

# **OAKWOOD UNIVERSITY**

## **ADMINISTRATIVE POLICY MANUAL**

**2010**



**ACADEMIC AFFAIRS DIVISION**

**ACADEMIC AFFAIRS TABLE OF CONTENTS**

**ACADEMIC ORGANIZATION AND ADMINISTRATION**

University Academic Organization ..... AA-4  
Faculty of the Academic Division ..... AA-5  
Faculty of Departments ..... AA-6  
Appointment to the Faculty ..... AA-8  
Department Chairperson ..... AA-10  
Academic Administrative Appointments ..... AA-12  
Review and Evaluation of Educational Units ..... AA-14  
Sponsored Research Stipends ..... AA-17

**FACULTY ACADEMIC AFFAIRS**

Definition and Classification of Faculty ..... AA-18  
Academic Rank ..... AA-20  
Faculty Appointment/Reappointment Processes ..... AA-24  
New Faculty Orientation ..... AA-32  
Faculty Evaluation ..... AA-33  
Grievance Procedures ..... AA-38  
Professional Development ..... AA-39  
Recognition of Faculty ..... AA-45  
Responsibilities and Duties of Teaching Faculty ..... AA-46  
Responsibilities of Field Supervisors ..... AA-48  
Faculty Load ..... AA-50  
Outside Employment ..... AA-52  
Load Reduction Criteria ..... AA-53  
Faculty Absences/Leaves/Trips ..... AA-55  
Dismissal and Suspension ..... AA-56  
Bylaws: Faculty Assembly ..... AA-59  
The Faculty Senate ..... AA-61  
Academic Freedom and Responsibility ..... AA-62  
Course Rosters ..... AA-65  
Syllabi ..... AA-66  
Class Schedules ..... AA-67  
Textbooks ..... AA-68  
Academic Integrity ..... AA-69  
Library ..... AA-70

**STUDENT ACADEMIC AFFAIRS**

Student Grievances ..... AA-74  
Plagiarism and Cheating ..... AA-76  
Institutionally Administered Testing ..... AA-78  
Academic Credit and Challenge Exams ..... AA-80

PLANNING AND ASSESSMENT

Assessment and Evaluation of Student Learning ..... AA-87  
Institutional Assessment and Evaluation ..... AA-92  
Planning and Evaluation..... AA-94  
Student Development and Outcomes Surveys ..... AA-96  
Assessment of Faculty Research and Scholarly Activities ..... AA-99

MISCELLANEOUS

Archival Materials..... AA-100  
Continuing Education Unit Guidelines ..... AA-103  
Endowed Professorial Chair ..... AA-105  
History Museum: Security Controls and Responsibilities for Authorized Events..... AA-106  
Library Collection Development – Weeding Policy and Procedures ..... AA-108  
Library Gift Policy ..... AA-111  
Distance and Correspondence Education Policy..... AA-114

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## UNIVERSITY ACADEMIC ORGANIZATION

For the purpose of administering the educational programs of the University, there shall be established educational units within the University. Educational units of the University shall be established, altered, or abolished by action of the Board of Trustees. In such actions the Board shall consider the recommendations of the President; in developing such recommendations the President and the Board shall consider the advice of the University Faculty Senate and the recommendation of the Vice President for Academic Affairs.

## EDUCATIONAL ORGANIZATION

The educational units responsible for instruction for the award of University credit shall be academic departments. Courses for University credit may be offered only by these educational units. Interdisciplinary instructional programs may be established utilizing courses and faculty members from two or more educational units. The chief administrative officer of a department or interdisciplinary instructional program is an academic department chairperson.

## ACADEMIC RANKS

Academic ranks in the University shall be instructor, assistant professor, associate professor, and professor. Criteria for appointment or promotion to these ranks shall be those established by the Board of Trustees in the University's policy on "Appointment, Rank, Continuous Appointment, and Promotion." A disciplinary identification shall be held by each individual holding academic rank (for example, assistant professor of chemistry); such disciplinary identification does not prevent assignment by the administration to another educational unit, nor does it imply continuous appointment in an educational unit. Modifiers to academic rank other than full-time faculty, such as part-time, visiting, adjunct, and emeritus, shall be used as appropriate in accordance with the policy.

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## **FACULTY OF THE ACADEMIC DIVISION**

The faculty of the academic division shall consist of the Vice President for Academic Affairs, the department chairpersons, and all full-time faculty members. Membership, with or without voting privileges as determined by the faculty, may be extended by the faculty with approval from the President upon the recommendation of the Vice President for Academic Affairs to any other person assigned to it for teaching, research, or administrative work.

An individual may be assigned to the faculty of more than one educational unit within the division; in this case, one assignment shall be designated by the President as the primary appointment upon recommendation of the Vice President for Academic Affairs. Consistent with the Bylaws of the Board of Trustees, institutional policy, and the rules of the University Faculty Senate, the faculty shall be involved in the establishment of structures for the performance of faculty functions, including committee and council structures. These rules shall be provided in writing to the President, the Vice President for Academic Affairs, and the secretary of the University Faculty Senate.

The faculty shall hold regularly scheduled meetings with the Vice President for Academic Affairs presiding. In addition, it shall meet in special sessions on the call of the Vice President for Academic Affairs or the President, or at the request of a number of its membership as prescribed by its rules. These rules shall establish a quorum for the transaction of business. Copies of the minutes of faculty meetings shall be provided on a monthly schedule to the President, the Vice President for Academic Affairs, the secretary of the University Faculty Senate, the Director of Institutional Effectiveness, and each member of the faculty.

Within the limits established by the regulations of the University, the faculty of the division shall determine the general educational policies of the division. The faculty shall make recommendations to the University Faculty Senate on matters that require the approval of that body, and it may make recommendations to administrative officers outside the academic division through the department chairpersons and the Vice President for Academic Affairs.

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## **FACULTY OF ACADEMIC DEPARTMENTS**

The faculty of an academic department shall consist of a chairperson and all full-time faculty members assigned to it. In addition, membership, with or without voting privileges as determined by the rules of the department and institutional policy, may be extended to any other faculty or staff member assigned to it for teaching, research, or administrative work, with approval from the President upon recommendation of the Vice President for Academic Affairs.

The faculty of each department shall hold regularly scheduled meetings and shall meet in special session, with the department chairperson presiding, when called by the chairperson, the Vice President for Academic Affairs, the President, or by such numbers of the department faculty as is determined by the rules of this faculty.

Consistent with institutional policy, the rules of the University Faculty Senate, and the rules of the Academic Division, the faculty shall establish rules for the conduct of its business within the department, including committee structures necessary to carry out its functions. Copies of these rules shall be provided to the secretary of the University Faculty Senate, the Director of Institutional Effectiveness, the Vice President for Academic Affairs, and the President.

The department faculty has jurisdiction over matters concerning its internal policies insofar as these do not conflict with those of other departments or the division, with the rules of the University Faculty Senate, or with those of the University. It has primary responsibility for the development of policies on such matters as academic requirements, courses of study, class schedules, and student research programs that are subsequently approved by the designated bodies of authority. Jointly with the department chairperson, it should establish:

1. Procedures to be used in the department for making recommendations on appointments, reappointments, promotions, terminal appointments, decisions not to reappoint, and the granting of continuous appointment.
2. Procedures to be used within the department in faculty performance evaluation.
3. Procedures to be used in the preparation of budget requests.
4. Procedures to be used in the preparation and deletion of academic programs, courses, and other offerings.
5. Procedures to be used in the selection and admission of students to the department's programs.

The chairperson shall preside over all departmental faculty meetings and shall be an ex-officio member of all departmental committees. Copies of minutes of all faculty meetings shall be provided on a monthly schedule to all members of the faculty of the department, the Director of Institutional Effectiveness, the secretary of the University Faculty Senate, the Vice President for Academic Affairs, and the President.

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## **APPOINTMENT TO THE FACULTY**

The faculty of Oakwood University are crucial to the fulfillment of the mission and goals of the institution. The appointment of the faculty, either by initial appointment or reappointment, is of crucial importance in determining how the University fulfills its spiritual and academic mission. The University exercises extreme care in appointing faculty members that will bring to the institution spiritual leadership, intellectual distinction, and the potential for eventual promotion to an advanced rank.

## **HIRING GUIDELINES FOR FACULTY**

1. In harmony with its mission and with its origins and affiliation with the Seventh-day Adventist Church, the University reserves its right to employ faculty members who are in harmony with the beliefs and practices of the church as contained in the statement of "Fundamental Beliefs." This right is communicated in the employment code of the Seventh-day Adventist Church in the United States that is on file with the federal government. The employment code states that in order for its educational institutions to meet the religious goals for which these schools were established, the faculty must be, with few exceptions (see Exceptional Case designation listed below), members of the Seventh-day Adventist Church in good and regular standing and must be committed to the philosophy and program of the church.
2. Additional criteria for appointment to the faculty include Christian commitment, appropriate educational background, scholarly competence, satisfactory teaching experience, positive personal qualities, professional performance, and other qualities that would contribute to the mission of the University.
3. In exceptional cases, the Board of Trustees may designate specific departments as "exceptional cases" (guidelines provided below) and allow the appointments of faculty members who are not members of the Seventh-day Adventist Church. Non-Adventist faculty members hired under these circumstances are only eligible for non-continuous track appointments. If they teach on a full-time basis and carry a complete range of academic responsibilities, such faculty are eligible for promotion to the various regular academic ranks.



## **DEPARTMENTS DESIGNATED AS AN "EXCEPTIONAL CASE"**

Academic departments deemed essential to the mission of the University and the Seventh-day Adventist Church, but for which qualified Seventh-day Adventist teachers are not available, may be organized, or reorganized, under the designation of an "exceptional case" department. To be designated as such, the department must (1) justify itself as being indispensable to the mission of the University and the Church; (2) demonstrate the lack of qualified Seventh-day Adventist teachers for the program; and (3) request, through the University Administration, that the Board of Trustees grants an "exceptional case" designation. The Board of Trustees may then grant such a designation, which would be subject to review every three years.

An "exceptional case" department is expected to operate in harmony with the requirements below:

### **Exceptional Case Criteria**

1. The chair of the department is a Seventh-day Adventist.
2. At least half of the full-time faculty in the department are Seventh-day Adventist.
3. Faculty search committees seeking to fill vacant faculty positions are chaired by a Seventh-day Adventist. Such search committees extensively seek, and demonstrate how they have sought qualified Adventist candidates before considering non-Adventist candidates.
4. The department must follow a plan to enlarge the proportion of qualified Adventist personnel by providing advanced training to appropriate candidates as funds are allocated.
5. During the sponsorship of a Seventh-day Adventist for advanced study, a non-Adventist faculty member who is sympathetic to and in harmony with the philosophy and culture of Seventh-day Adventist may be employed on an annual contract basis, provided there is full disclosure of the sponsorship of the Adventist candidate and intent to hire the latter upon completion of the sponsored studies.
6. The beliefs and practices of the Seventh-day Adventist Church are intentionally conveyed to teachers of other faiths.

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## DEPARTMENT CHAIRPERSON

The chairperson presides at all meetings of the educational unit faculty and in this capacity has a leadership role in the development of policies on such matters as academic requirements, courses of study, class schedules, research programs, and service functions. The chairperson has administrative responsibility for implementing the unit's total program within the limits and requirements established by the regulations of institutional policy, the University Faculty Senate, and Academic Division policy.

The chairperson is responsible for recommendations for appointments, promotions, reappointments, terminal appointments, decisions not to reappoint, postretirement appointments, and the granting of continuous appointment. Procedures and criteria used in preparing such recommendations shall be those established by the University administration and the department faculty through the designated entities. As a minimum, the procedures must include consultation with all tenured members of the faculty of the department with the rank of assistant professor or higher, except as noted here. All recommendations on the matters listed here shall include the written evaluation and recommendation of each member of the faculty (except as excused) along with the recommendation of the chairperson. The following exceptions may be made:

1. Faculty members need not be consulted on recommendations for motions affecting members with equivalent or higher rank.
2. Faculty members without continuous appointment shall not be consulted on recommendations for granting of continuous appointment.
3. Temporary visiting appointments of one year or less may be made without consultation, but there must be the required consultations before any recommendation is made for reappointment, even though the reappointment might also be temporary or visiting.
4. In an academically diverse department, upon prior recommendation by the department faculty, the Vice President for Academic Affairs, with approval of the President, consultation may be limited to those faculty members associated with the defined program area in the department.
5. Consultation is not required for the appointment of part-time (including adjunct) faculty for terms of one year or less.

The chairperson is responsible for the evaluation of the performance of all members of the department faculty by procedures and criteria established by the University, the Academic Division, and by the department faculty.

The chairperson submits the budget requests for the department and administers the budget after it is approved. The chairperson is responsible for making all recommendations on salaries and salary changes for faculty in the department. In carrying out the administrative functions pertaining to department programs and policies, the chairperson shall consult with the department faculty—meeting as a whole or with committees elected by the faculty—to represent the faculty in such matters.

The chairperson shall be the official spokesperson for the department. In the event the chairperson decides it is necessary to depart from the judgment of a majority vote of the faculty in decision-making, the chairperson shall communicate the majority judgment as well as the chairperson's recommendation, state reasons for the difference, and notify the faculty of this action.

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## ACADEMIC ADMINISTRATIVE APPOINTMENTS

The terms of office of department chairpersons shall normally be three years, but appointments for shorter periods may be made, if circumstances demand. Chairpersons may be appointed by the President to terms of three years or less following a formal review and recommendation of the Vice President for Academic Affairs.

No academic administrative officer shall acquire continuous appointment as an officer, but shall hold academic rank, if qualified, and be eligible for continuous appointment as a faculty member under the criteria and standards of the division and the University. Normally, termination of an academic administrative appointment before the end of the appointed term shall be preceded by a review and evaluation of the department and chairperson performance, unless termination is the result of reorganization, an officially declared state of financial exigency, insubordination, or failure to perform required duties of the office.

The primary employment status of all academic administrative officers, as the individual qualifies and maintains the required standards, shall be as faculty members with academic rank. This rank and academic appointment shall constitute the individual's appointment at the University when the individual is relieved of or relinquishes an administrative office.

Academic administrative appointments shall normally begin on July 1 and terminate on June 30 of the year of appointment. In addition to the academic salary, a chairperson shall receive an amount equal to at least ten percent of that academic salary as compensation for the administrative duties of the office for the period of July 1 - June 30. Normally, the administrative duties shall constitute 50 percent of the individual's full-time effort during the academic year and 100 percent of the full-time effort during the summer period. A chairperson may be approved to teach no more than one additional course each semester and two courses during the summer session for additional compensation at a standard rate, if such services are needed by the University. If circumstances make it desirable, different terms of appointment and compensation are permitted, if agreed to in writing by the President and the Vice President for Academic Affairs, and approved by the Board of Trustees.

Recommendations on the appointment of academic department chairpersons shall be made after advice from search committees. When vacancies in academic department chairperson positions are anticipated, search committees shall be appointed sufficiently in advance of the vacancy to avoid the appointment of an acting administrator. When unanticipated vacancies occur, search committees shall be appointed as soon as the established procedures can be carried out. Search committees for chairpersons shall be appointed by the Vice President for Academic Affairs after consultation with the President of the University and the faculty of the department. Search committees appointed by the Vice President for Academic Affairs shall operate under procedures prescribed by institutional policy, with approval by the

President. Recommendations of search committees shall be transmitted to the President through the Vice President for Academic Affairs, with the recommendation of the Vice President for Academic Affairs. A recommendation on the appointment, reappointment, or termination of appointment of a chairperson shall be accompanied by written statements of recommendation from tenured members of the faculty of that department who are willing to furnish such statements. Faculty may also submit written statements of opposition if they desire.

The President may accept or not accept the recommendation of a search committee and the Vice President for Academic Affairs. If the President rejects the recommendation of a search committee and the Vice President for Academic Affairs, the President shall request additional recommendations or may disband the committee and appoint a new committee to continue the search.

When vacancies occur in academic administrative offices on such short notice as to preclude the appointment of a regular officer by the established procedure, or when the vacancy is for one year or less due to the absence of the regular officer on approved leave or University business, the President, in consultation with the Vice President for Academic Affairs, may appoint an acting chairperson to fill the position until it is possible to make a regular appointment by the established procedure. Acting appointments shall be for a maximum term of one year; however, reappointments of acting chairpersons may be made if circumstances necessitate.

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## REVIEW AND EVALUATION OF EDUCATIONAL UNITS

The performance of each educational unit in the University and of its administrative officer will be reviewed annually and evaluated periodically as required by institutional policy. The purpose of these reviews and evaluations shall be the improvement of performance for the units, programs, and individuals involved; a primary concern shall be the rate of progress of the unit.

Thus, the administrative chairpersons of educational units shall be evaluated in regard to the performance of the unit(s) and program(s) for which they are responsible and not in isolation from them. A significant portion of the evaluations will consider the contributions of the unit(s) to the mission of the University in relation to available resources, in relation to established University priorities, and in terms of responsibilities of the officer as defined in University policies.

### Annual Review

An annual review of each educational unit shall be conducted by the Vice President for Academic Affairs and the Institutional Effectiveness Committee after the submission of an annual report by the unit chairperson on or before May 15.

The annual review shall include an identification of the accomplishments of the unit for the past year, an assessment of the current status of the unit, a discussion of plans and priorities for the next year, and a determination of any additional needs of the unit. Following analysis of the annual review documents, the Vice President for Academic Affairs and the Institutional Effectiveness Committee shall prepare a summary of their findings. Copies of this summary shall be provided to the administrative officer of the educational unit and the President.

### Periodic Evaluation

A more formal and structured review and evaluation of the performance of each educational unit shall be conducted periodically on the five year cycle. Normally, this periodic evaluation shall be initiated in the early part of the fall semester of the review year and be completed by the end of the spring semester of that year. The work of any educational unit may be evaluated at any time other than the regular interval at the initiative of the President, the Vice President for Academic Affairs, or the chairperson of the unit, or at the request of a majority of the full-time faculty members of the unit.

The review and evaluation shall be conducted by the Curriculum Committee of the Faculty Senate Committee in collaboration with the Vice President for Academic Affairs. The committee shall include at least one faculty member from within the unit, faculty members from outside the unit under evaluation,

and one or more students. The committee may also include alumni and members of the practicing professions where possible and appropriate. The initiation of the committee's work shall be preceded by consultation with the chairperson of the unit regarding appropriate preparation for the review/evaluation.

The chairperson of the unit to be evaluated shall be notified of the review schedule and requested to make preparations to assist in the evaluation, such as the collection of program data and information. The committee shall abide by the formal procedures prescribed for the evaluation. These procedures shall include, but not be limited to the following:

1. Study of accreditation, self-study, or other evaluation reports available.
2. In-depth interviews with the chairperson of the unit.
3. Provision for both faculty and student input on the operation and progress of the unit.

The Vice President for Academic Affairs shall provide the committee with an appropriate charge. This charge shall include, but not be limited to, the pursuit of answers to the following questions:

1. What are the identifiable goals of the unit, and to what extent are these compatible with the mission of the University?
2. What plans have been developed in the unit for attaining these goals?
3. How adequate are the resources for the attainment of all goals?
4. If resources are not adequate for the attainment of all goals, how are priorities determined for the utilization of resources?
5. How effective is the administration of the unit in maximizing program effectiveness in consideration of available resources?
6. Are there formal operating procedures in the unit, and are these compatible with official University policies, division policies, the constitution and rules of the Faculty Senate, and other applicable regulations?
7. What evidence is there of improvement of quality of faculty, staff, and programs during the period being reviewed?
8. Is there equity in the assignment of individual workloads and in the distribution of unit resources?
9. Does the faculty have adequate participation in the development of unit policy and academic programs?
10. To what degree has the unit been involved in experimental programs, innovative programs, or changes appropriate to the unit and the times?
11. How have these programs been evaluated?

If any programs of the unit are accredited or are of such nature that the possibility of accreditation exists, the committee shall be asked to become knowledgeable of the criteria for accreditation and to determine whether the program meets the criteria for accreditation or would benefit from meeting such criteria, if it is presently not accredited.

At the conclusion of the evaluation, the committee shall make a written report to the Vice President for Academic Affairs and the Institutional Effectiveness Committee. As a minimum, the report should contain an evaluation of the current level of performance of the unit and of its leadership and a judgment—supported by as much factual information as possible—of the progress of the unit during the period being reviewed. This report shall be forwarded to the President along with recommendations for reappointment of the chairperson of the unit, budget/resource adjustments, or other actions affecting the unit. The chairperson of the committee shall prepare an abbreviated summary and provide copies of the report to the chairperson of the unit, each full-time member of the faculty in the unit, and the secretary of the University Faculty Senate.



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## **SPONSORED RESEARCH**

Oakwood University encourages faculty grant writing and research and urges faculty members to conduct research whether sponsored or not. Faculty incentives include release time, additional salary for faculty overload, travel, instructional supplies and certificates of recognition.

## **STIPENDS**

Faculty and students can be paid stipends if the grant so specifies. The requisition should give the name(s), social security numbers(s) and the justification for payment. A maximum payment of 42% of their base salary from grant funding is allowed for full-time faculty working on projects during a fiscal year. Chairs of academic departments may receive a maximum payment of 35% of their base salary from grant funding during a fiscal year for working on research projects.

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## DEFINITION OF FACULTY

The faculty of Oakwood University consists of all persons who are appointed by the President of the University to teach at least one credit hour in a given semester and whose contract designates that faculty appointment.

The faculty consists of ranked and unranked teaching faculty. Full-time ranked members of the faculty are entitled to a full vote on all faculty-wide members who are either full-time ranked, part-time ranked, or part-time unranked. Part-time ranked and part-time unranked members of the faculty do not have voting privileges.

## FACULTY CLASSIFICATION

### Full-time

A full-time member of the University faculty who holds academic rank and who, apart from committee and temporary assignments of a special nature, engages in full-time instruction and research, or is on leave for such purposes. All faculty appointments to any academic department of the University or the library are made following the procedures described in the policy "Faculty Appointment/Reappointment Process." These appointments are of two kinds: namely, annual contractual appointments and continuous appointments.

### Part-time

A part-time faculty member teaches for the University specified courses for which he/she qualifies according to the academic standards of the University.

### Adjunct

An adjunct faculty member holds academic rank at another institution of higher learning and is available on either a regular or voluntary basis to provide instruction at the University.

### Visiting

A visiting faculty member holds a corresponding rank at another institution of higher learning (or has professional attainments comparable to those required for regular academic appointment) and is on leave to teach in a department of Oakwood University. The appointment is temporary, usually on a year-to-year basis unless otherwise stated.

### Affiliate

An affiliate faculty member is an experienced professional who has either occupation or special attainments that qualify him/her to provide instruction at the University.

**Lecturer**

A lecturer conducts a series of lectures or renders occasional or regular academic lecture services on a semester or yearly basis.

**Field Supervisors**

Field instructors are affiliated with the University through individual departments that have student interns. Their title may differ slightly depending on the discipline. They must meet minimum criteria as defined by the University, the specific discipline, and accrediting bodies.

**Artist in Residence**

An artist in residence has expertise, professional skills, and recognition in his/her area that is needed in a particular discipline. He/she may be employed by the University for a determined period or to provide a particular service. Each is determined on an individual basis after review of portfolio by the Vice President for Academic Affairs.

**Clinical Instructor**

Clinical instructors are those individuals affiliated with the University who have expertise in the clinical area required for a particular discipline and who meet the requirements for that particular discipline.

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## ACADEMIC RANK

The University assigns regular, temporary, and special ranks to faculty members who qualify. These ranks are described below. The rank of each incoming faculty member is designated by the Board of Trustees upon recommendation by the President, after consultation with the Vice President for Academic Affairs and chairperson/director of the educational unit in which the appointment is made. The academic ranks of instructor, assistant professor, associate professor, and professor are conferred upon full-time members of the faculty and professional librarians.

### Instructor

#### Eligibility

To qualify for the rank of instructor, the candidate must hold a master's degree or equivalent, including at least eighteen graduate semester credit hours in the teaching field.

Holders of the bachelor's degree in professional areas of significance to academic programs offered by the University and its teaching programs (e.g., art, music, and other four- or five-year professional degree areas) may be appointed to this rank. Where candidates have clearly established superior records in research, the performing arts, or other specialized areas, one or more of the criteria stated above may be waived, with appropriate justification and review by the Vice President for Academic Affairs and the President. There are five incremental steps in this rank.

#### Length of Term

Promotion for an instructor shall not be considered until a faculty member has served at this rank for a minimum of three years or has acquired appropriate academic credentials for the higher rank.

#### Expectations

Instructors are expected to show appropriate scholarly activity by attendance of scholarly meetings/workshops/in-service training sessions, attendance and participation in professional societies, research, community involvement, and give evidence of outstanding skills in teaching, and engagement in further study. Normally, after the first semester in this rank, the faculty member may be assigned committee, advising, or other responsibilities as deemed appropriate by his/her chairperson or the Vice President for Academic Affairs. Instructors are to endeavor during the term of instructor to fulfill the requirements for promotion to the assistant professor rank or should make substantial progress toward such promotion within the minimum years allowed in this rank.

The department chairperson shall assist a faculty member in setting specific scholarly activity goals per year for the minimum number of years that a faculty member is expected to be in this rank. These goal

objectives are filed in the faculty member's file. Annual faculty evaluations are then made in relationship to these departmental goal achievements and other relevant expectations. Failure to make reasonable progress toward meeting the expectations for a given faculty member may jeopardize gaining contractual renewal at the appropriate time.

## **Assistant Professor**

### **Eligibility**

To qualify for the rank of assistant professor, the candidate must:

- hold a master's degree in the teaching field and have three years of successful teaching or professional experience, **OR**
- hold an earned doctorate from a recognized regionally accredited institution in the teaching field, **OR**
- hold an earned doctorate from a recognized regionally accredited institution in a related field with a minimum of eighteen graduate semester credit hours in the teaching field.

There are five incremental steps in this rank.

### **Length of Term**

Promotion from assistant professor requires that a faculty member shall have remained at this rank for a minimum of four years.

### **Expectations**

Assistant professors are expected to show scholarly activity by attendance and participation in professional societies, research/consulting/exhibition/performance, community involvement, attempts to improve teaching, and engagement in further study where possible. The faculty member is also expected to be fully immersed in fulfilling his/her committee, advising, and other responsibilities at the University as deemed appropriate by his/her chairperson and the Vice President for Academic Affairs. An assistant professor is to endeavor during his/her term as assistant professor to fulfill the requirements for promotion to the associate professor rank or should make substantial progress toward such promotion within the minimum years allowed for this rank.

The department chairperson shall assist a faculty member to set specific scholarly activity goals per year for the years that a faculty member is expected to be in this rank. These objectives are filed in the faculty member's file. Annual faculty evaluations are then made in relationship to these departmental/school goal achievements and other relevant expectations. Failure to make reasonable progress toward meeting the expectations for a given faculty member may jeopardize gaining contractual renewal at the appropriate time.

## **Associate Professor**

### **Eligibility**

To qualify for the rank of associate professor, the candidate must:

- hold an earned doctorate or equivalent terminal degree from a recognized regionally accredited institution and have taught successfully for four years as an assistant professor, **OR**

- hold a master's degree and have completed sixty graduate semester credit hours (including the hours in the master's) toward a doctorate and have a minimum of ten years of successful University teaching experience, with at least five years as an assistant professor.

There are five incremental steps in this rank.

All candidates pursuing the rank of associate professor must show evidence of significant professional growth (i.e., research in refereed publications and professional presentations).

The disciplines and special cases where a doctoral degree is considered not necessary shall be designated by the Vice President for Academic Affairs upon the recommendation of the department chairperson.

### **Length of Term**

Promotion considerations require that a faculty member shall remain in this rank for a minimum of four years.

### **Expectations**

During the period that a faculty member shall hold the rank of associate professor, he/she should establish a reputation in teaching service and scholarly endeavors. The department chairperson shall assist the faculty member in setting specific scholarly activity goals for the minimum number of years that the faculty member is expected to be in that rank. These goals are filed in the faculty member's file. Annual or term evaluations of faculty are then made in relationship to these departmental expectations. Associate professors are to endeavor during the term in this rank to fulfill the requirements for promotion to the professor rank or should make substantial progress toward such promotion within the minimum years for this rank.

An associate professor who fails to keep up or progress in his/her discipline knowledge base or scholarly activity is liable not to be promoted or may fail to gain a reemployment contract.

## **Professor**

### **Eligibility**

The rank of professor is the highest of academic appointments. To be named a professor signifies demonstrated excellence as a faculty and scholar, as well as outstanding performance of all professional duties. The candidate should have a doctoral degree or an equivalent terminal degree and indicate the continuing ability to engage in scholarly and professional activity.

To qualify for rank of professor, the candidate must:

- hold an earned doctorate or equivalent from a recognized regionally accredited institution.
- have taught for four years as an associate professor.
- show evidence of continuing professional growth (i.e., research in refereed publications and professional presentations).
- have active membership in a least one learned society.

There are four incremental steps in this rank.

### **Expectations**

The honor of being granted this rank provides an obligation to continue the pursuit of excellence in academic matters. The attainment of the rank of professor is not considered a final plateau and hence a license for the faculty member to decrease the quality and quantity of teaching excellence or scholarly

activity. The professor should continue to engage in academic and professional experiences, and review these periodically with the department chairperson. A professor who fails to keep up in his/her discipline knowledge base and scholarly activity may fail to gain a reemployment contract.

### **Professor Emeritus**

Emeritus status in the last earned academic rank may be accorded by the Board of Trustees upon recommendation by the President, in consultation with the Vice President for Academic Affairs, to a faculty member on continuous appointment upon retirement from denominational service.

To become eligible for emeritus rank, the recipient must:

- have served the denomination in a distinguished manner for at least twenty-five years
- have been a member of the Oakwood University faculty for the last fifteen years prior to retirement
- be retiring at the earned rank of professor or associate professor

Candidates for this honorary rank shall be recommended to the President in light of the stated guidelines by the Committee on Rank and Continuous Appointment, in consultation with the Vice President for Academic Affairs. As part of the nomination process, the committee shall review information on the career and service of the retiring faculty member. Included with the nomination documents should be information about the following: service to the University, evidence of teaching excellence, and contribution to the discipline. For information on nomination procedures, consult the chairperson of the Committee on Rank and Continuous Appointment. Professor emeritus appointments may be revoked for cause as outlined in the policy on dismissal.

The *University Bulletin* shall carry listings of emeritus personnel as long as they live, and emeriti shall be invited to certain social and all academic functions of the University. No other obligations of the emeriti or the University exist with respect to this relationship.

### **Librarian Rank**

Librarians having professional or graduate academic degrees, are members of the faculty. Librarians hold academic rank and status; therefore, regular faculty policies apply to them.

The professional librarian has the same professorial teaching ranks as the teaching faculty (instructor, assistant professor, associate professor, and professor). The professional librarian is a member of the faculty and is entitled to all faculty privileges. The professional librarian who has a continuing assignment of teaching for academic credit may be appointed the appropriate academic rank in the area of his/her teaching by the President, upon recommendation of the department chairperson and the Vice President for Academic Affairs.

**Document Title:** FACULTY APPOINTMENT/REAPPOINTMENT PROCESSES  
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**Addition**

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## **FACULTY APPOINTMENT PROCESS**

In accordance with the policy of the General Conference of Seventh-day Adventist, full-time members of the faculty—other than those who hold temporary appointments—must, in general, be members in good and regular standing of the Seventh-day Adventist Church. Exceptions may be made by the Board of Trustees for special cases for teaching areas for which there is an unusually limited number of available Seventh-day Adventist faculty. Every faculty member has by reason of his/her acceptance of employment an obligation to conduct his/her personal and professional life in harmony with the teachings of the Church, as set forth in the statement of fundamental beliefs in the *Seventh-Day Adventist Yearbook*.

### **Qualifications**

Acceptance of employment implies the following:

- Personal qualities of moral integrity and honesty
- Academic and professional accomplishment
- Capability for teaching, service, and research
- Commitment to the philosophy and objectives of the University
- Interest in participating in the general work and governance of the department to which one has been appointed, and in the life of the University community
- Characterization of Seventh-day Adventist standards on campus as well as in off-campus situations in which the individual represents the University

### **Nepotism**

It is the responsibility of Oakwood University that not more than one member of a family be employed in the same department or in employment situation where there is not at least one supervisor between relatives. Broadly, this means that relatives do not work with or for one another, or in a relationship in which one might have direct authority over the other in matters of remuneration, promotion, and so forth.

For the purpose of this policy, “department” refers to the divisions of activities within the University which are shown as entities on the organizational structure or chart of the University, the chart of accounts in the University accounting system, or is an activity which is distinguished by the area of responsibility assigned to a recognized department chairperson. A department may be academic, support, service, or industrial.



Exceptions to the policy will be made by a committee composed of the President and the administration, and will be approved in writing. Exceptions, when made, will consider the scarcity of individuals to fill a particular vacancy; the degree of education, training, or skill required; the relationship between workers in the chain of command; the relationship of the superior regarding promotion and remuneration of the employee; and such other factors as may be pertinent to a particular situation. Exceptions are expected to be a rarity.

When an employment situation contrary to this policy exists, on the effective date it will be terminated when one of parties ceases employment, and that party may not be reemployed contrary to this policy.

### **Employment Status**

At the time that a faculty member is employed, he/she is assigned primary faculty membership and rank within one of the departments of the University.

### **Faculty Membership Assignment**

Faculty membership(s) are assigned by the President at the time of initial employment by the Board of Trustees.

### **Categories of Faculty Memberships**

A faculty member is assigned to one or more of the academic departments or the library:

- Biological Sciences
- Business and Information Systems
- Chemistry
- Communication
- Education
- English and Foreign Languages
- Family and Consumer Sciences
- Health and Physical Education
- History and Political Science
- Library
- Mathematics and Computer Sciences
- Music
- Nursing
- Psychology
- Religion and Theology
- Social Work

### **Primary Appointment**

The initial assignment of a faculty member to a department within a University is known as primary faculty appointment, indicating thereby that the faculty member holds membership in that department and is responsible to the chairperson of the department.

## **Secondary Appointment**

A faculty member with primary appointment and primary membership in a given department of the University may teach up to 49 percent of the faculty load in an additional department of the University without being assigned faculty membership in that additional department. The faculty member shall, however, carry out his/her assignments in the additional department under the direction of the department chairperson. Such an additional employment assignment without faculty membership shall be known as a "secondary" faculty appointment.

## **Joint Appointment**

When a faculty member who has or is given a primary appointment with membership and rank in a department of the University is assigned to another constituent department of the University and given full membership and rank in that department, the appointment is known as a joint appointment. A joint appointment does not eliminate the initial primary appointment of a faculty member. The joint appointment of a faculty member is normally made for any of the following reasons:

- To serve as instructional faculty in a joint degree program offered by two or more departments.
- To integrate and supplement a program offered by the department of additional appointment with the expertise of the primary appointment discipline.
- To teach in two areas of expertise on a half-time basis to constitute one full-time appointment at the University.
- To serve in a high level advisory capacity in more than one department of the University for curricular/instructional/clinical/research purposes.

When the appointment of a faculty member is initially planned to be a joint appointment, the President, in consultation with the Vice President for Academic Affairs and with participation by the department chairpersons and faculty, shall designate one department as the department of primary appointment. Evaluation and promotion procedures for a faculty member who holds joint appointment must be initiated by the faculty member's department of primary appointment. Evaluation and promotion procedures for a faculty member on joint appointment shall include input from each of the departments in which the faculty member holds a joint appointment.

## **Primary and Joint Appointments: Promotion Procedures**

The promotion procedures for a faculty member on joint appointment must be initiated by the faculty member's department of primary appointment, with input from each of the departments in which the faculty member holds an appointment.

## **Recruitment and Appointment of New Faculty**

The appointment of faculty, either by initial appointment or reappointment, is of critical importance in determining how the University fulfills its spiritual and academic mission. Candidates for appointment shall be reviewed carefully so that faculty members will not merely fill positions, but will bring to the University spiritual leadership, intellectual distinction, and the potential for eventual promotion to advanced rank. Candidates for appointment should aspire to excellence in their commitment to spiritual growth, teaching, and contributions to their professional communities beyond the immediate campus. The University is committed to equal employment opportunities for all, and does not discriminate on the basis of age, handicap, gender, race, color, or national origin.

### **Criteria for Appointment**

1. In harmony with its mission and with its origins and affiliation with the Seventh-day Adventist Church, the University recruits and appoints full-time faculty who are members of the Seventh-day Adventist Church. In the event that a qualified Seventh-day Adventist is not available to fill a position in the University, preference will be given to applicants of other faiths who have religious beliefs compatible with those of the Seventh-day Adventist Church and who support the published mission of the University.
2. General: educational background, scholarly competence, teaching experience, personal qualities, Christian commitment, professional performance, potential for participation in University life, and such other qualities that would contribute to the mission of the University.
3. Specific: such requirements as described according to the respective rank designated for the appointment.

### **Authority for Appointment of a Faculty Member**

The Board of Trustees of the University officially makes all faculty appointments at the recommendation of the President, in consultation with the Vice President for Academic Affairs.

### **Notice of Appointments or Reappointment**

The appointment or reappointment of a faculty member to a teaching or library position is official when such a faculty member has received a written job offer from the Vice President for Academic Affairs and accepted the same in writing.

### **Procedure for Appointment**

1. A recommendation for appointment to the faculty of an educational unit is made by the chairperson of the department to the Vice President for Academic Affairs after consultation with the faculty of the department.
2. Upon achieving agreement with the department chairperson regarding the faculty appointment, the Vice President for Academic Affairs transmits the recommendation to the President for endorsement.

3. The President shall submit the recommendation with his approval to the Board of Trustees for final approval.
4. When the appointment has been voted by the Board of Trustees (or the executive committee of the Board), the Vice President for Academic Affairs notifies the person by letter including the following items:
  - Department(s) of appointment
  - Rank and title
  - Effective date
  - Status (continuous appointment, continuous track, noncontinuous track, full-time or part-time)
  - Term of appointment
  - Salary details, including wage factor, step, and salary amount
  - A statement that the appointment is subject to the *Oakwood University Faculty Handbook*, which the appointee receives and acknowledges by a signed statement
  - A statement that additional information regarding benefits can be obtained from the Department of Human Resources

### **Initial Appointment**

Notice of appointment as a faculty member to an academic position is the culminating event of a search to fill a particular vacancy in the University and normally occurs after several preliminary steps. The department chairperson and/or the Vice President for Academic Affairs shall initiate recruitment but shall include a cooperative effort by the department chairperson, faculty, and Vice President for Academic Affairs to find qualified candidates for faculty vacancies. Department chairpersons shall be primarily responsible for the collection of information concerning the candidate's qualifications. In seeking prospective faculty members, a variety of methods should be used to secure applicants for positions. Recommendations from existing University personnel shall be sought, notices of vacancies shall be sent to other Seventh-day Adventist colleges and universities, and advertisements shall be submitted to appropriate publications according to Department of Human Resources policy.

Specifically, the following steps will constitute the initial appointment procedure:

#### ***Step One—Preemployment Negotiations***

During the period of preemployment negotiations, interested candidates for a job vacancy shall receive in writing from the Office of Academic Affairs a full job description of the vacancy, a listing of employment conditions, period of employment involved, and conditions and procedures for employment renewal.

Credentials of all candidates for a position shall be evaluated by the appropriate department chairpersons and the Vice President for Academic Affairs. The Vice President for Academic Affairs will consider requests to have desirable candidates visit the campus at University expense.

Generally, an interview with a prospective faculty member shall be required. In such cases travel and housing expenses shall be reimbursed to such a prospective teacher. The department chairperson will serve as host and assume the responsibility for determining the schedule of activities. The *Oakwood University Faculty Handbook* is made available for study to a prospective member at such a time.

Prior to the final recommendation, the department chairpersons shall arrange an interview with the candidate, Vice President for Academic Affairs, members of the particular department, the President, and students, if possible.

An appropriate rank and step will be recommended by the department chairperson to the Vice President for Academic Affairs according to the established criteria.

***Step Two—Written Employment Offer***

Once a selection decision has been made by way of the search process, the Vice President for Academic Affairs shall make the prospective faculty member a written employment offer requiring a written response from the prospective faculty member. (See “Procedure for Appointment.”)

***Step Three—Written Response by Prospective Faculty Member***

After the prospective faculty member has accepted the employment offer in writing, the official employment of such a person is recommended by the President to the Board of Trustees.

***Step Four—Employment Agreement***

The President will provide the new faculty member the Oakwood University employee agreement for signature by an appointed date. The faculty member shall sign and return the agreement by the appointed date.

***Step Five—Faculty Handbook Distribution***

When the appointment of a faculty member becomes official, such a person receives a personal copy of the *Oakwood University Faculty Handbook*.

All initial appointments are probationary and are offered for one year unless explicitly stated to the contrary in the letter of initial appointment from the President, upon recommendation by the Vice President for Academic Affairs.

**REAPPOINTMENTS**

Employment agreements may be renewed repeatedly for the same or another fixed contractual period. For a reappointment of a faculty member to become official, a written reappointment offer by the President of the University shall have been accepted in writing by the faculty member. The offer for reappointment shall contain the same basic information contained in the initial appointment letter. Employment agreements for reappointment offers for faculty not on continuous appointment are sent out annually by the President. Faculty shall receive the forms for reappointment by May 15 of the academic year prior to the year of appointment.

Under certain circumstances an employee will not receive an employment agreement for reappointment, but will instead receive notice that his/her employment at the University will not be renewed.

**CONTINUOUS APPOINTMENT**

In addition to recommending a rank as part of the promotion of a faculty member, the Rank and Continuous Appointment Committee also recommends the names of the faculty members for continuous appointment. A faculty member is considered for continuous appointment only when he/she:

- Is in a continuous appointment track position.

- Holds a doctorate or terminal degree in his/her area of appointment.
- Holds the associate professor or professor rank
- Has been employed by Oakwood University in a faculty position for at least six consecutive years.

The evaluation of a faculty member for continuous appointment takes place at the end of the period of six years or in certain cases at initial appointment. In order to reach the spiritual goals for which the Seventh-day Adventist Church established educational institutions, only those faculty who are committed members of the Seventh-day Adventist Church are eligible for continuous appointment.

The evaluation for continuous appointment is based on the research, teaching, and community service record during the six-year period. The evaluation includes, but is not limited to a consideration of the faculty member's performance in regard to:

- Thorough knowledge of a field as well as its related disciplines.
- Positive relationship to peers, students, and administrators.
- Satisfactory work and responsible contribution to the needs, reputation and activity of the department and the University.
- Scholarly attainments in research or creative pursuits, publication in professional journals, and presentations at professional meetings.
- The promise of sustained productivity in the department and the University.
- Exemplary service to the profession and the community.

Relevant material for the evaluation shall be collected from the candidate, peers, department chairpersons, students and administrators.

## **SUMMER SESSION FACULTY APPOINTMENT**

The summer school program is an integral part of the academic program of the University. It does not, however, offer the broad range of upper-division course work that is a part of the regular fall and spring semester terms. The summer school program provides opportunities for a limited number of faculty to teach. Summer school teaching agreements are offered first to full-time teaching faculty who plan to teach at the University during the subsequent academic year.

Agreements may be offered to part-time or non-continuing faculty, but only after being made available to full-time continuing faculty. Normally, faculty may teach only one summer term course. Faculty wishing to teach two summer term courses need to clear their request with their department chairperson and the Vice President for Academic Affairs.

Summer school employment agreements are issued to faculty no later than April 30. The terms are spelled out in the written agreement and are binding on all parties.

The need for specific summer session courses is determined by the department chairperson, the director of the summer school program, and the Vice President for Academic Affairs.

## **DEFINITION OF PART-TIME FACULTY**

The term “part-time faculty” applies to instructors hired on a term-by-term (E.g., semester-by-semester) basis to teach a specified course or set of courses. For a part-time faculty member, there should be no assumption or expectation of renewal of a teaching agreement beyond the academic term. The teaching load for a part-time faculty member is limited to eight hours during any semester, unless by special approval from the Vice President for Academic Affairs, allowance is made for an additional course.

#### **AUTHORITY OF APPOINTMENT**

The Vice President for Academic Affairs approves faculty appointments at the recommendation of the department chairperson.

#### **CONDITIONS OF EMPLOYMENT**

The following conditions of employment apply to all part-time faculty:

1. The instructor must agree to be reasonably accessible to students outside of regular class time.
2. The instructor is not expected to carry out any departmental duties outside of reaching the course(s) and/or directing the laboratories specified in the employment agreement.
3. The instructor does not receive medical or other benefits which accrue to full-time faculty.
4. The instructor is paid in one lump sum payment at the end of the academic term or on the regular payroll schedule by special arrangement.

Notice of appointment comes through the department chairperson.

#### **EMPLOYMENT PROCESS**

Applicants must submit a resume or vita, and official graduate transcripts to the Academic Affairs Office. Applicants are interviewed and credentials evaluated by the appropriate department chairperson based on instructional needs. Before beginning employment, an applicant must submit a copy of his/her social security card, state tax withholding forms, federal W-4 forms, an employment verification (I-9) form to the Office of Human Resources, curriculum vita, and official graduate transcripts.

#### **FACULTY ORIENTATION**

Orientation for part-time faculty is handled by the department of hire and provided by the department chairperson.

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**Category:** Faculty Academic Affairs  
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## **NEW FACULTY ORIENTATION**

New faculty orientation is coordinated by the Office of Faculty Development/Research. The new faculty orientation activities consist of a two-day orientation session held before the beginning of the school year and other activities scheduled throughout the year.



**Document Title:** FACULTY EVALUATION  
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## EVALUATION OF TEACHING FACULTY

In order to ensure a high quality of professional performance, personal growth of a faculty member, and an appreciation for the individual contribution of every faculty member, the University has in place a program of faculty evaluation. The evaluation is for both non-continuous and continuous appointment faculty and is ongoing throughout that faculty member's career at Oakwood University. The evaluation system shall support the University and departmental mission statements and goals. The evaluation system is coordinated in collaboration with the Vice President for Academic Affairs by the chairpersons of each of the departments of the University where faculty hold rank.

Faculty evaluation is a continuous process which is carried out to enhance the professional and personal development of the faculty, to assess teaching and curriculum effectiveness, and to identify weaknesses so that appropriate corrective measures may be administered. The structured evaluation procedure explained here is used both for formative (improving quality of performance) and for summative (for decision-making for promotion or retention) purposes. The evaluation process shall be multifaceted, including peer review, student evaluations, and chairperson evaluations as outlined below. Faculty evaluations shall assess and measure faculty performance in teaching, research, and service. The following indicators of quality expectations shall be considered in the evaluation process:

1. **Teaching** (a written record of the following)
  - a. Evidence of the integration of faith and learning in curriculum teaching methods
  - b. Standard student evaluations
  - c. Peer evaluation based on classroom visitation
  - d. Classroom visitation by department chair/dean
  - e. Syllabi and course outlines
  - f. Attendance at professional in-service meetings/workshops for improving instruction
  - g. Results of specially approved curricular assignments
  - h. Presentation at professional meetings related to teaching and learning
  - i. Testimony and performance of graduates
  - j. Faculty awards
  - k. Evidence of effective use of technology in teaching and learning
  - l. Faculty members' achievement of their own objectives for instructional improvement for the period in question
  - m. Evidence of interdisciplinary collaboration
  - n. Evidence of instruction and assessment of written and verbal communication skills throughout the curriculum
  - o. Evidence of practices that result in students developing skills of independence and life-long learning

2. **Research** (a written record of the following types of activities; the lists are not exhaustive):
- a. Research and professional activities
  - b. Research grants received
  - c. Publication activity

***Book***

- an academic/professional book published
- a work translated by the faculty member
- a chapter contributed
- a book/volume edited
- major revisions published

***Article***

- refereed journal article
- professional journal/magazine article
- book review (academic publication)
- scientific abstract
- dictionary/encyclopedia article
- monograph

***Scholarly and Creative Professional Activity***

- scholarly/professional paper read
- professional consultation
- musical concert/recording
- poster presentation
- new course curriculum developed
- dramatic production
- art exhibit
- audiovisual production
- invention/patent
- computer program
- musical composition
- popular books and articles

- d. Achievement of objectives for increasing and enhancing scholarship and creative activities
- e. Achievement of faculty member's objectives for research improvement

3. **Service** (a written record of the following)
- a. General service reports of activities in church, in the professions, and in the community, such as consultation, lecture and training services rendered, and offices held
  - b. Committees chaired and committee memberships (University, church, professional and community)
  - c. References from non-University leaders
  - d. Evaluation by advisees
  - e. Advisee load
  - f. Participation in departmental and University business affairs
  - g. Achievement of faculty member's own objectives for services improvement.

### ***Peer Review***

Peer review shall be conducted for the purpose of evaluating a faculty member's teaching performance according to the following list of procedures:

1. The chairperson of the department shall be responsible for developing a set of specific criteria to evaluate, among other items, quality of course content, organization of materials, clarity of presentation and explanation, responsiveness to student questions, involvement in discussion, variety in teaching methods, and use of technology and other teaching aids.
2. The chairperson of the department, in consultation with the faculty member to be evaluated, shall select a peer from the department in which the faculty member teaches who shall conduct the peer review.
3. The evaluator shall observe a minimum of one 3- or 4-credit class for the duration of a full class period and analyze the course syllabus and text materials.
4. The evaluator shall then prepare a report of the faculty member's performance and submit it to the chairperson of the department.
5. The Vice President for Academic Affairs will receive summaries of all faculty performances and will have available the evaluation of faculty.

### ***Student Review***

Student review shall be conducted on a class-by-class basis for the purpose of evaluating a faculty member's teaching performance according to the following list of procedures:

1. The Vice President for Academic Affairs shall develop a standard student rating form that can effectively evaluate a wide range of instructional characteristics and abilities.
2. The rating forms shall be distributed to and collected from each class member for each class that a faculty member teaches.
3. The student rating forms shall be distributed during a nontest period in the absence of the faculty member under evaluation.
4. Student evaluations shall be conducted annually for all faculty.
5. The Vice President for Academic Affairs—through the Office on Institutional Effectiveness—shall provide scoring and tabulation reports to department chairpersons, who are responsible for disseminating the reports to each faculty person.
6. Each faculty member shall be provided the results of the student evaluations on a prompt basis, and where necessary, at the request of the chairperson, must submit a written response indicating corrective actions to be taken as a result of the findings.

### ***Evaluation by the Department Chairperson***

The department chairperson evaluates the quality of the faculty member's teaching, research, and service. The chairperson then prepares a summary evaluation document using the data obtained from the various evaluation sources.

1. The department chairperson shall analyze the faculty member's syllabi, text materials, and instructional equipment and observe and evaluate a minimum of one (maximum of two) teaching classes per year. One observation may be unannounced.
2. Within two weeks of the evaluation, the department chairperson shall prepare a summary evaluation of the observation visit and conduct a postobservation evaluation interview with the faculty member. The faculty member shall be provided a copy of the summary evaluation.
3. The faculty member shall be given the opportunity to prepare a written response to the summary evaluation, which shall become a part of the summary evaluation document. The summary evaluation and response become a part of the faculty member's evaluation file.
4. The chairperson of the department shall submit the evaluation form, summary evaluation, and response to the Vice President for Academic Affairs by the end of the semester in which the evaluation takes place.

### ***Evaluation Follow-Up***

1. The department chairperson shall conduct an evaluation interview with the faculty member following the completion of the summary evaluation document.
2. During the course of the evaluation interview, the faculty member shall be provided an opportunity to read, discuss, and receive a copy of the summary evaluation document.
3. If the faculty member disagrees with any evaluation statements recorded within the document, they shall be given the opportunity to prepare a written comment that shall become a part of the summary evaluation document. Additionally, the department chairperson may attach a rebuttal.

### ***Frequency of Evaluation***

The process of evaluation and collection of evaluation data is ongoing; however, the process shall be formalized and summarized at least once per year for all faculty.

### ***Evaluation Files***

The evaluation files for each faculty member shall be maintained by the Vice President for Academic Affairs in a secure location in either the Academic Affairs Office or in another place designated by the Vice President for Academic Affairs. The location of such files is to be known by each faculty member,

and each individual's file shall be available for inspection by that faculty member and his/her department chairperson upon request.

***Faculty Performance Documents and Records***

Department chairpersons are encouraged to keep their individual faculty members personnel files up to date since documentation is necessary to support every action involving each individual—especially those actions pertaining to (a) appointment, (b) promotion, (c) continuous appointment, (d) termination, and (e) dismissal.

**Document Title:** GRIEVANCE PROCEDURES  
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### **GRIEVANCE PROCEDURE FOR PROMOTION**

The Committee on Rank and Continuous Appointment shall consider appeals made by a faculty member who believes that he/she should receive a promotion in academic rank, but who has not received a favorable recommendation from the department chairperson. The committee will then take a recommendation to the Vice President for Academic Affairs. In the process, the committee will request a letter of recommendation from colleagues and a statement of objection from the chairperson.

**Document Title:** PROFESSIONAL DEVELOPMENT  
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## PROFESSIONAL DEVELOPMENT

The University strongly encourages and provides support for continuous professional development by assisting faculty in maintaining high professional standards and enhancing a sense of personal efficacy. The institution encourages the continual professional development of its faculty through application of the following provisions.

### **Advanced Study**

An annual fund is made available through the Office of Academic Affairs to supplement the cost of advanced education. Faculty members are encouraged to apply to the Vice President for Academic Affairs for the institutional funds and to external sources for fellowships/grants as they consider additional study in their respective disciplines. While primary responsibility for obtaining external funding rests with the faculty members, the University actively seeks funding for advanced study from external sources such as the United Negro University Fund and sources for grants and fellowships. The request for leave for advanced study is originated by the faculty member and submitted for approval to the faculty member's chairperson, the Vice President for Academic Affairs, and finally the President. Financial support may be provided upon request for course work to be taken at local universities to upgrade teaching skills in the area of specialization. For faculty members requesting leave for advanced study, the following guidelines apply:

### *Eligibility*

A faculty must

- Have at least three years of successful teaching at the University.
- Be accepted at a regionally accredited university.
- Have adequate funding sources to pursue studies full-time for completion of the degree.
- Be seeking a degree and skills development that will add significant value to the department and the University.

### *Approval*

Study leaves are approved for eligible faculty members based upon

- Recommendations of the department chairperson and the Vice President for Academic Affairs.
- Adequate coverage of teaching responsibilities.
- The priority of need.

- Availability of funds.

### ***Conditions***

At the time of study leave, the faculty member shall be required to sign a special contract committing full-time service to the University. The contract states the obligation of three to five years of service, depending upon the amount of supplemental support received as determined at the time of study leave approval. The faculty member shall receive a letter from the Vice President for Academic Affairs outlining the conditions surrounding the advanced study leave, which shall include the following:

1. The length of time approved for the advanced study leave (for full-time doctoral studies may extend up to three full years and may or may not include time for the completion of a dissertation).
2. Specific alternate arrangements that have been made to care for the committee responsibilities of the faculty member during his/her absence on advanced study leave.
3. The amortization schedule (usually five years) and conditions for the same that shall obtain for the advanced study leave in question.
4. An agreement concerning scholarship or grants a teacher may receive from the university where he/she is studying, or remuneration for other employment the teacher may be engaged in while doing full-time advanced study at the time he/she is receiving salary and allowances from Oakwood University.
5. An agreement that invitations for the faculty member to accept employment from other denominational institutions shall not be passed on to him/her during the first year of the agreed-upon amortization period.
6. An agreement by the faculty member to supply the office of the Vice President for Academic Affairs with grade reports during the study leave as well as a final transcript as evidence of the completion of the advanced study program.
7. The specific financial arrangements, which shall normally include the following:
  - a. Regular salary and address where payment shall be made to the faculty member.
  - b. The employment benefits usually enjoyed by the full-time on-campus faculty member.
  - c. Promise of service credit to a faculty member during the study leave.
  - d. Reimbursement on all tuition, fees, research expenses, and specific travel expenses approved for the proposed study program. Where appropriate, a special living allowance may be approved where a faculty member temporarily has to live apart from the spouse.

### ***Required Period of Amortization***

Inasmuch as the expenditures connected with a faculty member's advanced study is regarded by the University as an investment for future service, a faculty member is expected to return after advanced study to serve the University for the agreed-upon period up to a maximum of five years of service. This arrangement shall hold true whether a faculty member completes the proposed graduate degree or not.



### ***Responsibility for Unamortized Study Expenses***

If a faculty member with an unamortized graduate expense account is called to another church organization, it shall be the new employing organization's responsibility to pay the unamortized balance in the graduate study expense account.

Should a faculty member leave denominational employment prior to full amortization of the unamortized graduate study expense account, it shall be the faculty member's responsibility to reimburse the University in full for the unamortized portion of the graduate study expense account.

### **Research Assistance**

Faculty members are encouraged to integrate teaching and research in their responsibilities to students. The Department of Research/Faculty Development has a mandate to promote and stimulate research activities. Faculty members who express interest in research and want to initiate research activities are encouraged to work with this department in order to generate preliminary data for fundable research proposals.

Faculty members doing research and/or activity involving students in research may be compensated with an adjustment of teaching responsibilities and/or financial remuneration. Guidelines and procedures can be obtained through the Offices of Research/Faculty Development and/or Sponsored Programs.

### ***Affiliation with Professional Organizations***

At least one professional membership fee annually is paid by the University for each faculty member.

### ***Travel to Professional Meetings***

Funds are provided for faculty members and departmental chairpersons to travel annually to professional meetings. Additionally, departmental travel budgets may be supplemented by the Vice President for Academic Affairs and/or the President as resources allow.

### ***Publishing***

Publishing stipends are provided for faculty members who publish articles or books in refereed and non-refereed journals in their fields, and who present research papers at professional meetings in their disciplines. Faculty members may apply for these stipends from the Office of Academic Affairs.

### ***Sabbaticals***

Sabbatical leave may be granted to a faculty member for a maximum of one calendar year upon approval by the President of the University, from recommendations by the department chairperson, the Rank and Continuous Appointment Committee and the Vice President for Academic Affairs. Sabbaticals are granted for research, writing, postdoctoral studies, or related activities that increase knowledge and/or

scholarly productivity. Sabbatical leave is not granted automatically, but is contingent upon the fiscal and personnel resources of the University or financial support from other sources. It is the responsibility of department chairpersons to encourage the eligible members of their departments to make productive use of the sabbatical provisions. In the event of multiple applicants, preference shall be given to length of service and/or rank. Not more than one person from a department may be approved for a sabbatical in one year.

### **Definition and Purpose**

The purpose of the sabbatical leave is to aid in the professional growth and development of faculty members and administrators for greater usefulness, effectiveness, and productivity. The sabbatical leave on full salary benefits and service credit may be granted a full-time faculty member for a specific and delimited purpose such as stated above. During the professional leave the faculty member shall not be encumbered with the other usual full-time University responsibilities.

### **Eligibility for Sabbatical Leave**

A sabbatical leave is available for a qualified full-time faculty member or administrator/officer provided the candidate for sabbatical leave meets the following eligibility criteria:

1. Holds full-time employment at Oakwood University either as a faculty member or as an administrator.
2. Holds the rank of associate professor or higher.
2. Holds an earned doctoral degree (master's degree where such is required for normal promotion in rank purposes).
4. Has been employed by Oakwood University for at least four years to be eligible for a one semester sabbatical, or six years to be eligible for a full sabbatical, and has served at least seven years since the last sabbatical leave was used.
5. Has presented a proposal that was recommended for approval by peer review through the Committee on Rank and Continuous Appointment and approved by the Vice President for Academic Affairs and the President.

A faculty member shall not be granted both fifth-year and seventh-year sabbaticals.

### **Application and Approval Process**

Application for sabbatical leave must be made in writing through the department chair to the Committee on Rank and Continuous Appointment by November 1 of the year prior to the academic year in which the leave is requested. After a preliminary discussion and clearance, the application is transferred to the office of the Vice President for Academic Affairs for processing. Applications from administrators are submitted to the President for processing.

The written application for sabbatical leave shall, among other things, contain a specific proposal on the nature of the academic activity to be pursued, expected progress to be made on it in the time requested, expected contribution to the available knowledge, possible advantages to the department, University, and where applicable, a report on the use made of previous sabbatical leaves and the results with respect to

publications, and so forth. The proposal for sabbatical leave shall also state whether the applicant has any committee responsibilities and will present plans to discharge these committee responsibilities. Sabbatical leave for faculty members of the University is recommended by the Vice President for Academic Affairs after receiving advice from the Committee on Rank and Continuous Appointment and the relevant department chairs. The President approves sabbatical leaves for administrators after appropriate consultation.

### **Timing of Sabbatical Leave**

The timing for a sabbatical leave is negotiated with the department. Sabbatical leaves are normally scheduled when they cause the least disruption to the program and when satisfactory staffing arrangements are possible. Factors such as number of faculty who can be spared at a given time, availability of substitutes, teaching loads, budgetary provisions, research needs, etc., all are important factors in determining the timing for a sabbatical leave.

When it is not possible to schedule a sabbatical leave as requested, the parties involved shall make every effort to find a mutually acceptable alternative arrangement, the conditions of which shall be recorded and filed in the applicant's department and in the office of the Vice President for Academic Affairs.

### **Remuneration and Conditions for Sabbatical Leave**

During the sabbatical leave a faculty member shall receive full salary and benefits and is excused from all regular duties, such as faculty meetings and committee meetings, and so forth. An allowance may be granted to help cover such expenses as travel, research, secretarial help, and so forth, as may be involved in the type of work to be undertaken during the leave. Faculty members who are granted sabbatical leaves and who have duties relating to student research shall alert students of their diminished availability during the time of the leave and shall make timely prior guidance arrangements for such students during his/her absence so as to minimize inconvenience to students.

### **Approval**

Eligible faculty may apply through the department chairperson for approval by the Vice President for Academic Affairs, the President of the University and the Board of Trustees.

Not more than one person from a department may be approved for a sabbatical leave in one year.

### **Obligation**

Faculty members who have been granted a sabbatical are obligated by contract to (a) return to the University and teach for at least two years following the sabbatical (or to repay the University, on a prorated basis, all monies expended) and (b) write a report to be submitted to the department chairperson, the Vice President for Academic Affairs, and the President of the University within three months of their return to the University.

### **Restrictions**

Faculty members on sabbatical leave shall not be on salary for services in another institution or organization. Exemptions may be granted to faculty members to pursue academic growth and training.

### ***Research Leave***

The University may grant a research leave for up to two years without salary, but with negotiated benefits to a faculty member who wishes to engage in research with government/private organizations/foundations. Research leave will count as service credit.

### ***Service Leave***

Service leave may be granted to a faculty member to pursue professional employment elsewhere for purposes of academic growth and/or training. Such leave requires approval of the administration. Continuation of salary and benefits is negotiable.

#### **Approval**

Eligible faculty may apply through the department chairperson for approval by the Vice President for Academic Affairs and the President of the University.

The request shall be accompanied by a project outline describing how the leave will be used to contribute to the applicant's professional growth, and not more than one person from a department may be approved for a service leave in one year.

**Document Title:** RECOGNITION OF FACULTY  
**Category:** Faculty Academic Affairs  
**Number:**  
**Effective Date:** April 5, 1999  
**Authority:** VP for Academic Affairs  
**Document Status:** [ ] [ ] [ ] [ ] [ ] Revision Dates [ ] Replacement [ ] Addition

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## RECOGNITION OF FACULTY

Full-time teaching faculty at Oakwood University are eligible for financial awards, after application or nomination to the Citation and Recognition Committee. This committee recommends its nominees to the President, based on the criteria formulated by the Citation and Recognition Committee.

Recognition is also given for retirement, years of service, merit, and other achievements as determined by the faculty and administration.

**Document Title:**        **RESPONSIBILITIES AND DUTIES OF TEACHING FACULTY**  
**Category:**             **Faculty Academic Affairs**  
**Number:**  
**Effective Date:**       **April 5, 1999**  
**Authority:**            **VP for Academic Affairs**  
**Document Status:**    **[04/2010][ ] [ ] [ ] Revision Dates [ ] Replacement [ ]**  
**Addition**

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## **TEACHING FACULTY**

Faculty have the general responsibility of providing classroom instruction within their areas of expertise and meeting the obligations of service to committees and elected or appointed offices.

### ***Specific Responsibilities and Duties***

1. Become personally acquainted with the students and their needs, referring those who need special assistance to the proper staff members.
2. Advise students regarding their programs of study.
3. Provide students with spiritual and professional guidance.
4. Apply the objectives of the University to the classroom instruction.
5. Assist the administrative officers in the formation, interpretation, and application of policies and objectives.
6. Assist in the advisement of departmental majors.
7. Attend faculty meetings, assemblies, graduating exercises, and other regularly designated public functions as may reasonably be expected by the University administration.
8. Complete all required administrative forms.
9. Serve on committees and participate in extracurricular activities that may be assigned.
10. Keep accurate records of class attendance.
11. Maintain a high level of professional ethics.
12. Maintain professional efficiency by personal study, research, and attendance at professional meetings.
13. Prepare for instruction and other class activities.

14. Perform departmental duties during the registration process.
15. Promptly submit grades to the Records Office at the end of each semester.
16. Prepare and encourage students to use the University library.
17. Prepare class syllabi and submit to departmental chairpersons by the second class meeting date of each semester.
18. Participate in community activities.
19. Represent the University in such meetings as may be designated by the President and the Vice President for Academic Affairs.
20. Meet the specific objectives of each syllabus and assess students based on criteria delineated in the course objectives.
21. Model personal and professional integrity through personifying Christian principles.
22. Model and require compliance with such standards as punctuality, attendance, and cooperation/collaboration.

**Document Title:**           **RESPONSIBILITIES OF FIELD SUPERVISORS**  
**Category:**               **Faculty Academic Affairs**  
**Number:**  
**Effective Date:**       **April 5, 1999**  
**Authority:**             **VP for Academic Affairs**  
**Document Status:**   **[04/2010][ ] [ ] [ ] Revision Dates [ ] Replacement [ ]**  
**Addition**

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## **RESPONSIBILITIES OF FIELD SUPERVISORS**

Several categories of field supervisors exist, each with particular responsibilities.

### ***Cooperating Faculty Educator***

Cooperating faculty educators supervise student interns in school settings. Cooperating faculty educators must meet minimum professional criteria, including:

- A master's degree
- Class-A certification, with endorsement in the teaching field(s) of the student intern
- Three years of successful teaching experience
- A current teaching assignment in the intern's area of specialization
- Written approval of the appropriate school officials

In addition, the cooperating faculty educator must understand the program of each intern supervised, be familiar with the levels of achievement of each, and be competent to provide them with superior professional supervision.

### ***Field Instructor***

Field instructor supervises student interns in social work. Minimum professional criteria for this position include:

- Master's level social work education, with two years experience in social work, or be a licensed, Bachelor of Social Work professional practitioner, as defined by the Council of Social Work Education
- Six months employment at the social agency prior to becoming a field instructor

In addition, field instructors must have an interest in social work education and be willing to provide instructional and supervisory support as indicated by the Department of Social Work.

### ***Clinical Associates***

Clinical associates supervise and assist nursing students directly as they provide nursing care to patients/clients. They function under the guidance of a faculty member qualified to teach in the specific clinical area. They must meet minimum professional requirements, including:

- A masters degree in nursing
- Three years of experience in nursing practice
- Current licensure in Alabama
- Current certification in adult and child CPR



Additionally, clinical associates must model basic and advanced nursing skills and select varying experiences to give the students a well-rounded education.

***Clinical Preceptors***

Preceptors are health-care professionals who serve as facilitators of learning for individual nursing students. They function under the guidance of a designated faculty member. Minimum professional requirements for this position include:

- Current licensure in Alabama
- Expertise in the selected clinical area

Furthermore, a preceptor must be willing to serve as a role model and to provide individualized professional growth experiences for the students. This supervisor must have an interest in nursing education and be willing to provide instruction and supervisory support as indicated by the Department of Nursing.

**Document Title:** FACULTY LOAD  
**Category:** Faculty Academic Affairs  
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**Effective Date:** April 5, 1999  
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## **FACULTY LOAD**

The faculty member is expected to carry instructional and noninstructional responsibilities. Instructional responsibilities include twenty-four semester hours of teaching per year. Noninstructional responsibilities include:

- Ten office hours per week
- Two committee assignments per year apart from department and faculty meetings
- Up to forty advisees per semester.

A department chairperson's normal instructional load is 12 semester hours per year, with noninstructional responsibilities of:

- At least twenty office hours per week
- Up to two committees per year apart from department and faculty meetings
- Up to twenty advisees per semester
- Direction of the formation and administration of departmental objectives.

### ***Normal Load Variation***

Variation of the normal load depends upon department, course, and instructor's objectives. The load is determined by the department chairperson, in collaboration with the Vice President for Academic Affairs, and based on the following guidelines:

1. Practicum, internship, and field instruction—a minimum of 50 percent of the number of course credit hours. An instructor supervising more than 10 students shall receive 100 percent of course credit hours. Supervising twenty or more students should be treated as an overload.
2. Labs/Intramural—one hour for every three hours of lab per week.
3. Activity courses—a one hour physical education activity course is the equivalent of a two-hour instructional class.
4. Independent Study/Research—25 percent of the number of course credit hours for one to two students, 50 percent for three to four, 75 percent for four to five students, and 100 percent for six or more students.

5. Team Teaching—if two or more teachers participate, load credit is calculated by dividing the credit course among them, and each is remunerated for that portion of the course credit.
6. Music faculty teaching only lecture courses should have their load determined in the same way as faculty in other departments of instruction. Lecture-type courses are weighted with studio lessons on 1:2 ratio; that is, one credit hour of classroom instruction equates to two clock hours of private instruction, up until the full-time 12-hour credit load has been reached. If an instructor teaches an overload of individual instruction, each overload credit hour taught will receive one-third credit.

### *Maximum Load*

The maximum faculty teaching load is the equivalent of 30 undergraduate credit hours per year, which reflects an overload of six (6) credit hours, excluding the summer. One (1) graduate credit hour is equal to two (2) undergraduate credit hours.

Faculty members may occasionally be asked to sponsor certain student organizations. It is not anticipated that these assignments will prevent the teachers from meeting their academic workload.

**Document Title:** OUTSIDE EMPLOYMENT  
**Category:** Faculty Academic Affairs  
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**Document Status:** [04/2010][ ] [ ] [ ] Revision Dates [ ] Replacement [ ] Addition

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## OUTSIDE EMPLOYMENT

The faculty's responsibilities to the University include not only assigned duties but also such activities as student spiritual or academic and professional counseling and advising, committee work, performance of scholarly activities, and continued professional development. Full-time or near full-time outside employment is prohibited. This applies to all full-time employees.

The University recognizes that outside services of a professional nature are generally strengthening and enhancing to the faculty and contributes to the University's obligation of providing service to the public. The University, therefore, approves of the reasonable involvement of its faculty in activities that are paid or unpaid, which are consistent with their primary responsibilities to the institution. Prior approval is required for all outside employment and consulting activities that occur during the normal periods of employment. The following guidelines have been established relative to outside employment and consulting for faculty members:

1. The joint ACE (American Council of Education) - AAUP (American Association of University Professors) policy "On Preventing Conflicts of Interest in Government Sponsored Research at Universities" has been adopted as the University's basic policy on conflicts of interest.
2. Such employment shall in no way conflict with teaching assignments or other duties and responsibilities of the faculty member.
3. Faculty members shall not manipulate their normal work schedules, assignments, or duties to accommodate outside employment or consulting.
4. Faculty members may engage in consulting activities up to five working days per month.
5. Payment rates for consulting will be according to the guidelines of the funding agency.
6. A full-time member of the faculty should teach only one course (3 or 4 credit hours) off campus per semester.

**Document Title:** LOAD REDUCTION CRITERIA  
**Category:** Faculty Academic Affairs  
**Number:**  
**Effective Date:** April 5, 1999  
**Authority:** VP for Academic Affairs  
**Document Status:** [ ] [ ] [ ] [ ] [ ] Revision Dates [ ] Replacement [ ] Addition

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## LOAD REDUCTION CRITERIA

Teachers involved in departmentally approved instructional and non-instructional activities beyond the established norm as outlined above may be eligible for one of the following reductions:

1. A reduction in non-departmental responsibilities
2. A reduction in teaching load to a minimum of one-half load (twelve hours per year)
3. Remuneration for an overload (over twenty-four hours) equivalent to a part-time teacher

### *Amount of Reduction*

A reduction of up to three hours per semester shall be considered, unless otherwise specified, when one or more of the following categories apply:

1. Faculty members who teach classes exceeding 150 students per semester in classes requiring excessive grading or class preparation may apply for a load reduction.
2. Music faculty teaching lecture courses only should have their load determined in the same way as faculty in other departments of instruction. Lecture-type courses are weighted, with studio private lessons on a 2:3 ration, that is, two hours of classroom instruction equates with three hours of private instruction.
3. New junior faculty members.
4. A department chairperson who is responsible for additional administrative tasks may have the instructional load reduced to as low as ten semester hours per year if he/she
  - Heads a department of ten or more faculty
  - Maintains state and national accreditation during accreditation year.
  - Administers curriculum labs
  - Administers grants.
5. The Faculty Senate chairperson may be considered for load reduction of up to six semester hours per year.

6. Faculty members engaged in research may be considered for load reduction if they are doing research, publishing, and activity involving students in research and publishing.
7. Faculty members involved in writing grants may be considered for load reduction.
8. Chairpersons and secretaries of major committees may qualify for load reduction.
9. Faculty members supervising an unusual number of student professional organizations may have reduction in loads if they supervise organizations such as the United Student Movement, the Social Work Club, and the Education Club.
10. Faculty members with student advisement loads exceeding forty advisees may be granted a load reduction.
11. Faculty members with special assignments such as recruitment, new course development, or new faculty development, may qualify for load reduction after negotiation with their department chairpersons and the Vice President for Academic Affairs.
12. Faculty members with special involvement in professional activities such as consultantship, advisory boards, participation, or office holding in a professional organization may qualify for load reduction after negotiation with their department chairpersons and the Vice President for Academic Affairs.
13. Faculty members engaged in civic, community, and/or church activities as a University representative may qualify for load reduction after negotiation with their department chairpersons and the Vice President for Academic Affairs.

**Document Title:** FACULTY ABSENCES/LEAVES/TRIPS  
**Category:** Faculty Academic Affairs  
**Number:**  
**Effective Date:** April 5, 1999  
**Authority:** VP for Academic Affairs  
**Document Status:** [ ] [ ] [ ] [ ] [ ] **Revision Dates** [ ] **Replacement** [ ] **Addition**

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## **FACULTY ABSENCE**

Whenever faculty are unable to meet with their class due to illness or other emergencies, notice should be sent immediately to the department chairpersons. When the department chairperson has to be absent, notice should be sent to the Vice President for Academic Affairs. Nonemergency absences from classes must not exceed the number of times the class meets in a week per semester; these absences must be arranged in advance with the department chairperson.

## **FACULTY LEAVE OF ABSENCE**

Leaves of absence for one or more semesters without salary may be arranged with faculty members having the rank of assistant professor or higher for the purposes of advanced study, research, or public service without prejudice to future work promotion in rank, provided the period of absence is reasonable and does not work undue hardship upon the University. Requests for leave of absence must be made to the President through the department chairperson and the Vice President for Academic Affairs.

## **OFF-CAMPUS TRIPS**

All class off-campus trips must be approved by the appropriate department chairperson and the Vice President for Academic Affairs. An official travel form is available from the Academic Affairs Office.

Request for trips that require students to miss class shall be made two weeks in advance. All trips must be completed two weeks before the end of the semester.

Transportation costs for class-related field trips must be borne by the students unless otherwise arranged. All vehicles used for such trips must be fully insured.

**Document Title:** DISMISSAL AND SUSPENSION  
**Category:** Faculty Academic Affairs  
**Number:**  
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## DISMISSAL PROCEDURES

Adequate cause for dismissal will be related directly and substantially to the fitness of faculty members in their professional capacity as teachers or researchers. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights as U.S. citizens or legal aliens.

Dismissal of a faculty member with continuous appointment, or with a special or non-continuous appointment before the end of the specified term, shall be in accord with the notice guidelines as described in policy and shall be preceded by (1) discussions between the faculty member and appropriate administrative officers seeking mutual agreement; (2) a statement of charges, framed with reasonable particularity by the President or his/her appointed representative.

A dismissal shall be preceded by a statement of reasons, and the individual concerned shall have the right to be heard by the Grievance Committee (GC), established under the auspices of the Faculty Assembly as described in policy.

1. If the faculty member chooses to have a hearing before the GC, notice of the date and time of the hearing shall be sent to all parties at least 20 days prior to its convening.
2. All meetings of the GC shall be closed to the campus community and the general public. Only those involved in the proceedings and those invited by the chairperson for specific purposes may attend. Upon completion of the proceedings, the faculty member and the University President shall be given a written copy of the decision and proceedings of the GC.
3. During the proceedings the faculty member shall be permitted to have another member of the faculty serve as advisor. Attorneys shall not be permitted to attend.
4. A verbatim audio recording of the hearing(s) shall be taken and a written copy shall be generated from that recording and from notes taken during the hearing(s).
5. The University shall declare by clear and convincing evidence that adequate cause exists for dismissal if applicable. This standard may be satisfied only by evidence in the record considered as a whole.
6. Throughout the hearing process, each party should fully inform the other of their position and exchange all relevant information prior to the hearing. However, the GC shall grant time to enable either party to investigate the evidence to which a valid claim of surprise is made.



7. The faculty member shall be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The University administration shall cooperate fully in the investigation and shall use all reasonable methods to secure the cooperation of witnesses and make available documents and other evidence within its control. The faculty member and the administration shall have the right to confront and question witnesses. In the event a witness cannot or shall not appear, every reasonable effort shall be employed to secure a written interrogatory for the record.
8. In the hearing of charges of incompetence, the testimony shall include that of qualified faculty members from this and, if necessary, other institutions of higher education.
9. The findings of fact and the decision shall be based solely on the hearing record. However, the GC is not bound by strict rules of legal evidence and may admit any evidence of probative value.
10. The President of the University may elect to accept or reject the findings of the GC. If the President rejects the decision, he/she shall state the reasons in writing and provide an opportunity for a response before transmitting his recommendation to the Board of Trustees.

In the case of a dismissal, the refusal or failure of the faculty member to (1) participate in discussions with the appropriate administrative officer as provided after being given not less than a twenty-day notice in writing of the time and place of such proposed discussions or (2) to request a hearing by the GC within twenty days after the conclusion of unsuccessful efforts to reach a mutual settlement agreement pursuant to proposed mediation shall constitute a waiver by the faculty member to a hearing under this policy. In this event, the President shall transmit to the Board of Trustees a written report detailing his/her recommendation with respect to the proposed termination of the faculty appointment. The Board shall act on the case based on the record as presented by the President. In its discretion, the Board may seek additional information or provide additional opportunity for oral or written statements from those involved. In either case, the decision of the Board is final.

**DISMISSAL BASED ON FINANCIAL EXIGENCY, DISCONTINUANCE OF A PROGRAM, MEDICAL REASONS, OR MORAL TURPITUDE**

Where dismissal is based upon financial exigency, bona fide discontinuance of a program or department of instruction, or moral turpitude, the faculty member(s) shall have the right, but must request, to have the issue reviewed by the GC, with ultimate review of all controverted issues by the Board of Trustees. In every case of financial exigency, discontinuance of a program or department of instruction, or moral turpitude, the faculty member concerned shall be given notice as soon as possible. In situations of moral turpitude, the normal notice requirements outlined shall not apply.

In the case of financial exigency or discontinuance of a program, the institution shall make every effort to place affected faculty members in other suitable positions. If an appointment is terminated before the end of the period of appointment due to financial exigency or discontinuance of a program, the released faculty members shall not be replaced within a period of two years unless the released faculty members have been offered reappointment at the University for which they qualify and reasonable time within which to accept or decline.

Termination of a continuous appointment or of a non-tenured or special appointment before the end of the period of appointment for medical reasons shall be based upon clear and convincing medical evidence which shall, if the faculty member so requests, be reviewed by the GC before a final decision is made by the Board of Trustees.

## **SUSPENSIONS**

Suspension of a faculty member is appropriate only in those situations where his/her continuance presents a threat of harm to himself/herself or others. Before suspending a faculty member pending an ultimate determination of his/her status through the University's hearing process, the administration shall consult with the GC. Suspension is appropriate only pending a hearing. A suspension can be made final and as such becomes a dismissal and shall be executed under the terms of the policy on dismissal. Salary shall continue during the period of suspension.

## **TERMINAL SALARY OR NOTICE**

If the appointment is terminated, the faculty member will receive his/her salary notice in accordance with the schedule of notice to which he/she is entitled under the Working Policy: *North American Division of the General Conference of Seventh-day Adventists* unless the termination involved failure to fulfill terms of the contract, moral turpitude, or other serious offense. In these cases every effort will be made to give as much notice as is possible.

**Document Title:** BYLAWS: FACULTY ASSEMBLY  
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The Faculty Assembly is composed of full-time teaching faculty and administrative personnel. It is delegated with the primary responsibility for the formation, revision, and continuous review of educational policy and academic matters such as curriculum, admissions, degree requirements, methods of instruction, and research.

Faculty Assembly meetings are scheduled approximately once a month during the academic year. Specific dates are listed on the University Calendar. An effort is made to provide faculty meetings of such a nature as to contribute to professional growth. All faculty members are expected to attend regularly, and an attendance roster is maintained. Minutes of each meeting are maintained by the Office of Academic Affairs.

## **MEMBERSHIP**

**Regular:** The Faculty Assembly is composed of all fully affiliated University teachers and administrative personnel. University teachers are those employees whose primary responsibility to the University is (1) teaching in one of the academic departments or (2) working as a professional librarian. This would not include the head librarian, who functions as part of the administration. Members of this category are referred to as teaching faculty. Administrative personnel are those employees whose individual offices are listed in the organizational chart of Oakwood University and who do not fall into the category of a University teacher. The term "faculty" will hereafter refer to the regular members of the Faculty Assembly.

During the academic year the Faculty Assembly holds monthly meetings. Members who attend and members who vote at the Faculty Assembly meeting are defined in the Faculty Assembly meeting by-laws. All members of the faculty, administration, and staff who are eligible to attend are expected to be present at all Faculty Assembly meetings. While absence may occasionally be necessary, conflicts with meeting dates should be avoided. Necessary absences must be reported by faculty both to the department chairpersons and to the Vice President for Academic Affairs in advance or by administrators and staff to their division heads.

The Faculty Assembly meeting has jurisdiction over curriculum, instruction, library, and admissions subject to policies established by the Board of Trustees. Indeed, it may make recommendations to the President, Vice President for Academic Affairs, or the Board of Trustees on any matter. Such recommendations are welcome and could conceivably influence decisions which, in theory, are not within the purview of the faculty. Any faculty member may initiate policy discussion on the floor of the general meeting as allowed by the agenda.

The Vice President for Academic Affairs serves as presiding officer except on those occasions when the President holds business sessions with the faculty. The presiding officer will give instructions as to who may vote on various items of business.

By action of the Board of Trustees, the Faculty Assembly shall elect two of its members to serve as observers of the Board of Trustees.

The Faculty Assembly shall elect its members to the Board at the April Faculty Assembly meeting for the next academic year. Elected members shall serve for a term of one year. No member shall repeat service within five years. The Faculty Assembly members shall report the actions of the Board of Trustees meeting to the Faculty Assembly within one month of the Board meeting.

**Document Title:** THE FACULTY SENATE  
**Category:** Faculty Academic Affairs  
**Number:**  
**Effective Date:** April 5, 1999  
**Authority:** VP for Academic Affairs  
**Document Status:** [ ] [ ] [ ] [ ] [ ] Revision Dates [ ] Replacement [ ] Addition

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## **THE FACULTY SENATE**

The Faculty Senate shall be composed of twenty-one members. The President of the University and the Vice President for Academic Affairs are ex-officio members of the senate. The twenty-one faculty members shall be composed of regular, full-time teaching faculty. Each academic department, including the library and the Center for Academic Success, should select a first choice and may select a second choice from volunteers or nominations during a departmental meeting. The first choice will automatically be the representative of the department, and the second choice as well if the department has ten or more members. The remaining senators shall be selected by the Faculty Assembly from the second choices of the departments.

Committees of the Faculty Senate are:

1. The Executive Committee
2. The Budget and Efficiency Committee
3. The Curriculum Committee
4. The Faculty Affairs Committee

**Document Title:**        **ACADEMIC FREEDOM AND RESPONSIBILITY**  
**Category:**            **Faculty Academic Affairs**  
**Number:**  
**Effective Date:**       **April 5, 1999**  
**Authority:**           **VP for Academic Affairs**  
**Document Status:**    [ ] [ ] [ ] [ ] [ ] **Revision Dates** [ ] **Replacement** [ ] **Addition**

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## **ACADEMIC FREEDOM**

All members of the faculty and administration, whether tenured or not, are entitled to academic freedom as detailed below from the 1940 "Statement of Principles on Academic Freedom and Tenure," formulated by the Association of American Universities and the American Association of University Professors. Those AAUP principles, as adopted by Oakwood University, state:

Teachers are entitled to full freedom in research and in the publication of the results subject to the adequate performance of their other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

University and university teachers are citizens and members of a learned profession. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars they should remember the public may judge their profession and their institution by their utterances. Hence, they should, at all times, be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

## **ACADEMIC FREEDOM AND RESPONSIBILITY**

Academic freedom is defined as the right to investigate, to instruct, and to publish within the area of a teacher's competence and appointment. Universities recognize academic freedom as a professional right gained through scholarship and mastery of their subject matter. Academic responsibility includes planning professional expertise with students, the academic community, and the public.

At Oakwood University, academic freedom is further understood to carry certain responsibilities to one's God, colleagues, institution, and state. The Adventist teacher is expected to exercise his right of academic freedom within a framework of commitment and dedication to the Seventh-day Adventist Church.

1. Faculty members should see it as both a right and a duty to maintain a high level of professional integrity and professional competence, and to teach, write, and publish within their discipline in harmony with the fundamental teachings of the Bible as officially set forth by the Seventh-day Adventist Church.

2. Faculty members are responsible for using the freedom of their office in an honest and persistent effort to search out and communicate truth.
3. Faculty members are entitled to freedom in the publication of their findings subject to the adequate performance of their duties. Research for pecuniary gain, however, should be based upon an understanding with the President.
4. Faculty members are entitled to freedom in the classroom in presenting their subjects. Care should be used, however, in expressing personal views, discussing materials not related to the subject taught, or dealing with topics for which they have no special training or competence.
5. Faculty members should be prepared both to support the right of their colleagues to academic freedom and to interpret their own freedom in a way responsible to colleagues and to the University. Differing points of view are unavoidable, but academic freedom must protect the rights of all by encouraging mutual respect and the exercise of social judgment.
6. When faculty members speak or write as private citizens, they are free to express their views. Because it is likely that the public will judge the University by their statements, however, they should exercise due restraint and reveal respect for the tradition of the University and community, making every reasonable effort to indicate that they speak as citizens and not for the University.
7. The guarantees and boundaries of academic freedom are explicit in the contract between the University and the faculty members. The University accepts the responsibility for publishing an official statement of education philosophy and objectives, its own policy on tenure and academic freedom, a faculty-approved code of ethics, and a procedure available to the faculty member who thinks himself or herself aggrieved.
8. An applicant accepts the responsibility of becoming informed of personal obligations as a guardian of the distinctive character of the University as one who personally subscribes to its philosophies and objectives.

## **FACULTY COMMUNITY RESPONSIBILITY**

### *Community Life*

It is essential to the vitality of the University's program that its people take an interest and an active part in community affairs. The University, therefore, strongly encourages activity in organizations related to community government, to the school system, to the church, and to other social and community agencies. In all such activities, members of the faculty are asked to be conscious of the fact that they will generally, without their intent, be regarded as representing the University.

### *Church Activity*

The University is one of the system of colleges and universities affiliated with the Seventh-day Adventist Church. It is entirely appropriate that members of the faculty actively participate in the life and work of a local church. Recognizing that some members of the faculty may belong to other denominations or faiths, the University encourages them also to take an active part in the activities of the Oakwood University Church.

*Political Activity*

The University recognizes as appropriate participation by members of the faculty in the political life of the community, the state, and the nation. Where convenient, leaves of absence may be granted to faculty who are elected to public office for the duration of a term of office, on timely application, and for a reasonable period of time. The terms of such leaves of absence shall be set forth in writing, and the leave will not affect the tenure status of a faculty member, except that time spent on such leave will not count as probationary service unless otherwise agreed to.



**Document Title:** COURSE ROSTERS  
**Category:** Faculty Academic Affairs  
**Number:**  
**Effective Date:** April 5, 1999  
**Authority:** VP for Academic Affairs  
**Document Status:** [04/2010][ ][ ][ ] Revision Dates [ ] Replacement [ ] Addition

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## **COURSE ROSTERS**

Course rosters are electronically available to faculty throughout the semester. These rosters are computer generated and list all students who have registered for the course.

At the end of the official registration period for the semester, instructors need to go over their roster with their classes to make sure that all students who are in attendance are on the list. Students whose names do not appear on the list should be directed to go to the Records Office to register before the next class session. Students who insist that they are already registered should be instructed to bring their registration verification forms to the class. Students should not be allowed to attend class unless they are officially enrolled. Students who add a course after the first course roster has been printed should show the instructor proof of enrollment (i.e., registration verification).

After the last day to drop a course, the roster should be re-evaluated. The purpose of this roster is to make sure that the information on the computer in the Records Office is correct. If a student has not registered, it is too late to add the course. However, if an error has been made on the part of the Records Office, the correction will be made.

Registered students that fail to attend a class will receive an FA at the end of the semester.

**Document Title:** SYLLABI  
**Category:** Faculty Academic Affairs  
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**Effective Date:** April 5, 1999  
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## **REQUIREMENT FOR SYLLABI**

Each faculty member is expected to provide and distribute by the second class meeting his/her syllabus for each course she/he teaches. Each syllabus is to contain the information as stated in the *Guidelines for Syllabi*, published and distributed by the Office of the Vice President for Academic Affairs. It is the responsibility of each department chairperson to have syllabi for all courses taught in his/her department and to file copies—both hard copy and electronic copy—in the Office of Academic Affairs by the second week of each semester.

**Document Title:** CLASS SCHEDULES  
**Category:** Faculty Academic Affairs  
**Number:**  
**Effective Date:** April 5, 1999  
**Authority:** VP for Academic Affairs  
**Document:** [ ] [ ] [ ] [ ] [ ] Revision Dates [ ] Replacement [ ] Addition

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## **CLASS SCHEDULES**

The schedule of classes for each semester and for the summer sessions is prepared by the Director of Records in cooperation with the departmental chairpersons and the Vice President for Academic Affairs. The schedule of course offerings should be given careful deliberation in departmental meetings. Requests by faculty members for changes in proposed schedules should be made to the department chair and forwarded by the chairperson to the Director of Records. Changes after the printed schedule is circulated to the public are undesirable and should be made only in cases of rare necessity.

**Document Title:** TEXTBOOKS  
**Category:** Faculty Academic Affairs  
**Number:**  
**Effective Date:** April 5, 1999  
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### **TEXTBOOK SELECTION AND APPROVAL**

Textbooks are handled through the campus bookstore. When several faculty members teach sections of one course, they generally agree upon the text; when only one person teaches a subject, she/he selects the text. All textbook orders are subject to the approval of the department chairperson.

All due diligence is to be put forth to ensure that all textbook deliveries are accomplished through collaboration with the Campus Bookstore. Faculty and/or staff members are not allowed to directly sell textbooks to students.

**Document Title:** ACADEMIC INTEGRITY  
**Category:** Faculty Academic Affairs  
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## ACADEMIC INTEGRITY

A faculty member will:

1. Perform his/her grading duties in a timely manner.
2. Provide each student in his/her classes a copy of a syllabus for the course at the beginning of each term. The syllabus will describe clearly to the student the general content and objectives of the course, the required textbooks and text materials, the faculty member's policy on class attendance and acceptance of late work, the methods and standards of evaluation in the course, and the degree of importance of each factor that goes into the evaluation. It should contain such information as dates (e.g., March 4) or times (e.g., at the end of chapter three) when materials for evaluation are to be given (e.g., a test or report) or are due (e.g., paper, project), the nature of tests (e.g., objective, essay, etc.), and expectations in reports and papers.
3. Not consider in course evaluation of students such factors as race, color, religion, sex, age, national origin, political or cultural affiliation, and lifestyle, activities, or behavior outside the classroom unrelated to academic achievement.
4. Respect the confidentiality of information regarding a student contained in University records and refrain from releasing such information except in connection with internal University business, or with student consent, or as may be required by law.
5. Not exploit professional relationships with students for private advantage and refrain from soliciting the assistance of students for private purposes in a manner which infringes upon students' freedom of choice.

**Document Title:** LIBRARY  
**Category:** Faculty Academic Affairs  
**Number:**  
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The Eva B. Dykes Library provides a broad variety of books, periodicals, multimedia materials, electronic online databases, archival materials, instructional, research, and other educational materials for faculty and student use.

The library seeks to be not just a repository and lender of books, but a dynamic part of the instructional program and an extension of the classroom. In order to achieve this goal, it depends heavily upon the active support and cooperation of the faculty. Faculty members are asked to make the library an integral part of their teaching, encouraging students to make use of its resources and communicating their special needs to the library staff.

### ***Selection of Materials***

Selection of materials for the library collections is the responsibility of the library director, acquisition library faculty and academic department teaching faculty members. Faculty members are responsible for recommending order materials to support the courses that they teach. Faculty selections are very important for building adequate collections to support the overall University curriculum. Faculty members are expected to recommend purchases that will develop the overall departmental subject materials needs for their subject fields and disciplines. Faculty follow the prescribed procedure for making library acquisition requests through their department chairperson. The Library Committee monitors and ensures participation and compliance with this process.

### ***Circulation of Books and Periodicals***

Faculty members are extended very liberal borrowing privileges but are requested not to keep materials out any longer than necessary. Faculty books (other than reference, media resources, and periodicals) are due the last day of each term. Reference books and other than current issue periodicals are checked out for seven days. Audiovisual items may be checked out for seven days. All materials may be recalled by the Librarian.

### ***Reserve***

Faculty members are asked to place on reserve as early as possible any books, media resource materials, and periodicals which a large number of students will use. Nonlibrary materials are placed on reserve upon approval of the library director. Reserves are removed at the end of each term.

In order to help students, faculty members are urged to furnish the library with any reading lists or bibliographies used in course assignments. These are helpful to staff in assisting students with assignments. All reserve materials need to be placed in a binder if originally unbound.

### ***Ordering***

Academic departments are given annual allocations amounts from the library budget for the different library resources. Allocation adjustments are made to compensate for variations in cost of materials for different subject areas. Special consideration is provided for new courses, programs, majors, and degrees.

Regular contact should be maintained between the library director and the department chairs and faculty members concerning the development of their subject areas in the library collection. Departments provide a faculty representative or liaison to coordinate the selections and orders with the library faculty persons involved with collection development. Faculty members consult, advise, and participate in weeding, withdrawing, and discarding collection items in their subject areas. Faculty members are encouraged to help the faculty librarians in selecting general materials to help balance the overall library collection in an objective, consistent and thorough manner.

Book requests are made on library order cards and channeled through the department's library committee member. Requests should be made prior to February 1 of any academic year. Both audiovisual materials and books may be ordered from these funds. The library will periodically request departments to review their periodical subscriptions and make desired changes. Periodical selection is also a departmental responsibility.

### ***Interlibrary Loan***

Faculty members are encouraged to make use of the library's loan arrangements with both the state library and many larger academic libraries. Students should be informed that this service is available to them, but should be cautioned to allow one to two weeks for receipt of materials.

### ***Library Orientation***

The staff has worked to make the library as easy to use as possible, but students still need considerable help in using it effectively. Students need more than a single tour in their Freshman English class. They need multiple exposures, emphasizing research materials in different disciplines. The librarians will work with faculty members in every department to develop specialized library orientation programs which meet the needs of particular classes or disciplines. Librarians should be contacted any time an orientation session might be conveniently worked into a course syllabus.

### ***Computer Use***

Personal computers are available in the computer laboratory. These are available for faculty and student use with or without library staff assistance, as needed.

## **MEDIA RESOURCES**

Media Resources is located on the west wing of the Eva B. Dykes Library. It is complementary to the main library in that while the main library provides information in print formats, Media Resources provides the same kinds of information in non-print formats and provides services to support the use of non-print materials.

Media Resources has in its collection approximately 4,000 titles in the forms of audio and videocassettes, record disks, CDs and CD-ROMs. Media Resources is the main source for instructional media on campus.

### ***Distribution of Equipment***

Oakwood University faculty and staff and students may borrow equipment. Students may pick-up equipment for faculty with, and the signature of the faculty person will be verified. Students may borrow video cameras for class projects on an hourly basis on their own signature. Students requiring the use of other media equipment for class presentations can borrow under the signature of must make arrangements with their classroom instructors. Community groups may be referred to local rental agencies for their equipment needs.

Equipment is loaned for a 24hour period during the week, or for the weekend. For extended periods of classroom use, arrangements may be made with the media librarian. Equipment will be delivered to borrowers if a 24hour notice is given. There is no rental fee for the use of most equipment, but a fine may imposed if equipment is returned after the due date. The borrower is held responsible for the replacement or repair costs of equipment lost or abused.

### ***Distribution of Materials***

Faculty and staff and students may borrow media materials (video, etc.) from the library. Materials may be used away from the library, or previewed and shown in the library. Faculty who wish to use the media projection classroom should make reservations well in advance to avoid scheduling conflicts.

### ***Production Services***

Faculty, staff and students may request assistance with planning and preparing a variety of creative instructional materials. The library does not provide production assistance for non-academic uses. Production services are provided free of charge. Users must pay applicable fees for production supplies. Fees are posted for reference.





**Document Title:** STUDENT GRIEVANCES  
**Category:** Student Academic Affairs  
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## ACADEMIC EVALUATION AND GRADE APPEALS

A student who wishes to question a grade received for a class should first discuss the situation with the faculty member responsible for issuing the grade. If this does not result in a satisfactory conclusion, the student should take the concern to the chairperson of the department in which the course is offered. If still not satisfied, the student may discuss the matter with the Vice President for Academic Affairs.

Recognizing that students should have protection through orderly procedures against prejudice or capricious academic evaluation, and recognizing that they are responsible for maintaining standards of academic performance established for each course in which they are enrolled, the University adheres to the following procedures for such protection:

1. It will be recognized that the burden of proof in such cases rests with the student bringing the charges.
2. Students who believe that they have received a semester grade based on improper consideration should first consult the professor involved.
3. Should the student not be satisfied with the consultation, the student should then present a written statement of grievances to the chairperson of the department concerned.
4. If, in the opinion of the department chairperson, there is reasonable doubt that the evaluation was based upon proper consideration, the department chairperson shall call a meeting of the faculty members in that department to review the case. If the department has fewer than three members, the Vice President for Academic Affairs shall appoint additional faculty members of a related discipline to compose a review committee of five members. The student shall have the right to be present at the hearing while evidence is being heard.
5. If the department chairperson is the instructor being charged, the student shall file a letter stating the student's grievances with the Vice President for Academic Affairs, who will appoint a special investigating committee in accordance with the spirit of the document.
6. A vote shall be taken of the faculty members of the reviewing committee. If a majority of them feel that the student was, in fact, improperly evaluated, the chairperson of the department shall change the evaluation.
7. Should a change be ordered, a letter outlining the reasons and the hearing procedure shall be sent to the Vice President for Academic Affairs, the chairperson, the professor involved, and the student.

8. These procedures must be instituted within thirty days of the final grade.

Any student has the right to question a grade he/she has received, but the student should recognize the difference between questioning a grade and charging an instructor with a violation of good teaching practices. The latter is a serious act and should neither be undertaken lightly nor should the desire to have a grade reviewed and changed be the primary motivation for initiating a grievance. In all cases, the student first should meet with the instructor to voice a complaint, receive an explanation, and possibly receive redress. If the student is not satisfied with the explanation, the student should confer with the chairperson of the department and ask for a review of the grade through the departmental grievance procedure. The student must at that time either ask for a grade review or, additionally, charge the instructor with a violation of good teaching practices. If the student asks only for grade review, the review of the grade will be handled within the department, and the final decision will be made according to the departmental procedures.

A student who is charging a faculty member with a violation of good teaching practices shall also first utilize the departmental grievance procedure. If the student feels that the grievance has not been adjudicated properly, the student should request a conference with the Vice President for Academic Affairs.

**Document Title:** PLAGIARISM AND CHEATING  
**Category:** Student Academic Affairs  
**Number:**  
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Academic work is evaluated on the assumption that the work presented is the student's own unless designated otherwise. Anything less is unacceptable and is considered academically dishonest. Specific terms related to academic honesty are defined below:

- ***Cheating:*** Using or attempting to use unauthorized materials, information, or study aids in any academic work submitted for credit.
- ***Fabrication:*** Deliberately falsifying or inventing any information or citation in academic work.
- ***Facilitating academic dishonesty:*** Knowingly helping or attempting to help another to violate the University's policy on academic dishonesty.
- ***Plagiarism:*** Submitting academic work for credit that includes material copied or paraphrased from published or unpublished works without documentation.

The term "cheating" includes but is not limited to, the following:

1. Use of any unauthorized assistance in taking quizzes, tests, or examinations.
2. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments.
3. The acquisition, without permission, of tests or other academic material before such material is revealed or distributed by the instructor.
4. The misrepresentation of papers, reports, assignments, or other material as the product of a student's sole independent effort, for the purpose of affecting the student's grade, credit, or status in the University.
5. Failing to abide by the instructions of the proctor concerning test-taking procedures; examples include, but are not limited to, talking, laughing, failing to take a seat assignment, failing to adhere to starting and stopping times, or other disruptive activity.
6. Influencing or attempting to influence any University official, faculty member, or employee responsible for processing grades, evaluating students, or maintaining academic records through the use of bribery, threats, or any other means of coercion in order to affect a student's grade or evaluation.

7. Any forgery, alteration, unauthorized possession, or misuse of University documents pertaining to academic records, including, but not limited to, late or retroactive change of course application forms (otherwise known as “drop slips”) and late or retroactive withdrawal application forms. Alteration or misuse of University documents pertaining to academic records by means of computer resources or other equipment also is included within this definition of cheating.

**Document Title:** INSTITUTIONALLY ADMINISTERED TESTING  
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## **INSTITUTIONALLY ADMINISTERED TESTING (ACT)**

It is the intention of the University to provide every opportunity possible for students to gain admission to the University and to participate in all programs. Occasionally, individuals apply to the institution who have not taken the ACT, and who even though eventually admitted are not allowed to participate in certain activities because external agencies require the ACT for participation. The University proposes to administer the ACT to those students at its discretion.

### ***Procedures***

1. The Director of Counseling and Testing shall be designated as the officer responsible for managing institutional testing, and Oakwood University shall be designated as the test center.
2. Departments or divisions of the University that need students to be tested shall arrange with the Director to order tests as often as necessary.
3. At the time of the order, the cost of the tests will be billed to the department or division initiating the request.
4. The tests will be housed in the Counseling and Testing according to the requirements of the publisher, utilizing sound security procedures regardless of the publisher's requirements.
5. Requests for testing will come in writing through the department or division head.
6. Arrangements for test administration will be requested as early as possible to allow for appropriate scheduling and adequate preparation time.
7. Every effort should be made to schedule testing of groups rather than individuals.
8. Retesting is discouraged and will be allowed only with approval of the Vice President for Student Services.
9. Test scores will be reported only to departments or divisions on appropriate forms provided by the publisher.
10. No one other than the test center administrator will be allowed to view the tests.

11. Each test will be sent to the publishers for computer scoring and to confirm institutional scoring.

### **Testing Criteria**

An institutionally administered ACT will be administered only when all of the following conditions exist:

1. The student has applied for admission to the University.
2. The student has paid the required application fee.
3. There is no national testing date scheduled which would allow time for testing and admission in the semester for which the student has been applied and been accepted.

**Document Title:** ACADEMIC CREDIT AND CHALLENGE EXAMS  
**Category:** Student Academic Affairs  
**Number:**  
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**Authority:** VP for Academic Affairs  
**Document Status:** [4/2008] [ ] [ ] [ ] Revision Dates [ ] Replacement [ ] Addition

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## ACADEMIC CREDIT

The unit of credit is the semester hour. A semester hour is the amount of credit earned for the satisfactory completion of one-hour-a-week lecture or recitation or at least a two-hour-a-week laboratory practice throughout one semester.

In certain courses, the units of credit granted are in terms of clock hours, which represent the total hours of contact for the course, usually excluding preparation time. Such credit is not computed in the grade point average.

### *Course Numbers*

Courses are numbered as follows to indicate the level of the course and the type of credit it carries:

090 - 099	Remedial, with or without credit (not counted for graduation)
100 - 299	Lower division
300 - 499	Upper division
500 - 599	Graduate

### *Enrichment Programs*

Some workshops or courses may not qualify for academic credit, as determined by the department.

### *Transfer Credit*

Course work which is similar in nature, content, and level to that offered by Oakwood University will be accepted as transfer credit. Such courses are normally referred to as transfer work. Other course work completed, such as technical courses similar in content and level to courses taught at Oakwood University, will be accepted for transfer only upon the request of the chairperson of the department of the program to which the student seeks admission.

Generally, credit for comparable courses earned in traditional classroom activities is accepted as transfer work.

#### **A. Institutions From Which Credit Is Accepted**

Transfer credit, as defined above, will be accepted at full value on transfer to the University provided the following criteria are fulfilled:



1. If earned in a program that is comparable to a program offered by Oakwood University, *and* if the program or institution is accredited by an accrediting association which is a member of the Council for Higher Education Accreditation (CHEA); *or*
2. If earned in a University or university which offers degree programs that are comparable to programs offered by Oakwood University, *and* if the University or university is accredited by an accrediting association which is a member of CHEA.

Transfer credit is defined as credit completed at another U.S.A. institution accredited with a regional or national association, or credit earned at an institution accredited by the SDA educational system or credit earned at a foreign institution recognized by its government.

Oakwood University generally does not accept from unaccredited institutions (a) credit for transfer toward a degree or (b) a degree as a basis for admission. Exception guidelines must be approved by the University Academic Policies Committee.

## **B. Credit Earned in Foreign Institutions**

To determine from what institutions Oakwood will accept postsecondary work, the following reference books are used:

- *World Education Services*, published by AACRAO (American Association of Collegiate Director of Records and Admissions Officers)
- *Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the United States*
- P.I.E.R. (Projects for International Education Research) workshop reports on various countries
- *World Patterns of SDA Education*

Credits may be granted for postsecondary work from institutions not listed in these publications upon departmental evaluation of program syllabi.

English taken at a foreign University or university may meet the requirement for Freshman English provided:

1. The student has obtained a minimum TOEFL (Test of English as a Foreign Language) score of 500 and a minimum score of 4 on the TOEFL writing test (TWE). The TWE score is reported on a scale of 1 to 6. CB pg 13
  - 6 = Demonstrates clear competence in writing on both the rhetorical and syntactic levels, though the essay have occasional errors.
  - 5 = Demonstrates competence in writing on both the rhetorical and syntactic levels, though the essay will probably have occasional errors.
  - 4 = Demonstrates minimal competence in writing on both the rhetorical and syntactic levels.

- 3 = Demonstrates some developing competence in writing, but the essay remains flawed on either the rhetorical or syntactic level, or both.
- 2 = Suggests incompetence in writing.
- 1 = Demonstrates incompetence in writing.

- 2. Identifiable University credit appears on the student's transcript from the foreign institution or an "A" level pass in English. An "O" level pass in English is required for entry into University. Students from the following countries are not required to validate English: Canada, Great Britain, and Australia.

**C. Special Situations**

Transfer credit for correspondence course work is ordinarily acceptable only for lower division credit. The amount and content of such course work acceptable for credit toward degree requirements is determined by each department of the University.

A maximum of 64 semester units of lower division credit will be accepted from accredited junior colleges. Credit is accepted from a professional school only if the school is recognized by its regional or national accrediting organization, and if the course work is substantially equivalent or essentially relevant to course work at Oakwood University.

Credit for students at an Armed Forces school is granted according to recommendations of the American Council on Education, Guide to the Evaluation of Educational Experiences in the Armed Forces and/or the Alabama Committee for the Study of Education, except for examinations of the University Level Examination Program. CB pg 14

Coursework at an unaccredited University or a University outside the United States will not be finally evaluated until the student has earned 12 units of credit at Oakwood University with a minimum grade point average of 2.0.

Credit is granted for scores of 3, 4, or 5 on Advanced Placement (AP) examinations taken while enrolled in secondary school and submitted by the University Entrance Examination Board. The student is responsible for having the official test scores sent to the Records Office. A score of 3 will exempt the student from the first applicable course. A score of 4 or 5 will exempt the student from additional courses upon the recommendation of the department.

Credit is granted for scores submitted by the University Entrance Examination Board for certain examinations of the University Level Examination Program (CLEP) as follows:

- 1. In the case of the general education requirements, the Academic Policies Committee will determine which course can be taken by CLEP and how much credit a student may earn from the basic general education requirements without overlapping in the subject area.
- 2. The following table lists the CLEP subject and corresponding courses and minimum scores acceptable at Oakwood University.

<b>CLEP Subject</b>	<b>Score</b>	<b>Course Equivalent</b>
American Government	50	PS 211 (3 hours)
American Literature	50	EN 301, 302 (6 hours)

Calculus	50	MA 171 (4 hours)
University Algebra	50	MA 108 (3 hours)
University French	50	FR 101-102 (6 hours)
University Mathematics	50	MA 101 (3 hours)
University Spanish	50	SP 101-102 (6 hours)
English Literature	50	EN 211, 212 (6 hours)
Freshman University Composition	50	EN 111 (3 hours)
General Biology	50	BI 131-132 (8 hours)
General Chemistry	50	CH 141-142 (8 hours)
History of the United States I and II	50, 50	HI 211, 212 (6 hours)
Human Growth & Development	50	FS355 (3 hours)
Information Systems & Computer Applications	50	IT 120 (3 hours)
Introduction to Educational Psychology*	50	ED 200 (3 hours)
Introductory Accounting	50	AC 220-221 (6 hours)
Introductory Business Law	50	BA 475 (3 hours)
Introductory Psychology	50	PY 101 (3 hours)
Introductory Sociology	50	SO 101 (3 hours)
Natural Science	50	BI 101 (hours)
Pre-calculus	50	MA 121 (3 hours)
Principles of Macroeconomics	50	EC 283 (3 hours)
Principles of Microeconomics	50	EC 282 (3 hours)
Principles of Management	50	BA 310 (3 hours)
Principles of Marketing	50	MK 301 (3 hours)
Trigonometry	50	MA 122 (3 hours)
Western Civilization I and II	50, 50	HI 103, 104 (6 hours)

\* Not acceptable for Education majors

- The minimum scores listed above must be acquired before credit can be granted.
- Acceptable CLEP scores shall earn corresponding course credit, but no letter grade shall be assigned or quality points considered.
- Once CLEP credit is placed on the transcript, a student may not repeat the course for which credit was given by examination for a grade.
- Incoming students wishing to take the CLEP test before entering Oakwood University must have the approval of the Records Office before the test is taken.
- All CLEP scores previously obtained at another school are subject to review by the Records Office.
- A fee covering the cost of the examination and its administration will be charged each student desiring to take the CLEP examination at Oakwood University.
- The recommended maximum number of CLEP credits a student may apply toward graduation is 32 semester hours.

Remedial courses taken at another institution which are not applicable toward a degree from Oakwood University are not calculated in a student's grade point average.

Transfer of specific courses required for Oakwood University degrees will be at the discretion of the department offering the program except in the case of general education requirements, which shall be the responsibility of the Academic Policies Committee. The Records Office will maintain a list, where appropriate, of specific course equivalencies.

#### **D. Specific Qualifications, Requirements, and Limitations Related to Transfer of Credit**

1. All credit evaluated for transfer is subject to the following qualifications:
  - a. Evaluation is based on the review of the primary academic transcripts of record from all institutions attended. (In other words, evaluations are not based on another institution's evaluation of transfer credit from a third institution.)
  - b. Oakwood University reserves the right to evaluate not only the credit as it appears on the transcripts but also the basis on which the credit was initially awarded by sending institution—that is, classroom experience, examination, life experiences, etc.,
2. The precise amount of transfer credit which is applicable toward a particular degree will be determined by the specific department concerned.
3. Transfer students must meet the general education requirements that apply to all students for a degree from Oakwood University.
4. Only credit earned with a grade of “C” or higher for course work will be accepted for transfer. Grade of “C-” is not acceptable.

#### **E. Appeal Procedure**

Students who believe that this policy was not implemented accurately in the evaluation of their transfer credit may initiate an appeal with either the Academic Policies Committee or the specific department responsible for their program.

#### ***Waiver of a Required Course***

A student may request the waiver of a requirement if prior course work or experience fulfills the requirement but does not qualify for transfer of credit. An examination may be required. Students who seek to waive a requirement should understand the following:

1. The minimum passing performance must be the equivalent of a “C” grade. A grade of “C-” is acceptable but not toward major requirements.
2. Requests to waive a requirement are made to the chair of the department offering the course and must be petitioned before the final semester of residence.
3. The maximum amount of course work that may be waived is determined by each department.

4. A waiver does not reduce the credit hour or residency requirements.
5. A waiver examination does not carry academic credit and may not be repeated.
6. A testing fee for a waiver examination may be required.

### ***Credit by Examination***

For certain courses offered by the University, a student may earn credit by passing an equivalency examination administered by the Counseling and Testing Center. Such an examination is at least equal in scope and difficulty to a final examination in the course. The following are the requirements which must apply to obtaining credit by examination:

1. A currently enrolled student desiring credit by equivalency examination must petition the chair of the department offering the course and, upon approval, pay a testing fee as specified in the *University Bulletin*.
2. Equivalency examinations may not duplicate credit already earned through course work including courses taken for audit.
3. Units earned by equivalency may not be used as part of the enrolled load.
4. The maximum amount of credit that may be earned by examination is determined by each department.

### ***Directed Independent Study***

Research and Independent Study is offered to provide opportunity for a student to have a special academic experience beyond that offered in his/her regular class work. The course is supervised by one faculty member with expertise in the area of study and evaluated according to specific goals prescribed in a document of agreement, which includes

- A description of the work to be done
- The basis of grading
- The number of credit hours to be awarded
- An agreed schedule for student-teacher contacts

Following are fundamental requirements for enrolling in such a course:

The student must

1. Be a junior or senior in residence with at least a B average or the permission of the instructor and the department chairperson.
2. Make application at the time of registration or registration by conferring with the chairperson of the major department.
3. Be a major in the department in which the course is offered, and receive in writing the specific requirements and expectations of the course from the instructor.

A Research and Independent Study course is limited to 12 units (semester units) of undergraduate credit in degree programs. A course with a minimum of two hours credit may qualify as a "writing emphasis" course.

**Document Title:** ASSESSMENT AND EVALUATION OF STUDENT LEARNING  
**Category:** Planning and Assessment  
**Number:**  
**Effective Date:** April 5, 1999  
**Authority:** VP for Academic Affairs  
**Document Status:** [ ] [ ] [ ] [ ] [ ] Revision Dates [ ] Replacement [ ] Addition

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## ASSESSMENT AND EVALUATION OF STUDENT LEARNING

The primary purpose for the learning assessment of at Oakwood University is to evaluate the academic and support programs of the University. However, some assessment techniques may be used to reevaluate individual student progress and achievement in addition to providing program outcomes information. The exit assessment activity is used to evaluate individual achievement as well as to assess the effectiveness of the degree programs.

Student academic achievement and progress include the assessment of entering students' academic achievements. This assessment is used to place all students in appropriate level classes in English (reading and composition), foreign language, and mathematics. In addition, the Music Department conducts assessments in order to place students requiring music courses in the appropriate level classes.

In order to properly assess student development, clear expectations of student learning are required. As a result, Oakwood University has developed and adopted an operational statement defining expected learning outcomes for degree-seeking students, which includes:

1. Expectations regarding achievement levels in the basic skills of reading, writing, mathematics, and oral communication for both lower-division and upper-division students.
2. Expectations regarding achievement levels in the studies content areas for both lower-division and upper-division students.
3. Expectations regarding achievement levels in the subject areas upon completion of each degree program.
4. Expectations regarding ability to integrate method and knowledge in a discipline and regarding understanding of the relationship between practice and theory for both lower-division and upper-division students.
5. Expectations regarding higher-level cognitive skills and critical thinking skills for both lower-division and upper-division students.
6. Expectations regarding affective outcomes (student development) for lower-division and upper-division students.

The Office of Academic Affairs is responsible for coordinating, directing, and involving faculty, students, and staff in the development of this assessment and evaluation plan. Once the expected educational outcomes have been defined, the Office of Academic Affairs is responsible for evaluating

course syllabi and degree-program objectives in light of the University expectations. All testing and other assessments, including placement exams, are then reviewed.

At least once every four years the Office of Academic Affairs has the responsibility of reevaluating assessment instruments to determine their consistency with University expectations and their usefulness in providing diagnostic information.

### ***Assessment Implementation Guidelines***

The University is committed to assessment and evaluation of student performance through measuring student achievement and progress. The intent is to use this information as one measure of the effectiveness of individual academic programs and of the University's effectiveness in facilitating student learning. Therefore, it is the policy of the University that a variety of standardized and/or non-standardized tests are to be used as a necessary component of the student-learning and program-effectiveness assessment.

It is also the policy of the University that test results and the information derived from these results must be valid, reliable, and used in an appropriate and ethical manner. The instructor is responsible for upholding standards of fairness and for determining the appropriateness for tests or other assessment instruments used to evaluate individual performance in individual courses. The Examinations Committee is considered responsible for determining standards of fairness and appropriateness of tests used to evaluate University-wide expectations and discipline exit expectations. The Examinations Committee consists of eight members, seven to represent academic departments, the coordinator of testing, and the Director of Institutional Effectiveness serving in an ex-officio capacity, appointed by the President. The Vice President for Academic Affairs, after consultation with the Faculty Senate, recommends nominees to the committee to the President. The committee's primary role shall be to ensure the development and adoption of appropriate University-wide general examinations and to evaluate the appropriateness of specific examinations developed by a division or department as an entrance or exit requirement.

### ***Assignment of Responsibility***

The Office of Academic Affairs has the primary responsibility for coordination and direction of the assessment program. The responsibility for administration of assessment and compilation of results is held by the director of academic assessment and evaluation. It is the responsibility of the Office of Academic Assessment and Evaluation to transmit to the Offices of Academic Affairs and Institutional Effectiveness data that can be maintained for analysis and study. It is also the responsibility of the Office of Academic Affairs to ensure that all assessment data are accurately maintained in the student information system of the University. The Office of Academic Assessment and Evaluation will compile and disseminate assessment data in a timely and routine manner to appropriate individuals (advisors, etc.).

### ***Validation of Student Assessments***

Validity is the extent to which indicators correspond to the concepts they are intended to reflect. In order to be valid, an assessment instrument must be both appropriate and comprehensive. In order to validate an assessment instrument, an evaluation of the degree to which the instrument reflects learning must be made. An assessment instrument can also be judged to be valid through verification procedures used to establish face or construct validity. In order to establish validity, two major points must be addressed: (1) whether the assessment instrument provides an adequate sample of desired qualities; (2) face validity



is appropriate for achievement and proficiency measures where there is justification for the assumption that the assessment instrument is measuring the desired qualities.

The selection of standards is made in accordance with psychometrically and educationally sound principles. Local and/or national norms are thoroughly analyzed prior to use in evaluation of student performance and/or program effectiveness.

Cutoff scores for admissions and placement assessment instruments are empirically established and related to some meaningful standard of student performance.

## **ASSESSMENT OF THE DEVELOPMENTAL PROGRAM AND REMEDIAL COURSES**

It is the policy of the University that, among other areas: (1) the writing, mathematical, English, and foreign language skills of all entering degree-seeking students, as well as that the music skills of prospective music majors, be assessed; (2) that students be placed in courses that will remedy weaknesses; and (3) that the success of the developmental studies program and remedial classes be reviewed on a regular basis through studies of student progress in the program or courses and in course work taken after exiting remediation.

For entering students who have significant basic skills deficiencies, the University established a Center for Academic Success (CAS).

It is the policy of the University to monitor the progress and academic success of students initially placed in the CAS Program and in other remedial courses. Therefore, the Center for Academic Success will coordinate the assessment of all CAS students and be responsible for evaluating and gathering data on their performance during their first year and appropriate subsequent years (i.e., until completion of ENG 111, ENG 112, MA 101, and CO 201). Included in the ongoing study would be retention and graduation rates of CAS and remedial students and performance in subsequent courses.

The English/Communications Department will assess and evaluate the performance of all students who enroll in remedial English courses. The Mathematics and Science Departments will assess and evaluate the performance of all students who enroll in the remedial mathematics course.

The three units will forward summaries of the assessments to their respective chairs according to guidelines specified by the Offices of Academic Affairs and Institutional Effectiveness. These evaluations will be coordinated with the Office of Institutional Effectiveness, which will assist and support the analysis of the data. Therefore, it is the responsibility of the department to provide timely communication of such guidelines to each chairperson so that data collection will be suitable for summarizing and aggregating at appropriate organizational levels.

In addition, the Center for Academic Success will be reviewed using a format appropriate for its mission and structure, as an academic program under the degree effectiveness review process.

### ***Assignment of Responsibility***

The Offices of Records and Admissions coordinate assigning all entering undergraduate students to proper academic departments. Associate and baccalaureate degree-seeking students whose admission

credentials indicate that they are ready to take a complete load of University-level courses are assigned to take general education courses or to one of the departments that offers associate and/or baccalaureate programs. Other baccalaureate degree-seeking students as well as associate degree-seeking and nondegree students whose admission credentials suggest the need for remedial and/or developmental course work are not assigned to academic departments until relevant placement tests are taken and results are evaluated.

All students whose admission credentials suggest the need for some remedial or developmental coursework are required to take the relevant placement tests. In conjunction with the director of the Counseling and Testing Center, the faculty of the Departments of English, Mathematics, and Science and the Center for Academic Success articulate cutoff scores for the writing, reading, and mathematics placement tests. Students who do not achieve the requisite minimum scores are required to take the corresponding remedial course(s), or in the case of degree-seeking students whose placement results suggest the need for significant remedial course work, they are assigned to the Center for Academic Advancement.

The English/Communications Department and/or the Center for Academic Success annually review the criteria for placement in composition and reading courses and in the sequence of developmental studies courses offered through the Center for Academic Success. The Mathematics Department also reviews annually the criteria for placement of students into mathematics courses.

### ***Administration***

Each academic unit responsible for some remedial or developmental instruction prepares an annual report by May 15 through the appropriate department chairperson for the Office of Academic Affairs. The report is to be a review and evaluation of the performance of the first-, second-, and third-year students who have taken remedial or developmental courses offered through the English, Mathematics, or Science Departments during the immediate past academic year and summer. Upon its review and evaluation of these annual reports, the Office of Academic Affairs will provide by the outset of the upcoming academic year directions for curricular, budgetary, or other changes to be explored or pursued.

### ***Implementation***

Students who demonstrate a need for remedial or developmental course work will be required by the University to take a sequence of such courses to strengthen skills needed for university-level courses. Students requiring remedial instruction are primarily those students who completed pre-university preparation, as demonstrated by grades in appropriate course work, but fail to perform up to their capacity as assessed by the ACT, the University's placement test battery, or other tests. Such students are already committed to academic discipline and require minimum intervention in order to strengthen, synthesize, and apply skills which they already possess.

Students requiring developmental instruction are primarily those students who have not had appropriate pre-university preparation nor the opportunity to develop the academic discipline and skills needed for university-level course work. These students have demonstrated their potential to perform at the university level as assessed by grades in appropriate high school courses, the ACT, the University's placement test battery, or other tests. Such students require more extensive academic intervention,

guidance, and counseling than the former group in order to develop, synthesize, and apply skills within appropriate academic disciplines.

The English, Mathematics, and Science Departments and the Center for Academic Success, together with the Office of Academic Affairs, will make a collaborative review of the criteria for entry into and exit from developmental and remedial courses, based on data from the study of student progress. Criteria will be adjusted accordingly and reported to academic administrators and faculty members by November 15 of each academic year.

Any additional departmental assessment for diagnostic purposes and prescriptive support will be coordinated by CAS along with the collecting and summarizing of data in evaluative reports. Departments with developmental or remedial courses will compare the pre- and posttest capabilities of students enrolling in such courses. These departments will concurrently use this data along with other relevant student information to determine students' progress and their qualifications for subsequent university-level course work and participation.

### *Evaluation of Policy*

The Office of Academic Affairs will review the policy for student performance as it relates to programs of academic units with developmental or remedial courses at least once every four years.

**Document Title:** INSTITUTIONAL ASSESSMENT AND EVALUATION  
**Category:** Planning and Assessment  
**Number:**  
**Effective Date:** April 5, 1999  
**Authority:** VP for Academic Affairs  
**Document Status:** [ ] [ ] [ ] [ ] [ ] **Revision Dates** [ ] **Replacement** [ ] **Addition**

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## ASSESSMENT AND EVALUATION POLICY

Oakwood University is committed to providing quality instruction to its students and to maintaining quality programs of research, public service, and continuing education. As a result, assessment and evaluation at the University must be comprehensive and must be used in ways that allow the University to realize its commitment.

Assessment and evaluation processes instituted through this policy will be aimed at ensuring that the University successfully fulfills its mission, goals, and objectives. Assessment and evaluation of the support units will focus on improvement of instructional and support services, and on increased efficiency in the use of existing resources.

Assessment and evaluation are defined as follows:

*Assessment* is a process that is used to identify existing conditions. The term should be understood to include ongoing diagnosis or monitoring to identify progress or approximate program usage without regard for valuing. Assessment tells what is.

*Evaluation* is a process of determining whether the goals and objectives have been attained (effectiveness) and the degree to which such outcomes have been achieved (efficiency). Evaluation is the use of qualitative and quantitative data to determine performance. Evaluation is a judgment of what ought to be.

## GUIDING PRINCIPLES OF ASSESSMENT AND EVALUATION POLICIES

All assessment and evaluation activities at Oakwood University will be carried out with due consideration of the following principles:

1. That they be consistent with the mission, goals, and objectives of Oakwood University and its student body.
2. That they be multidimensional and that, whenever possible, assessment data be gathered at more than one point in time before an evaluation is made.
3. That they contain thoughtful judgments of qualities that may be difficult, impractical, or even impossible to quantify. Care must be taken not to reduce learning and other activities merely to quantitative or behavioral objectives; assessment cannot always be limited to standardized instruments.

4. That they be flexible and regularly evaluated.
5. That they be used to improve programs and instruction by identifying strengths and weaknesses.

All assessment and evaluation activities at Oakwood University will be monitored to ensure that they are in compliance with the following criteria:

***Institutionalization:*** Assessment of instructional outcomes will be integrated into the regular course curriculum where possible and feasible so as not to be burdensome to students, faculty, and staff. Assessment and evaluation for degree programs and support units will be included in the regular planning cycles of the University and will be the responsibility of all administrative and academic offices. Monitoring the process will be the responsibility of the President and the vice presidents.

***Validity:*** Care will be taken to ensure that all assessment and evaluation procedures are valid and fair. Therefore, a procedure for ensuring validity and reliability will be necessary, especially when individual assessments are made.

***Program improvement and resource allocation:*** The results obtained from the assessment and evaluation processes will be incorporated into the planning process to identify areas of program improvement and, when appropriate, to alter budget priorities and/or reallocate University resources.

***Participation:*** Broad-based participation at all levels of the University is required and includes all faculty, staff, administrators, students, Board members, and external reviewers.

***Evaluation of assessment:*** Because assessment and evaluation are ongoing, developing processes and assessment plans must remain flexible and must be evaluated regularly and modified as appropriate; review and evaluation of all assessment procedures will be a required, routine, and integral part of the assessment process.

**Document Title:** PLANNING AND EVALUATION  
**Category:** Planning and Assessment  
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## PLANNING AND EVALUATION

The purpose of the planning and evaluation function at Oakwood University is to provide direction for academic and support programs in identifying unit goals, objectives, and priorities, and to provide a mechanism to determine allocations of the human and financial resources of the University. Faculty, student, and staff involvement and support are necessary in the planning process. Considering the increasing importance of institutional effectiveness and outcomes assessments, the following statements supplement existing policies and the current planning procedures of the University.

The University's planning and evaluation process will consist of a long-range (five-year) cycle and an operational (annual) cycle. The five-year plan will be updated every two years, and the first two years of each five-year plan will be utilized in the development of the University's biennial budget. The operational cycle will consist of two parts: unit annual reports and unit action plans.

1. Each unit will submit an annual report to the appropriate vice president by May 15 of each year. This report will be an assessment of activities and accomplishments since July 1 of the prior year, an evaluation of progress toward the achievement of objectives and priorities contained in the current unit action plan, and a description of new initiatives and plans for the upcoming year. Each vice president will submit a report summarizing the annual reports of units under his or her supervision to the President by June 15 of each year. The appropriate vice president will evaluate and summarize the annual reports for all units under his or her supervision and solicit the approval of the President for new initiatives and plans that he or she deems appropriate and worthy for inclusion in unit action plans for the upcoming year. The President will review the summary reports and provide responses to new initiatives and plans by July 15 of each year so that such information may be utilized in the finalization of unit action plans.
2. Each unit will develop an action plan for the current year by November 1 of each year. The unit action plan will delineate goals and objectives consistent with the current Five-Year Plan and decisions made by the President in reviewing the summary reports of unit annual reports.

### *Assignment of Responsibility*

The Institutional Effectiveness Office will assume primary responsibility for coordinating the planning function as set out in this policy. The responsibility for degree program review will rest with the Office of Academic Affairs, with necessary support provided by the Office of Institutional Effectiveness.

### ***Administration***

Planning assumptions for developing or updating of the Five-Year Plan will include enrollment projections, budget projections, and other relevant data. In addition, information and data from current and prior unit action plans and annual reports will be utilized where appropriate. The Five-Year Plan will be completed in such a time frame so that the first two years of the plan can constitute the University's biennial budget.

Each vice president will approve, in part or in whole, the action plans of units under his/her supervision. If additional funding is needed, beyond what is already allocated to the unit or available through reallocation by the appropriate vice president to implement unit plans or to undertake new initiatives, the appropriate vice president should request such funding at the time he or she transmits the annual summary report of unit annual reports under his or her supervision.

### ***Evaluation of Policy***

Feedback from participants will be obtained upon completion of the five-year planning process to determine how the process may be improved.

**Document Title:** STUDENT DEVELOPMENT AND OUTCOMES SURVEYS  
**Category:** Planning and Assessment  
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## **STUDENT DEVELOPMENT AND OUTCOMES SURVEYS**

Evaluation of the University's academic programs, nonacademic activities, and support services are enhanced by student feedback. Therefore, it is the policy of the University to collect and use student input regarding those programs via a system of follow-up surveys. As part of this survey system, the collection of information regarding the students' achievements and current activities to document the affective development of students along with their career and educational attainments after leaving the University.

In addition to the follow-up survey system, data from the students' evaluation of course instruction will be used to identify needs in the area of faculty development activities.

## **STUDENT EVALUATIONS OF COURSE INSTRUCTION ASSESSMENT POLICY**

As part of its ongoing process of curricular review and improvement, Oakwood University requires that students regularly evaluate their teachers and courses. Student evaluations are to be systematically collected, and the results are to be regularly considered in the curriculum review process at the administrative level.

### ***Assignment of Responsibility***

The Office of Academic Affairs will be responsible for directing the collection of student evaluations of the faculty. The final data are to be submitted to the Institutional Effectiveness Office for analysis. In addition to providing reports to individual faculty members and their chairpersons, Institutional Effectiveness will develop a department summary report for each academic department. This department summary report will give the evaluations of each department's courses and teachers as a whole. The department summary report will be distributed to the Vice President for Academic Affairs and the chairpersons of all academic departments by January 15 (for the fall semester) and by June 15 (for the spring semester). Chairpersons will be responsible for distributing the results to the faculty.

### ***Administration***

The Office of Academic Affairs will review the department summary reports as part of its regular, annual process of reviewing strengths and weaknesses in the University curricula and teaching. Recommendations for reform will be directly related to recommendations in the faculty development plan. Where reform is necessary, recommendations for changes in the areas of curriculum, faculty



development, and program resource allocation will be forwarded to the Office of Academic Affairs for recommendation to the President.

### ***Evaluation of Policy***

The Program Review Process will include student course evaluations. Student evaluations should also be used in faculty development, curricular review, and budget planning to improve institutional effectiveness.

The ad hoc Faculty Evaluation Implementation Committee, appointed each year by the President to evaluate the comprehensive faculty evaluation system, will invite comments from faculty members and administrators on the appropriateness of the current “Student Evaluation of Teaching” instruments, considering particularly the question of the sensitivity of the instrument to the various pedagogical styles used in the University, the questions of the students' sense of the quality of their learning experience, and the question of the suitability of the questions for deriving data useful in program review and faculty development. Recommendations for revision (if any) will be processed in the manner stated in the comprehensive faculty evaluation system.

The following matters will be considered in evaluation of the instrument in the comprehensive faculty evaluation system:

1. Length of the questionnaire.
2. Sensitivity of questions to teaching methods other than the lecture.
3. Inquiry into the quality of the students’ learning experience.

## **STUDENT DEVELOPMENT AND OUTCOMES SURVEY AND ASSESSMENT POLICY**

Because student achievement is not limited to academic growth, it is important that the University have feedback from students regarding their perceptions of personal growth and development, their perceptions and judgments regarding their educational experiences at the University, and their perceptions regarding their career and educational achievements. Therefore, the University will conduct, on a continuing basis, a system of student, alumni, and relevant public attitude surveys that also includes an employer survey.

### ***Assignment of Responsibility***

The Office of Institutional Effectiveness will be responsible for coordinating the surveys listed below, obtaining input from appropriate University offices, and producing and disseminating the results. The following surveys will be conducted on a periodic basis as indicated:

1. ***Academic Advising and Mentor Survey***: Conduct at least once every four years to provide information for the advising program evaluation. The purpose of the survey will be

evaluation of the advising system, with an emphasis on aspects of the program that should be strengthened.

2. ***Entering Student and Entering Treatment Surveys:*** Conduct at least once every four years. The purpose of the survey is to provide (a) baseline data for retention studies and analysis of changing goals of the student body, and (b) an evaluation of admissions and recruitment activities and other processes to which new students are exposed.
3. ***Graduate Survey:*** Conduct annually. The purpose of the survey is to evaluate the quality of instruction and academic support services as students graduate from Oakwood University.
4. ***Alumni Survey:*** Conduct annually. The purpose of the survey is to evaluate the quality of instruction, and obtain information regarding current activities of graduates in terms of employment and educational experiences during their first year in graduate school. This should include affective outcomes indicators.
5. ***Enrolled Study Survey:*** Conduct at least every other year. The purpose of the survey is to evaluate the academic support services and instructional services of the University by students who are currently enrolled on the campus.
6. ***Employer Survey:*** Conduct at least every three years. The purpose of the survey is to gather information on employers' perceptions of the preparedness of OC graduates for their positions and general education preparations, as well as knowledge specifically related to their current employment.

### ***Administration and Implementation***

The Office of Institutional Effectiveness, in coordination with the Office of Academic Affairs and the Office of Student Services, will identify means to assess the career, educational, and affective outcomes of Oakwood University programs for students. These procedures will take into consideration all qualities desired of Oakwood University graduates. The findings will be used to aid in developing the student life plan and other academic plans. The data will also be used in the program review process. These surveys will be conducted in a time frame that allows the data to be used in academic and support unit effectiveness evaluations.

### ***Evaluation of Policy***

The Office of Institutional Effectiveness will obtain feedback from users of the data regarding its utility. This feedback will be utilized by the Office of Institutional Effectiveness to improve and refine instruments and processes.

**Document Title:** ASSESSMENT OF FACULTY RESEARCH AND SCHOLARLY  
ACTIVITIES  
**Category:** Planning and Assessment  
**Number:**  
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**Authority:** VP for Academic Affairs  
**Document Status:** [ ] [ ] [ ] [ ] [ ] Revision Dates [ ] Replacement [ ] Addition

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## **ASSESSMENT OF FACULTY RESEARCH AND SCHOLARLY ACTIVITIES**

Although Oakwood University is primarily a teaching institution, research is recognized as a significant part of the professional life of many faculty members. Faculty members are encouraged to engage in research on their own initiative and to seek outside support of their endeavors. Therefore, it is the policy of the University that data concerning the research publications, scholarly activities, and creative products of the faculty be collected and reported in order to gauge the scope of these activities and demonstrate productivity of the University in meeting this aspect of its mission.

### ***Assignment of Responsibility and Administration***

The Office of Academic Affairs will be responsible for the overall review and coordination of this policy. The Office of Academic Affairs will summarize data from reports submitted department heads regarding the research and professional activities of the faculty.

### ***Implementation***

An annual report summarizing the publications, presentations, research publications, other scholarly activities, and creative products of the faculty will be completed by May 15. This data may be used to help identify additional needs for computing support, release time, budget adjustments, or other program adjustments. A report regarding the grants made by the Faculty Research Committee Fund will also be included in this report.

It is anticipated that this requirement will not necessitate additional reporting by faculty, but that the data can be compiled from the faculty's evaluation forms. However, faculty surveys may be undertaken to further document activities and needs to facilitate the scholarly activities goals of the institution.

### ***Evaluation of Policy***

The Office of Academic Affairs will review the policy and its reports to determine whether the information provided is meaningful for planning purposes and whether resources are allocated to encourage and further support the activity.

**Document Title:** ARCHIVAL MATERIALS  
**Category:** Miscellaneous  
**Number:**  
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## OWNERSHIP

All files generated by the various administrative officers as well as the department heads of the various departments of the University are the property of the University.

## DEPOSITORY

Correspondence of historical significance from the University administration is to be placed in the Oakwood University Archives after it is no longer needed in the respective offices (particularly the correspondence from the President's office as well as from the offices of the vice presidents, and the director of the University library.

Copies of minutes, annual reports, etc., are to be placed with the Oakwood University Archives by the various administrative offices. Such materials will be made available to researchers in accordance with the policy on access.

Other documents are maintained according to the retention policy of the General Conference of Seventh-day Adventists.

The depository is located in the University library.

## COLLECTIONS OF UNIVERSITY OFFICIAL PUBLICATIONS

The University furnishes the Oakwood University Archives with copies of all official publications and policy handbook or manuals of the University. These include the following:

1. School bulletins and brochures, the *Oakwood University Today*, *Scope*, alumni publications, and directories.
2. *University Faculty Handbook*, *Administrative Handbook*, *Staff Handbook*, and *Student Handbook*.
3. Other handbooks and manuals of historical significance which are published by the academic and support service departments.

## **COLLECTIONS OF OTHER UNIVERSITY MATERIALS**

The secretary of the group will make available to the Oakwood University Archives copies of the following materials:

1. Minutes
  - a. Minutes of the Board of Trustees
  - b. Minutes of constituency meetings, including the reports by the President and the vice presidents of the University
  - c. Minutes of the President's Council
  - d. Minutes of the principal committee of each University vice president
  - e. Minutes of the Faculty Forum
  - f. Faculty minutes from each department
  - g. United Student Movement minutes.
  - h. Such other University committee minutes as would have historical significance
2. Annual reports of the President and the vice presidents.
3. Annual University financial statements.
4. Accrediting reports to and from the departments.
5. Materials and films produced by the University Public Relations Office.
6. Materials published for fund-raising purposes.
7. Student yearbooks and newspapers.
8. Lists of various prices for services (e.g., cafeteria, snack shop, etc.)
9. Materials from Purchasing/Copy Center which would be appropriate archival files.

## **NON-UNIVERSITY ARCHIVAL MATERIALS**

The University archivist may acquire such non-University archival materials as related to the educational and cultural purposes of the University.

## **REPORTS OF THE DEPARTMENT OF ARCHIVES AND SPECIAL COLLECTIONS**

The Oakwood University Archives issues an annual report to the President of the University and the Office of the Vice President for Academic Affairs, informing them of what materials have been received by the department and the origin of these materials.

## **RELEASING OF MATERIALS**

Sensitive materials, such as correspondence and minutes released to the Oakwood University Archives, may be used with the following limitations:

1. The department constantly reevaluates classified materials in order to make them accessible to qualified scholars as soon as the original conditions causing them to be classified no longer prevail.
2. Unless otherwise specified, materials of the nature of general minutes may be available immediately upon deposit to qualified researchers.
3. The materials not available for immediate use normally will not be withheld for more than ten years.
4. Documents prepared by legal counsel in the employment of the University, although University property, may be subject to collection, but release for scholarly use may be restricted by standards governing attorney/client privilege.

**Document Title:** CONTINUING EDUCATION UNIT GUIDELINES  
**Category:** Miscellaneous  
**Number:**  
**Effective Date:** April 5, 1999  
**Authority:** VP for Academic Affairs  
**Document Status:** [ ] [ ] [ ] [ ] [ ] **Revision Dates** [ ] **Replacement** [ ] **Addition**

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## CONTINUING EDUCATION UNIT GUIDELINES

The Adult and Continuing Education Department shall have the responsibility of awarding the continuing education unit (CEU) to adults who participate in noncredit, continuing education activities administered by Oakwood University. In no instance shall the award of CEUs be equated with University credits applicable toward a degree.

One CEU is equal to ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

### *Definitions*

1. ***“Participation In”*** is defined as attendance at, active involvement in, and successful completion of a continuing education learning activity.
2. ***“Organized continuing education experience”*** means a learning activity wherein participant needs have been determined, goals and objectives are clearly specified, appropriate instruction is offered, and pertinent evaluation is conducted.
3. ***“Responsible sponsorship”*** refers to learning activities which are administered and controlled or monitored by Oakwood University.
4. ***“Capable direction”*** is defined to mean active direction by an experienced and professional staff member employed or approved by Oakwood University.
5. ***“Qualified instruction”*** means that the activity will be taught by faculty/staff members of the University and/or trainers whose professional experience and instructional ability qualifies them as experts on a particular subject.

### *Program Criteria*

1. The program must be planned in response to clearly identified continuing education needs of a clientele group or target population.
2. Learning objectives must be specified for each program prior to its initiation.
3. All requests for the establishment of a CEU activity will be coordinated by the Adult and Continuing Education Department.

4. All requests for CEU activities will be submitted in writing to the Adult and Continuing Education Department at least two weeks before occurrence.
5. The Adult and Continuing Education Department will be responsible for making recommendations to award CEU credit to designated activities based on the aforementioned criteria.
6. The Adult and Continuing Education Department will respond within one week of request. Included in the response will be approval/disapproval of activity for CEU credit. If approved, CEU credit value will be assigned.
7. The Adult and Continuing Education Department will be responsible for providing data to the Office of Records and Registration to maintain and update CEU records.
8. The Office of Records will be the repository of all official CEU records and will handle all requests from participants for such.
9. The Office of Records will process all requests for CEU information as it would any other official student record.
10. A CEU advisory council will be established. The council will be comprised of the Vice President for Academic Affairs, the Director of Records, Director of the Adult and Continuing Education Department, the Director of Enrollment Management, the Director of Governmental Services Center, and the Assistant Vice President for Academic Affairs. The councils will meet semiannually to review the awarding of CEUs and to make recommendations and any needed policy or procedure changes.



**Document Title:** ENDOWED PROFESSORIAL CHAIR  
**Category:** Miscellaneous  
**Number:**  
**Effective Date:** April 5, 1999  
**Authority:** VP for Academic Affairs  
**Document Status:** [ ] [ ] [ ] [ ] [ ] Revision Dates [ ] Replacement [ ] Addition

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An endowed professorial chair, in any department of the University, is a perpetual fund—the income of which is expendable for the support of a specifically related and designated professor for a specified period of time subject to review.

**Document Title:** HISTORY MUSEUM: SECURITY CONTROLS AND RESPONSIBILITIES FOR AUTHORIZED EVENTS  
**Category:** General Administrative Policies  
**Number:**  
**Effective Date:** April 5, 1999  
**Authority:** Office of the President  
**Document Status:** [4/2010][ ][ ] [ ] Revision Dates [ ] Replacement [ X ] Addition

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The purpose of this regulation is to establish and/or prescribe policies for the use of, access to, and security of the History Museum. It is not intended to limit the Oakwood University community in the use of the facility.

### GENERAL REQUIREMENTS/PROVISIONS

1. The Director of University Archives and University Museum is charged with supervising and all other oversight responsibilities for management of the History Museum.
  2. Scheduling and use of the facility and conditions for its use must be coordinated with and approved by the Director.
  3. The security of the facility and its protection and that of its contents against theft, vandalism, and/or other unauthorized use will be maintained at all times.
  4. An employee of the University or other persons approved by the Director, will be present during any/all periods in which the facility is open.
- A. The Director of University Archives and University museum is responsible for:
1. Scheduling/approving events to be held in the museum.
  2. Providing instructions to the individual assigned responsibility for the security of the museum described above.
  3. Notifying, in writing, Campus Safety personnel of the event and providing any special instructions which may apply such as:
    - Name of the individual(s) responsible for the event and/or approved/authorized to open the facility
    - The dates/times of authorized access
    - Any other special instructions
- B. Campus Security personnel are responsible for:

1. Verification, in accordance with the provisions of this regulation, the authenticity and legitimacy of all requests for access to the museum.
2. As authorized and verified, unlocking and locking of the facility, to include disarming/arming of the security alarm system and other tasks appropriate to ensure authorized use and the security of the museum and its contents.

**SPECIAL EMPHASIS ITEMS/ISSUES**

1. The museum is never to be unlocked/opened without the individual designated as having responsibility for the security for the museum and its contents or without the Director of the University Archives and University Museum.
2. Campus Safety personnel are not expected to remain in the museum or to provide security for or during an event.
3. Communications relative to instructions or requests for the use of the museum, from persons or means other than prescribed above, will not be honored by Campus Safety or other persons having access to the facility.

**Document Title:** LIBRARY COLLECTION DEVELOPMENT – WEEDING POLICY & PROCEDURES  
**Category:** Miscellaneous  
**Number:**  
**Effective Date:** April 19, 2010  
**Authority:** VP for Academic Affairs  
**Document Status:** [ ] [ ] [ ] [ ] [ ] **Revision Dates** [ ] **Replacement** [ ] **Addition** [ X ]

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## REASONS TO WEED

Weeding is the process of evaluating the collection and removing irrelevant, outdated, worn-out, or superseded materials. Weeding is an essential part of collection development in order to ensure that library resources remain useful and relevant to a changing campus community and curriculum.

## RESPONSIBILITY

Librarians are responsible for weeding in their assigned subject areas. Librarians also consult with teaching faculty and invite their participation in the weeding process.

- [Gloria Sepulveda](#) - All media & Modern Languages & Reference
- [Heather Rodriguez-James](#) – History, Religion/Theology, Music & Reference
- [Elizabeth Mosby](#) – Business, Communication, Psychology, Social Work & Reference, LEAP
- [Paulette McLean Johnson](#) – Biology, Chemistry, Nursing, Health & PE, Family & Consumer Sciences, Education

## GENERAL GUIDELINES

The following accepted guidelines are to be considered when reviewing material for weeding. Criteria are applied within the context of the discipline. It is not expected that the criteria will be applied uniformly throughout the collection.

**Physical Condition** – Factors affecting physical condition include missing or loose pages, fragile, discolored, or brittle pages, and damaged binding. If the item cannot be repaired, it should be withdrawn.

**Publication Date** – Age alone is not necessarily a criterion for weeding. Other factors to be considered include the discipline, the item’s historic value, and its circulation record.

**Circulation Data** - The number of times an item has circulated and the date of the last check-out. If an item has not circulated in 10 years, it may be considered for withdrawal.

**Duplicate Copies** – Unless items show sign of heavy use, duplicate copies may be weeded. They may also be weeded if items are available in a different format.

**Multiple or Superseded Editions** – If multiple editions of a title are available, weed older editions. Superseded editions may be candidates for weeding even if the Library does not own the latest edition.

**Currency and Accuracy** – materials that contain out-of-date, invalid, inaccurate, or incomplete information should be withdrawn. This is of particular importance in nursing, technology/computers, science, law, and geography.

**Scope and Relevance** - Consider relevance to curriculum and current standards for discipline.

**Cooperative Agreements** – Availability of item or similar items in other local academic libraries may be considered.

### **SUBJECT SPECIFIC CRITERIA for Library of Congress Classification**

**General Works (A)** - Replace at least one set of encyclopedias every five years. Almanacs and yearbooks are replaced with newer editions. Older editions may be weeded or placed in the circulating collection.

**Philosophy (B-BD, BH, BJ)** – Most philosophy books are not weeded.

**Psychology (BF)** – Follow general guidelines.

**Religion (BL-BX)** – Most religion books are not weeded.

**History (C,D,E,F)** – History books are usually not weeded. Black history titles are retained.

**Geography (G,GR)** – Books in this area quickly become outdated.

**Athletics (GV)** – Follow general guidelines.

**Social Science (H-HA)** – Follow general guidelines.

**Economics (HB-HJ)** – Retain primary works by distinguished economists.

**Sociology (HM-HX)** – Retain primary works by distinguished sociologists.

**Political Science (J-JX)** – Retain all primary works.

**Law (K)** – Follow general guidelines.

**Education (L)** – Retain biographical materials, educational theories.

**Music (M)** – Music books are not usually weeded.

**Art (N)** – Art books are usually not weeded.

**Language & Literature (P)** – Retain literary criticism of classic titles. Keep multiple copies of classic literary works. Notable African and African-American authors are retained.

**Pure Science (Q)** – Remove older materials. Replace with newer materials that better explain complex subjects. Materials become outdated when there are new scientific discoveries, theories and techniques in the area.

**Mathematics (QA 9 -74, 78-939)** – Retain classics. Withdraw older editions when superseded by new editions.

**Computer Science (QA75-77)** – Materials in this area become outdated quickly. Withdraw older editions when superseded by new ones because newer materials provide more up-to-date development, better explanations and illustrations.

**Astronomy(QB), Physics (QC), Chemistry (QD)** – Retain landmark titles, and works of literary value.

**Biological Sciences (QH-QR)** – Follow general guidelines.

**Medicine/Nursing (R)** – Constantly monitor changes in disease diagnosis and treatment. Discard older editions when superseded by new ones. Older materials may be misleading or dangerous.

**Agriculture (S)** – Older editions when superseded by newer ones.

**Technology (T)** – Withdraw materials when newer editions are published or newer materials provides better scope and coverage. Retain appliance repair manuals and cookbooks.

**Military (U-V)** – Follow general guidelines. Retain local area history items.

**Bibliography & Library (Z)** – Follow general guidelines.

## **SPECIAL COLLECTIONS**

**Books** written by and/or about Seventh-day Adventists are identified as Special Collection items. These materials are generally not weeded. Special Collections is housed in the Tech Services area and items are for use in the library only. Duplicate copies of some Special Collections items are available for loan in the stacks.

**Archives & Museum** –This is a unique collection of artifacts, manuscripts, and historical records about the history of Oakwood University, Black Seventh-day Adventist churches and Black Seventh-day Adventists. It also includes important documents chronicling the struggles of African-Americans. Three copies of most documents are retained and the collection is seldom weeded.

**Gifts** - Gift items are accepted with the condition that the Library may sell or donate items that do not meet selection criteria. **The Library reserves the right to negotiate with donors how donated materials may be used.**

## **WEEDING PROCEDURES**

### **Identification**

1. Librarian and departmental faculty identify subject areas to be weeded.
2. Librarian and departmental faculty identify general guidelines.
3. Librarian and departmental faculty set up cut-off dates for publication and circulation.
4. Librarian retrieves circulation record to identify any item that has not circulated after the cutoff date (usually within ten years).

### **Decision**

1. Before being discarded, each item is reviewed by appropriate librarian based on guidelines, knowledge of the collection and curriculum.
2. Librarian may also consult with classroom faculty for their recommendations.
3. Library Director goes through the materials for final approval.

### **Discard**

1. Items to be discarded will be removed from the shelves and online catalog.
2. All discarded items are clearly stamped as discarded by Tech Services staff.
3. Items will be recycled, donated or sold.

**Document Title:** LIBRARY GIFT POLICY  
**Category:** Miscellaneous  
**Number:**  
**Effective Date:** April 19, 2010  
**Authority:** VP for Academic Affairs  
**Document Status:** [ ] [ ] [ ] [ ] [ ] **Revision Dates** [ ] **Replacement** [ X ] **Addition**

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The Eva B Dykes library accepts donations of books, periodicals, equipment, other kinds of information resources, and monetary contributions for the development of its collections. While the primary goal of collection building is curriculum support, we also recognize the importance of the University's role in the preservation of historical and scholarly information sources.

In addition to the general circulating collections, specialized collections exist in the Archives and Special Collections.

**Archives & Museum** –This is a unique collection of artifacts, manuscripts, and historical records about the history of Oakwood University, Black Seventh-day Adventist churches and Black Seventh-day Adventists. It also includes important documents chronicling the struggles of African-Americans. Three copies of most documents are retained and the collection is seldom weeded.

**Special Collections - Books** written by and/or about Seventh-day Adventists are identified as Special Collection items. These materials are generally not weeded. Special Collections is housed in the Tech Services area and items are for use in the library only. Duplicate copies of some Special Collections items are available for loan in the stacks.

## **I. Guidelines and Goals for Accepting Gifts**

The Library's goal in accepting gifts is to acquire only materials which are relevant to the institution's needs. Items which may be excluded from acceptance include standard editions of classic works which are already owned; textbooks, as they quickly become outdated; books printed on paper too brittle to make them usable and popular magazines. Rare books, scholarly works and materials of historical significance enhance academic collections.

All potential gifts will be evaluated in terms of the library's collection development goals which include:

- Support the current and changing curriculum
- Support the basic research needs of faculty and students
- Preserve unique historical documents

### **Process of Accepting Gifts**

1. The Library Director is responsible for implementing the *Library Gifts Policy* which should be consistent with the institution's policy on accepting gifts.
2. All offers of donations are referred to the Library Director or her designee. In case of gifts for the general collections, the primary contact is the Liaison Librarian. The Archivist is the primary contact for gifts to the Archives and the Library Director for gifts to the Special Collections.

3. The donor will provide a description of any gift before it can be considered. In the absence of such documentation, the Library may require an on-site evaluation of the collection by librarian and faculty member before a determination to accept can be made.
4. The Library Director will acknowledge all major donations. Because of the volume of gifts we receive and the labor involved in processing them, the Library will not provide donors with an itemized list of materials donated. The Archivist/Special Collections Librarian will send separate acknowledgements for gifts to those collections.
5. The Library will not accept gifts on which a donor places restrictions that will negatively affect the use of the materials.
6. If, on subsequent evaluation, liaison librarians and Director determine material to be inappropriate, it will not be added to the collections, but will be disposed of as described in section IV below.

## **II. Process for Evaluating Gifts**

1. All gifts are evaluated in light of the following criteria:
  - Ability to add depth or breadth to existing collections
  - Support of overall collection development priorities
  - Relevance of content
  - Physical condition
2. The Library will not accept gifts when their physical condition does not allow normal shelving and use.
3. Liaison librarians will evaluate gifts accepted for the general collection.
4. The Archivist will evaluate all potential donations to the Archives and Museum.
5. When additional, specialized knowledge is required to evaluate a gift, library staff will consult with faculty or others with appropriate expertise.

## **III. Disposition of Gift Materials**

1. With the exception of some archival materials, all books added to the collection will be cataloged and listed in the Library's online public catalog. Donor may also be named in the catalog.
2. Since all gift materials that are added to the collections are shelved in the appropriate subject classification, the Library cannot maintain separate named collections.
3. Gifts that are not added to the collection may be disposed of in one of the following ways:
  - If it has been arranged in advance, they may be returned to donor.
  - They may be sold at nominal prices, at the periodic book sales held for the faculty and students of Oakwood University. The proceeds will be used to support future acquisitions.
  - They may be offered to other institutions as gifts.
  - They may be offered to a book donation program such as S.A.I.L (Andrews University).

## **IV. Tax issues**



All materials donated to the Eva B Dykes Library are considered non-cash charitable donations. Prospective donors often wish to know about tax status of their gifts and are frequently interested in having their gifts appraised for tax deduction purposes.

An appraisal is required to substantiate a tax deduction for gifts over \$500.00

- V. The Library is pleased to grant requests that names be added to bookplates inserted in donated books. These plates may bear the donor's name and/or the names of those in whose honor or memory the gift is made.

**Document Title:** DISTANCE AND CORRESPONDENCE EDUCATION  
**Category:** Student Academic Affairs  
**Number:**  
**Effective Date:** February 1, 2012  
**Authority:** VP for Academic Affairs  
**Document Status:** [ ] [ ] [ ] [ ] [ ] **Revision Dates** [ ] **Replacement** [ ] **Addition**

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### Scope

In order to verify that students who register in a distance education course at Oakwood University is the same student who participates in and completes the course and receives credit, the following system is used.

1. All OU students are issued a secure, personal ID number and password when first admitted to the University.
2. Students are instructed to change, utilizing the provisions available within the University's administrative software system, the original password to a personal password.
3. Students receive written instructions to protect the identity of their password at all times.
4. Students receive written instructions to change their password if they have concerns that it has been compromised.
5. Students are instructed to use their personal ID number and password when accessing the distance education course management platform – Desire to Learn (D2L).
6. Students are unable to participate in distance education courses without a valid OU approved ID number and password.
7. Faculty must register a student into a distance education course using the student's valid OU ID number.
8. The administrative software system will not accept a student ID number if it is not currently valid.

### Privacy Provisions

In order to protect the privacy of student records, Oakwood University complies with the Family Education Rights and Privacy Act of 1974 (FERPA). A student's record is regarded as confidential, and release of this information is regulated by the FERPA Act. The University regards a student's ID number and password as part of a student's record and thus is protected by the FERPA Act.

### Distance Education Fees

Students enrolled in distance education courses pay the regular tuition and fees associated with enrolled courses. OU publishes its tuition and fee structure to students and the general public in the applicable financial sections of the *Oakwood University Bulletin*.