learning in the Christian University .............................................. 1

1.1.0 Teaching and the Classroom .................................................................................. 2
  1.1.1 Class Procedures .................................................................................................. 2
  1.1.2 Meeting Classes and Faculty Absences ............................................................... 2
  1.1.3 Student Attendance Policies ............................................................................... 3
  1.1.4 Field Trips and Group Absences ......................................................................... 3
  1.1.5 Classroom Behavior of Students ......................................................................... 5
  1.1.6 Classroom Scheduling ......................................................................................... 5
  1.1.7 Emergency Closings ........................................................................................... 5

1.2.0 Teaching and Course Planning ............................................................................. 5
  1.2.1 Emphasis on Writing in All Courses ................................................................. 5
  1.2.2 Emphasis on Library Usage ............................................................................... 6
  1.2.3 Course Textbooks and Materials ....................................................................... 6
  1.2.4 Course Syllabi .................................................................................................... 7
  1.2.5 Student Research and Term Papers ................................................................. 9
  1.2.6 Examination Procedures .................................................................................. 10
  1.2.7 Student Accommodation for Disabilities ......................................................... 11
  1.2.8 Course Grading and Changing Final Grades ..................................................... 11
  1.2.9 Review of Disputed Grades .............................................................................. 12
  1.2.10 Formal Grievance Procedures for Academic Matters ..................................... 12
  1.2.11 Course and Instructor Appraisals .................................................................... 12
  1.2.12 Definitions of Programs, Majors, Minors, and Concentrations ......................... 13
    1.2.12.1 Definition of Programs ............................................................................ 13
    1.2.12.2 Definition of Majors .............................................................................. 13
    1.2.12.3 Definition of Minors .............................................................................. 13
    1.2.12.4 Definition of Concentrations ................................................................. 14
  1.2.13 Definitions of Upper Division Courses ............................................................ 14
  1.2.14 Directed and Independent Studies .................................................................... 14
  1.2.15 Internships, Practicums, and Field Experiences ............................................. 14

1.3.0 Teaching and Scholarship ................................................................................. 15
  1.3.1 Teaching as Scholarship ..................................................................................... 15
  1.3.2 Research and Publication .................................................................................. 15
SECTION 2  THE FACULTY AND THE UNIVERSITY COMMUNITY

2.0.0 University Organization ......................................................................................... 19
  2.1.0 Faculty Organization and Professional Development .............................................. 19
  2.1.1 Responsibilities of the Teaching Faculty ................................................................. 19
  2.1.4 Division and Committee Structure ......................................................................... 20
  2.1.5 Faculty Meetings and Workshops .......................................................................... 20
  2.1.6 Faculty Professional and Ethical Relationships ....................................................... 21
  2.1.7 Personal Conduct and Appearance ....................................................................... 21
  2.1.8 Faculty Professional Development ........................................................................ 22

SECTION 3  THE FACULTY AND PERSONNEL POLICIES

3.0.0 Adjunct Faculty ........................................................................................................ 23
  3.1.0 Employment of Adjunct Faculty ........................................................................... 23
  3.1.1 Adjunct Faculty Benefits ....................................................................................... 23
  3.1.2 Adjunct Faculty Benefits ....................................................................................... 23
  3.4.0 Personnel Policies of the University ................................................................. 24
  3.4.1 Policy of Nondiscrimination ................................................................................. 24
  3.4.2 Harassment Policy ............................................................................................... 24
  3.4.3 Policy on Nepotism .............................................................................................. 24

SECTION 4  THE FACULTY AND UNIVERSITY SERVICES

4.0.0 University Services and Relationships .................................................................... 25
  4.1.0 Instructional Support ......................................................................................... 25
  4.1.1 Instructional Equipment and Supplies ................................................................. 25
  4.1.2 Instructional Equipment and Supplies ................................................................. 25
  4.1.3 Technology and Audiovisual Equipment and Facilities ...................................... 26
  4.1.4 Photocopying Services and Copyright Laws .................................................. 26
  4.1.5 Postal Services, FAX, Mailing and Shipping ..................................................... 26
  4.1.5 Postal Services, FAX, Mailing and Shipping ..................................................... 26
  4.1.6 Secretarial, Clerical and Student Assistants ....................................................... 27
  4.1.7 Secretarial, Clerical and Student Assistants ....................................................... 27
  4.2.0 Academic Services and Procedures .................................................................. 27
  4.2.1 Deans Office Information .................................................................................. 27
  4.2.2 Registrar Office Information .............................................................................. 27
  4.2.3 Library Services ................................................................................................. 28
  4.2.4 Instructional Computing Systems ................................................................. 29
  4.2.5 Instructional Computing Systems ................................................................. 29
  4.2.6 Writing Center ................................................................................................. 29
  4.2.7 Academic Support Services .......................................................................... 29
  4.2.8 Academic Support Services .......................................................................... 29
  4.2.9 Student Records and Privacy .......................................................................... 30
  4.3.0 Business Services and Procedures ..................................................................... 30
  4.3.1 Business Services and Procedures ..................................................................... 30
  4.3.2 Purchase Orders and Invoices ........................................................................ 30
  4.3.3 Purchase Orders and Invoices ........................................................................ 30
  4.3.4 Telephone Services ....................................................................................... 30
  4.3.5 Internet and Email Services ................................................................. 31
  4.3.6 Fire Alarms and Evacuation Drills ................................................................... 31
  4.3.7 Maintenance Services and Work Orders .......................................................... 32
  4.3.8 Maintenance Services and Work Orders .......................................................... 32
  4.3.9 University Vehicles and Travel ....................................................................... 33
  4.3.10 University Vehicles and Travel ..................................................................... 33
  4.3.11 University Vehicles and Travel ..................................................................... 33
  4.3.12 Credit Union Services .................................................................................. 33
  4.3.13 Credit Union Services .................................................................................. 33
  4.3.14 Credit Union Services .................................................................................. 33
4.4.0 Student Services and Procedures ................................................................. 33
4.4.2 Off-Campus Activities .................................................................................. 33

SECTION A APPENDICES

A.1.0 Documents and Policy Statements ............................................................... 35
   A.1.1 Brief History .................................................................................................. 35
   A.1.2 University Alma Mater .................................................................................. 36
   A.1.3 Mission Statement ......................................................................................... 37
      A.1.3.1 Focus Statement ..................................................................................... 37
      A.1.3.1.1 Fundamental and Continuing Commitments ........................................ 37
      A.1.3.2 Strategic Initiatives 2008 University Wide Strategies .............................. 38
   A.1.4 Statement of Faith ......................................................................................... 39
   A.1.5 Philosophy of Education .............................................................................. 39
      A.1.5.1 Central Educational Goals ................................................................. 40
   A.1.6 Faith and Learning Integration (Excerpts) ..................................................... 41
   A.1.7 Community Life Agreement ...................................................................... 42
      A.1.7.1 Rationale for Community Life Agreement ............................................ 43
   A.1.8 Chapel Policies (Excerpts) ......................................................................... 45
   A.1.9 Philosophy of Athletics .............................................................................. 46
   A.1.10 Photocopying and Videotaping Copyrighted Materials .............................. 47
   A.1.11 Statement on Diversity and Intercultural Competency ............................... 48
   A.1.12 Policy on Harassment ............................................................................... 49
   A.1.13 Policy on AIDS .......................................................................................... 50
   A.1.14 Statement on Academic Honesty .............................................................. 50
   A.1.15 Statement on Plagiarism .......................................................................... 51
   A.1.16 Grievance Procedures for Academic Matters ............................................ 54
   A.1.17 Financial Code of Conduct and Ethics ...................................................... 55
   A.1.18 Off-Campus Travel Procedures ................................................................. 55

A.3.0 Charts .......................................................................................................... 58
   A.3.1 Organizational Chart of Administration ...................................................... 58

INDEX TO FACULTY HANDBOOK ......................................................................... 59
SECTION 1

The Faculty and the Educational Program

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.

Occasionally serious illness may unavoidably prevent the faculty member from meeting a class. Such absences are to be reported to the academic dean. It should be rare that personal business interferes with one’s responsibilities to students.
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.

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 ‘ex-cused’ 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.
1.1.7 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, Merillat Centre, Merillat Complex or residence halls if the request is not for a classroom.

1.1.9 Emergency Closings

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

When road conditions become impassable, the city or county authorities may announce a weather emergency prohibiting travel on county roads. In case of a severe storm or blizzard, the president and dean confer prior to announcing the closing of the University. As conditions permit, closings will be announced by a variety of means, including 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 awaking 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. Students then may choose to rent the text for about a third of the new text cost.
Whenever practicable, courses that have multiple sections taught by different professors should use the same text and materials to minimize differences between sections and to ease students’ changing from one section to another. New professors are asked to continue using previously used textbooks during their first year so as to protect the Bookstore from having unsalable stock.

Complimentary desk copies of new textbooks are available from most publishers when requested directly by the faculty member. These may often be conveniently requested online from the publisher. You may contact the Association of American Publishers at www.publishers.org or go to www.pspcentral.org for a list of member companies.

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 attention by all members of a department should be given to syllabi in courses offered in the general education program.

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

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

Most syllabi should incorporate sections giving (a) a statement of course objectives, (b) a description of the activities in which the professor will engage,
Handbook for Adjunct Faculty

(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.

i. **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 get caught.

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.

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.

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

1.2.11 Course and Instructor Appraisals

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

All adjunct faculty are formally evaluated by students for which there are at least five students enrolled.

Standard instructor evaluation forms are used that are coordinated by the Dean’s Office. 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.

Faculty 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.
1.2.13 Definitions of Programs, Majors, Minors, and Concentrations

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

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

1.2.13.1 Definition of Programs

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

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

1.2.13.2 Definition of Majors

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

1.2.13.3 Definition of Minors

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

1.2.13.4 Definition of Concentrations

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

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

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

1.2.15 Directed and Independent Studies

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

An application for directed or independent study must be completed prior to registration. Students may obtain forms from the registrar’s office.

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.

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.

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 culmi-
nating. Projects and assignments are completed that expose the student to important elements of the profession.

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.

1.3.0 Teaching and Scholarship

1.3.1 Teaching as Scholarship

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

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

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

1.3.2 Research and Publication

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

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

1.3.3 Student Scholarship

Opportunities for students to be involved in scholarly activities, sometimes 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 Davis’ Tools for Teaching; Filene’s The Joy of Teaching: A Practical Guide for New College Instructors; Bean’s Engaging Ideas: Professors’ Guide to Integrating Writing, Critical Thinking and Active Learning; McKeachie’s Teaching Tips; Eble’s The Craft of Teaching; Lowman’s Mastering the Techniques of Teaching; McManus, Leaving the Lectern; and Erickson and Strommer’s Teaching College Freshmen.

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

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

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

2.0.0 University Organization

Responsibilities of the Faculty include establishing all educational policies that affect both in-class and out-of-class learning. Faculty committees study issues in delegated areas. In official documents, “the Faculty” refers to full-time instructional personnel and designated administrators directly responsible for educational policies, whereas “the faculty” refers only to instructional personnel with faculty rank.

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.

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. Make satisfactory arrangements with the academic dean when it is neces-
sary to be absent from a class. A Faculty Absence Form may be down-
loaded from the University Website located at
my.huntington.edu/personnel.

f. Administer final examinations for each course at the time and place pre-
scribed 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.

g. Administer student course appraisal forms as requested.
h. Cooperate with administrative offices in timely response to requested in-
formation and forms.

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 par-
ticular 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 admin-
istrative procedures used to implement the policies of the Faculty.

2.1.5 Faculty Meetings and Workshops

Adjunct faculty may attend the scheduled business and professional meet-
ings of the Faculty, with permission of the academic dean.

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 sum-
mer. The Workshop serves to stimulate and enthuse the Faculty for the year
ahead and to build community for the common task of educating the Universi-
ty’s students. Adjunct faculty may attend, with permission of the academic
dean.
2.1.6 Faculty Professional and Ethical Relationships

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

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

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

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

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

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

2.1.7 Community Life Standards

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

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

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

2.1.8 Faculty Professional Development

Faculty members are expected to 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.
3.0.0  Adjunct Faculty

3.1.0  Employment of 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 graduate school makes recommendation through the graduate dean. The dean(s) issue 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.

3.1.1  Adjunct Faculty Benefits

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 faculty and part-time coaches 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 programs, or adult (e.g., EXCEL) or graduate programs. Adjunct faculty who have taught half-time or more for ten consecutive years may be eligible for partial dependent tuition remission (see the director of Human Resources for additional details).

3.4.0  Personnel Policies of the University

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 ethic 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.

3.4.9 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. The test of proximity of departments or administrative units may determine whether influence of supervisors in related departments might preclude employing a spouse or relative.
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

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 purchasing agent in the business office (unless the supplies are available through the University Bookstore) 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 either video viewing on the large screen monitor or the showing of films. 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 or the American Association of Publishers at www.publishers.org. A summary of the guidelines is included in the Appendix.

4.1.5 Postal Services, FAX, Mailing and Shipping

Postal services for departments and for personal needs are available in Mailing Services in Becker Hall. 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 judg-
ment 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.

4.2.2 Registrar Office Information

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

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

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

4.2.3 Library Services

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

The librarians provide assistance to students and staff on making use of the
collection as part of their teaching function. The librarians work with faculty in
developing goals, objectives and methodologies for effective library based as-
signments.

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 uses an online catalog for which there are patron terminals on
each of the floors. Faculty may also access the online catalog through the cam-
pus 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
for four students are located throughout the library. The library displays por-
tions of the Wilson art collection from the MCA Wilson Gallery.

The collection is currently shelved using the Dewey decimal classification
but is transitioning to LC classification as new volumes are added. On the lower
level are 100s through 300s, as well as the curriculum materials center, the med-
ia center and av viewing room, study rooms, and the University and denomi-
national archives. On the upper level are the 400s through 900s of the collec-
tion, 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 profes-
sional 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 ap-
pointed faculty members allocates budgeted monies for each program based on
the relative strength and needs of the collection, the size of the academic major
or program, the 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 properly during the fis-
cal 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 and Loew-Brenn Hall house computer labs and computer teaching rooms for instruction. The 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. The MCA art department has both Macintosh and Windows computer graphics equipment for art students to prepare materials.

The library also has Windows and Macintosh computers and printers for student or faculty use. Technology Services in the Science Hall provides support through the Call Center online or phone 4212.

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.

4.2.9 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.
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.

4.3.0 Business Services and Procedures

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. Adjunct faculty are to process requests through the department head.

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.

4.3.4 Telephone Services

Technology Services in the Science Hall supports the campus telephone system. Direct Inward Dial phone service allows outside callers to directly 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].

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. It is imperative that the code be kept confidential. A personal code may be requested from Technology Services for personal calls for which you will then be billed.

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 access from dial-up services. 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 often contain attached viruses that can harm one’s own computer and then use that computer to 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 Sodexho 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 when nonemergency service is needed. Maintenance gives a priority ranking to work orders so that necessary repairs are completed promptly. Problems such as water leaks that can lead to further damage should be reported immediately.

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

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

Custodial services are contracted and any needs or problems are to be coordinated through the director of auxiliary services or the on-site manager of custodial services.

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.

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.

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.

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.

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. 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 Off-Campus Activities

Faculty who take students off-campus should know that reasonable care must be exercised in carrying out 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.
APPENDICES

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 Hartsdale Academy. By an act of the legislature, February 8, 1851, the name became Hartsdale University. On March 5, 1883, the charter of Hartsdale University was amended to change the name of the institution to what it was in reality, Hartsville College.


The last meeting of the Board of Trustees of Hartsville College was held in the college library at Hartsdale, 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 program was granted initial accreditation in 2005 by the Council on Social Work Education. The nursing program has received accreditation from the Indiana State Board of Nursing, and the University's initial accreditation report has been accepted by the Commission on Collegiate Nursing Education (CCNE).

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. Beitelshes, 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, 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, EdD, 2009.


A.1.2 UNIVERSITY ALMA MATER

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

By the winding Wabash River, High above the rest,
Stands our dear old Alma Mater, Huntington, the best.

Alma Mater, we thy children, tribute bring to you,
Hail to thee our dear old college, Hail, all hail, H.U.

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

Voices strong of youth and maiden, Echo through thy halls,
Mem’ries tender cling like ivy, to thy dear old walls.
A.1.3 MISSION STATEMENT

Huntington University is a Christ-centered liberal arts institution of higher education with a strong historic and ongoing relationship with the Church of the United Brethren in Christ USA. 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 essen-
tial.
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 Uni-
versity are designed especially for students who desire to study in such an environment, the Uni-
versity 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 understand-
ing 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 whole-
some living and good health, and to develop a personality that makes possible mutually sa-
tisfying 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 re-
sponse 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.1.5.1 CENTRAL EDUCATIONAL GOALS**

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

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

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

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

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

VI. **Commitments:** Every Huntington University graduate will have developed his or her commitments through (1) a deepened understanding of the Christian faith and life, (2) an exploration of personal values, and (3) expansion and clarification of a personal worldview.
A.1.6 Faith-Learning Integration (Excerpts)

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

Faith-learning integration may be briefly described as a scholarly project whose goal is to ascertain and to develop integral relationships that exist between the Christian faith and human knowledge, particularly as expressed in the various academic disciplines. It involves seeing each area of scholarship in the light of Christ, and understanding the Christian faith in the light of the best that we can learn through our scholarly disciplines.

This brief definition may be contrasted with what faith-learning integration is not. Faith-learning integration is not the cultivation of personal Christian living on the part of the faculty member. In no way does this assertion diminish the importance of such cultivation, but faith-learning integration is a specifically scholarly task. Faith-learning integration does not mean using academic disciplines as a source of illustrations for spiritual truths. There is nothing to criticize in finding useful illustrations from whatever source, but the illustrative use of disciplinary materials in this way is not faith-learning integration. Faith-learning is not a public relations program designed to convince constituents of the Christian character of an institution. The commitment that a college and its faculty make to the integration of learning with the Christian faith is properly seen as part of the broader commitment to serve Christ in every aspect of life. It is hard scholarly work, taking much time and effort to produce significant achievement.

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

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

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

In the theoretical disciplines, four dimensions of integration can be identified: (1) world-view foundations, (2) disciplinary foundations, (3) disciplinary practice, and (4) world-view contribution. In the applied disciplines, four dimensions of integration may be considered: (1) theory applied to practice, (2) ethics and values, (3) attitudes, and (4) contribution to the Kingdom of God.
A.1.7 COMMUNITY LIFE AGREEMENT

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

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

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

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

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

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

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

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

Entertainment guidelines are summarized in the Huntington University student handbook.

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

*Adopted by the Board of Trustees, January 2010*
A.1.7.1 RATIONALE FOR COMMUNITY LIFE AGREEMENT

Guiding Principles

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

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

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

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

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

Living as Christians in Community

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

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

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

Pornography

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

Alcohol Use

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

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

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

Most Huntington University students are not yet old enough to drink legally. While 21-year-olds could be allowed to drink without violating the law, the difficulties of keeping the campus alcohol-free would be much greater in that situation. And, students under the age of 21 would be much more likely to find themselves in social situations in which their slightly older classmates were using alcohol, thus creating more temptations for illegal underage consumption of alcohol.

Another consideration in establishing an alcohol policy is the statement in the Social Standards of the Church of the United Brethren in Christ, which says “…the abuse of alcoholic beverages is harmful to our physical bodies and is a detriment to the best stewardship and witness of our lives. Therefore, we urge all of our members to avoid using alcoholic beverages.”

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

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

Tobacco Use

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

Gambling

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

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

Speech

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

Entertainment

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

Respect for Laws

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

A.1.8 CHAPEL POLICIES

HUNTINGTON UNIVERSITY SPIRITUAL FORMATION PROGRAM (EXCERPTS)

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.

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.
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 imagine-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, or not 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 STATEMENT ON DIVERSITY AND INTERCULTURAL COMPETENCY

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

We believe that God’s Word calls us to:

- Recognize that we are the unified body of Christ (1 Cor. 12:12-13, Eph. 4)
- Live in harmony with one another as the body of Christ (Ps. 133:1, 1 Cor. 12:24-25, 1 Pet. 3:8)
• Reconcile socio-economic, ethnic, national, racial, and gender differences within the body of Christ (Rom. 2:9-11, Eph. 2:16, Col. 3:11)

• Fulfill our relationship with the world through reconciliation, peace-making and love (Amos 5:14-15, John 13:34-35, 17:20-23, 1 John 3:11, Phil. 2:4)

• Recognize that every nation, tribe, people and language, will stand before the throne of God in worship (Rev. 7:9-11)

For this reason, it is our purpose and responsibility to foster an environment that reflects the harmony of the body of Christ in which all members of our community, regardless of race, ethnicity, national origin, gender, age, and/or disability are valued and appreciated for their diversity and role in the university.

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

A.1.12 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 and she is being harassed, he and she has the right to bring the situation to the attention of the University without fear of adverse action being taken against him and 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 reprimands 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.1.13 POLICY ON AIDS: SUMMARY STATEMENT

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

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

A.1.14 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.1.15 STATEMENT ON PLAGIARISM

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

Statement on Plagiarism

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

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

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

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

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

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

a. Original Source

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

b. Examples of Proper Acknowledge

(1) Direct Quotation

(a) QUOTATION OF THE ENTIRE PARAGRAPH: Enclose in quotation marks if four lines or shorter; otherwise, indent ten spaces (double-space—see note above) and omit quotation marks. Indicate author and page number for both long and short quotations (but do not repeat any part of the citation that has already been mentioned in your comments that introduce the quotation).

(b) PARTIAL QUOTATION: Use quotation marks around the portion of the original source paragraph that you choose to quote; omission within the quoted portion are indicated by ellipsis dots ( . . . ), and your own insertions into the quotation are enclosed in square brackets [ ].

EXAMPLES:

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

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

(2) Paraphrase or Summary

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

EXAMPLE:

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

c. Examples of Plagiarism Improper Acknowledge

(1) Direct Quotation Without Proper Acknowledgement

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

EXAMPLE:

Moving can be a traumatic experience for children. The first step is helping children adjust to relocation is to acknowledge the idea that children are affected by moving.
(b) **INDICATION OF SOURCE, BUT FAILURE TO USE QUOTATION MARKS:** The second sentence of the following example is directly copied from Smardo without proper acknowledgement by quotation marks, even though the author’s name and page numbers are given.

**EXAMPLE:**

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

(2) **Attempts to Avoid Direct Quotation Which Fail**

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

**EXAMPLE:**

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

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

**EXAMPLE:**

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

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

**EXAMPLE:**

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

---

**Work Cited**


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

---

**A.1.16 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.1.17 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/Treasurer. 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.1.18 OFF-CAMPUS TRAVEL PROCEDURES

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

Each Huntington University sponsored trip must incorporate the following elements:

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

Dealing with Emergencies

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

Communication with Participants, Parents and the Campus Community

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

In the event of an emergency at the student’s home, parents/guardians should contact either 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.3.0 CHARTS

A.3.1 ORGANIZATIONAL CHART OF ADMINISTRATION
INDEX TO ADJUNCT FACULTY HANDBOOK

A
Academic deans of the University, 36
Academic honesty, 9, 50, 51
Academic support, 27, 29
Adjunct benefits, 23
Adjunct faculty, 23
Administrative support, 27
AIDS policy, 49
Alcohol use prohibition, 21
Alma Mater, 36
Attendance policies, 3, 8
Audiovisual equipment, 25, 28

B
Bibliographic instruction, 28
Budgets, 30

C
Campus parking, 32
Canceling classes, 3, 5
Central Educational Goals, 40
Changing final grade, 8, 10, 12
Chapel policies, 42
Chart of administration, 58
Cheating, 8, 10, 50, 51
Class lists, 27
Class opening procedure, 2
Classroom behavior, 5
Classroom scheduling, 5
Collegial governance, 21
Community Life Agreement, 42, 43
Computer services, 29, 31
Computer systems, 29
Concentrations defined, 14
Copyright laws, 26, 47
Course appraisals, 12
Course revision, 12, 19
Course syllabi, 7
Curriculum of inclusion, 16
Curriculum review, 19
Curriculum revisions, 19
Custodial services, 32

D
Desk copies of texts, 6
Devotions in class, 2
Direct inward dialing, 30
Directed studies, 14
Displaying grades, 30
Diversity, 48
Division structure, 20
Drug use prohibition, 21

E
Educational benefits, 23
Emergency closing, 5
Employing adjunct faculty, 23


Employment practices, 23
Ethical relationships, 21
Evaluation of faculty, 12
Examination procedures, 10
Extended travel policy, 33

F
FAX services, 26
Faculty absences, 2
Faculty benefits, 23
Faculty conflicts, 20
Faculty credentials, 27
Faculty development, 19, 20
Faculty duties, 19
Faculty ID, 23
Faculty loads, 23
Faculty meetings, 20
Faculty responsibility, 19
Faculty sponsors, 33
Faculty Workshop, 20
Family privacy act, 12, 30
Faith-Learning Integration, 1, 8, 15, 41
Field experiences, 14
Field trips, 3, 33
Final grades, 8, 11, 27, 30
Fire alarms, 31
Focus statement, 37
Fringe benefits, 23

G
Grade appeal, 12
Grading, 8, 11, 19, 27, 30
Group absences, 3

H
Harassment, 21, 24, 45
History of the University, 35

I
Independent studies, 14
Instructional equipment, 25
Integration F-L issues, 1, 8, 15, 41
Internships, 14

J
Janitorial services, 32

K
Keys, 32

L
Library collection, 28
Library services, 28
Library-based assignments, 6, 28

M
MLA Stylesheet, 5, 51
Mailing services, 31
Major definition, 13
Make-up exams, 10
Minors defined, 13
Mission Statement, 37
N
Nepotism, 24
Nondiscrimination policy, 24
O
Organizational chart, 58
Organization sponsors, 33
P
Parking, 33
Personal appearance, 21
Personal conduct, 21
Philosophy of Athletics, 43
Philosophy of Education, 39
Photocopying, 26, 47
Plagiarism, 8, 10, 50, 51
Postal services, 26
Posting grades, 12, 27
Practicums, 14
Prayer in class, 2
Presidents of University, 35
Professional development, 20, 27
Professional relations, 20
Programs defined, 13
Purchase orders, 30
R
Research papers, 9
Research publication, 15, 22
S
Salaries, 23
Secretarial assistance, 27
Sexual harassment, 21, 24, 48
Sexual immorality, 21, 24
Special instructors, 23
Sponsors, 33
Statement of Faith, 39
Strategic initiatives, 38
Student assistants, 27
Student attendance, 3
Student evaluations, 12
Student privacy, 30
Student records, 27
Student scholarship, 16
Syllabi, 7
T
Teaching and learning, 1, 15
Teaching as scholarship, 15
Telephone services, 30
Term papers, 9, 51
Textbook selection, 6
Tuition remission, 23
U
University governance, 19
University vehicles, 33
Upper division defined, 14
V
Vision Statement, 37
Voice mail, 30
W
Weather cancellations, 5
Work orders, 32
Writing center, 30
Writing emphasis, 5