



OAKWOOD UNIVERSITY
Part-Time Faculty Handbook

(Revised 2011)

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OAKWOOD UNIVERSITY

Part-Time Faculty Handbook

Section I

General Administrative Information

OAKWOOD UNIVERSITY MISSION STATEMENT

Oakwood University Mission

Oakwood University, a historically Black Seventh-day Adventist institution of higher learning, provides quality Christian education that emphasizes academic excellence; promotes harmonious development of mind, body, and spirit; and prepares leaders in service for God and humanity.

The Oakwood University mission is stated in seven general goals:

Spiritual Vitality

Promote a Christ-centered, Seventh-day Adventist worldview.

Educational Excellence

Demonstrate academic excellence in teaching and learning.

Nurturing Environment

Facilitate a supportive environment that is sensitive to the needs of students and all other constituents.

Operational Efficiency

Ensure efficient service and resource management.

Resource Development

Provide sufficient financial resources to support all aspects of the institution.

Institutional Relations

Enhance the reputation and relationships of the institution.

Technology Leadership

Maintain a technologically progressive campus.

HISTORIC GLIMPSES

Location

Oakwood University is located in Huntsville, Alabama, nestled in the beautiful Tennessee Valley, near the foothills of the Appalachian Mountains. It has a population of approximately 191,000. The University property consists of 1,185 acres at an elevation of 1,100 feet above sea level. Currently, 300 to 500 acres are under cultivation, and 105 acres comprise the main campus.

ACCREDITATION

Oakwood University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Oakwood University. *(The Commission is to be contacted only if there*

is evidence that appears to support significant non-compliance by Oakwood University with a requirement or standard.)

The university has denomination accreditation from the Adventist Accrediting Association of Seventh-day Adventists, Schools, Colleges and Universities.

The university offers programs accredited by The Association of Collegiate Business Schools and Programs, the Council on Social Work Education, the National Council of Accreditation for Teacher Education, National League for Nursing Accrediting Commission, the Alabama Board of Nursing, and the Commission on Accreditation for Dietetics Education.

ORGANIZATION OF THE ACADEMIC DIVISION

The educational units responsible for instruction and the award of college credit are academic departments. Courses for college credit are 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. For additional information regarding general organization of the College, see copy of *Oakwood College Bylaws* and *Organizational Chart*.

AFFIRMATIVE ACTION AND RELIGIOUS INSTITUTION EXEMPTION

Oakwood University promotes employment without regard to race, color, sex, origin, age, marital status, or presence of a non-job-related medical condition or handicap. In conformity with Title IX of the Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973, the director of Development has been designated as the responsible employee to coordinate efforts to carry out responsibilities and make investigations of contentions relating to nondiscrimination.

Oakwood University welcomes student applications regardless of race, color, creed, or national origin. The university, however, reserves the right to deny admission to any student who, in the judgment of the Office of Student Services or the Office of Admissions and Records, may not benefit from the total program of the university or whose presence or conduct may be detrimental to that program.

SEXUAL HARASSMENT

Oakwood University recognizes its responsibility to all employees to maintain a working environment free from sexual harassment. To achieve, this environment, certain appropriate preventive methods are employed. Oakwood University ensures that all employees are made aware that sexual harassment violates the law (Title VII of the Civil Rights Act of 1964) and is prohibited by the university. The university informs all employees of their right to raise the issue of sexual harassment and to be free from retaliation, and that the institution has developed appropriate sanctions to address such harassment.

Federal law defines sexual harassment in the following manner:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or (4) creating an intimidating, hostile, or offensive working environment.

Specific examples of the above-mentioned sexual harassment guidelines may include, but are not limited to, the following behavior:

1. Verbal harassment or abuse (e.g., degrading comments, propositions, jokes, tricks, etc.).
2. Subtle pressure or requests for sexual activity.
3. Unnecessary or inappropriate touching of an individual (e.g., patting, pinching, hugging, repeated brushing against another individual's person.).
4. The threat, suggestion, or action making the individual's job, future promotions, wages, etc., dependent on whether or not he/she submits to sexual demands or tolerates harassment.

Sexual harassment at Oakwood University will not be tolerated in any form. If an employee encounters verbal or physical sexual harassment from a supervisor, fellow employees, clients, or nonemployees, the following steps shall be taken immediately:

The complainant should report the incident(s) to the department head or the director of Human Resources. The complaint may be made initially in either verbal or written form, but verbal complaints should be put into writing. All matters related to such cases will remain confidential.

- 1) The director of Human Resources (or his/her designee) will talk confidentially to all involved persons and determine whether or not an act of unwanted sexual harassment did occur.
- 2) To the extent possible, the director of Human Resources will talk confidentially to all involved persons and make findings concerning the complaint.
- 3) The director of Human Resources (or his/her designee) will notify the complainant and explain that corrective action has been taken.

Oakwood University will not retaliate against any employee for making a complaint of sexual harassment (or any other unlawful employment practice) or participating in the investigation or persecution of such a claim.

DRUG-FREE ENVIRONMENT

Oakwood University is committed to providing a drug-free workplace for its faculty, staff, and students. The Drug-Free Act of 1988 requires Oakwood University in Huntsville, Alabama, to provide the following statement of the university's drug-free workplace policy to all persons employed by the university.

1. It is forbidden to manufacture, distribute, sell, possess, or use any controlled substance unlawfully in the university workplace. The term "controlled substance" means any drug listed in the federal statutes and regulations, including, but not limited to, heroin, marijuana, cocaine, PCP, and crack. The term includes legal drugs that have not been prescribed by a licensed physician. Additionally, included within the perimeter of these guidelines are alcoholic beverages such as beer, liquor, or wine; drug paraphernalia; and any substance represented to be a drug.

2. Sanctions may be imposed for violations of this policy that include any of the disciplinary actions described in the Oakwood University faculty, staff, and student handbooks, up to and including immediate dismissal.
3. Any person employed by Oakwood University must, as a condition of employment, (a) abide by the university's drug-free workplace policy, and (b) notify the university, through the Personnel Office, within five days of his/her conviction under any criminal drug statute for a violation occurring in the university workplace. A conviction means a finding of guilt (including a plea of no contest) or the imposition of a sentence by a judge or jury in state or federal court.
4. An employee's signing of the Drug-Free Form is evidence of acceptance and compliance with this policy.

Oakwood University will provide drug-free awareness programs in addition to making available counseling and treatment services through its counseling office and other agencies in the Huntsville area.



OAKWOOD UNIVERSITY

Part-Time Faculty Handbook

Section II

Policies Governing Part-Time Faculty Functions

FACULTY CLASSIFICATION

Full-time

A full-time faculty member of the university is one 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. (*see Faculty Handbook*)

Although this handbook uses the expression "part-time" faculty in a general way. This handbook applies to all of the following classifications of non-full-time faculty members.

Part-time

A part-time faculty member teaches for the university in specified courses for which he/she qualifies according to the academic standards of the university. Notice of appointment comes through the department chairperson.

Adjunct

An adjunct faculty member holds academic rank and is employed 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 is either a professor who holds a corresponding rank at another institution of higher learning and is on leave to teach in a department at Oakwood University, or has professional attainments comparable to those required for regular academic appointment. 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 an 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 supervisors 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

Artists in residence have expertise, professional skills and recognition in their area that is needed in a particular discipline. They may be employed by the university for a determined period or to provide a particular service. Each appointment is determined on an individual basis after review of the portfolio by the vice president for Academic Affairs.

Clinical Instructors

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.

RESPONSIBILITIES AND DUTIES OF PART-TIME FACULTY

General Responsibilities and Duties

1. Teaching part-time faculty are to provide classroom instruction within their areas of expertise. The instructor is not expected to carry any departmental duties outside of teaching the course(s) and/or directing the laboratories specified in the employment agreement.

Specific Responsibilities and Duties

Part-time faculty should fulfill the following specific responsibilities and duties:

1. Be reasonably accessible to students outside of regular class time.
2. Apply the objectives of the university to classroom instruction.
3. Complete all required administrative reports.
4. Keep records of class attendance.
5. Maintain a high level of professional ethics.
6. Prepare for instruction and other class activities.
7. Submit grades no later than a week after the last day of final exams—for LEAP faculty, no later than 10 days after the final course date.
8. Encourage students to use the university library and department laboratories.
9. Meet the specific objectives of each syllabus, and assess students based on criteria delineated in the course objectives.
10. Model personal and professional integrity through personifying Christian principles.
11. Model and require compliance with such standards as punctuality, attendance, and cooperation/collaboration.

Student Review

Student evaluation shall be conducted on a class-by-class basis according to the following list of procedures:

- a. 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.
- b. The rating forms shall be distributed to and collected from each class member for each class that a part-time faculty member teaches.
- c. The student rating forms shall be distributed during a non-test period in the absence of the part-time faculty member under evaluation.
- d. Student evaluations shall be conducted each semester.
- e. The vice president for Academic Affairs—through the Office of Institutional Effectiveness shall provide scoring and tabulation reports to department chairpersons, who are responsible for disseminating the reports to each part-time faculty person.

Each part-time 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 OF TEACHING FACULTY

Evaluation Files

The evaluation files for each part-time 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 part-time faculty member, and each individual's file shall be available for inspection by that part-time faculty member and his/her department chairperson upon request.

Part-time faculty Performance Documents and Records

Department chairpersons are encouraged to keep their individual part-time 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) termination, and (c) dismissal. The university maintains two categories of files for each part-time faculty member: (1) the preemployment file containing the curriculum vita and official transcripts, and (2) the personnel file containing all other information pertaining to that part-time faculty member's personnel actions. A part-time faculty member has the right to view information contained in their personnel file.

PART-TIME FACULTY ABSENCE

Whenever a part-time faculty member is unable to meet with a class due to illness or other emergencies, notice should be sent immediately to the department chairperson. Nonemergency absences from classes are not encouraged and 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. Excessive absences and/or job abandonment may lead to termination.

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.

TERM OF EMPLOYMENT

Part-time faculty are 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 of renewal of a teaching agreement beyond the academic term. The teaching load for a part-time faculty member is limited to nine hours during any semester, except with special approval from the vice president for Academic Affairs.

JOB SEVERANCE

Each member of the faculty is expected, by his/her attitude, behavior, beliefs and interpersonal relationships, to enhance the academic, religious, and social atmosphere of the university. Failure in one or

more of these aspects may result in early termination. If the appointment is terminated, the faculty member may not be eligible to receive the prorated remainder of his/her salary.

GRIEVANCE PROCEDURE FOR PART-TIME FACULTY

If a faculty member feels that he/she has cause for grievance and has failed in attempts to resolve the issue on a personal basis, the following procedure shall be followed in filing a grievance. It is understood that each of the following steps will occur within a reasonable time period. The faculty member will:

1. Petition the Faculty Affairs Committee for redress.
2. The petition shall detail the nature of the grievance. It shall contain any factual or other data that the petitioner deems pertinent to the case.
3. The committee, if it decides the facts merit arbitration on its part, will give notice of the date and time of the hearing to all parties at least 10 working days prior to its convening. The committee will report its findings and recommendations to the vice president for Academic Affairs. All items brought to the committee shall be held in confidence.
4. If dissatisfaction persists or if a satisfactory settlement does not occur, the faculty member will appeal directly to the vice president for Academic Affairs who will respond within 10 working days. The decision of the vice president for Academic Affairs is final.

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 of teachers gained through scholarship and mastery of their subject matter. Academic responsibility includes planning professional experiences with students, the academic community, and the public. The North American Division's policy, "*Academic and Theological Freedom and Accountability in Seventh-day Adventist Educational Institutions,*" provides the following statement regarding academic freedom and accountability.

A Statement on Theological and Academic Freedom and Accountability

Document One: A Statement on Theological and Academic Freedom

The Church and Its Institutions

Freedom for the Seventh-day Adventist pastor/worker, hereinafter referred to as worker, is based on the theological premise that God values freedom) and that without it there can be no love, truth, or justice. Love asks for affection and commitment to be given without constraint; the acceptance of truth requires a willing examination and reception of evidence and argument; justice demands respect for personal rights and freedom. The presence of these elements within the Church nurtures the spirit of unity for which our Lord prayed (John 17:21-23; of Psalm 133).

Seventh-day Adventists have derived their distinctive world view from the Old and New Testaments. They believe that Biblical truth and freedom of conscience are vital issues in the great controversy between good and evil. By its very nature evil depends on deception and falsehood, and sometimes force, to maintain itself. Truth thrives best in a climate of freedom, persuasion, and a sincere desire to do God's will (John 7:17; Psalm 111:10).

Consequently, it is consistent with Adventist administrative practice to recognize the worker's privilege to study the Bible for himself in order to "prove all things" (1 Thess 5:21). It would be inconsistent for the Church to preach that truth and freedom cannot exist without each other and then to deny its workers the right to freely investigate all claims to truth. This means, therefore, that the Church will not obstruct the quest for truth but will encourage its workers and

constituents to engage in serious study of the Scriptures and to appreciate the spiritual light they disclose (Psalm 119:130).

Although the worker is free to pursue his studies, he may not assume that his personal, limited perspective does not need the insights and corrective influence of the Church he serves. What he thinks to be truth may be regarded by the larger community of believers to be error. And workers and members are called upon to be in agreement on essential points "that there be no divisions" in the body of Christ (1 Cor 1:10).

Freedom for the individual Christian grows out of his belonging to the community of Christ. No one is free in the Biblical sense who is out of relationship with God or others. Theological truth, therefore, is affirmed by community study and confirmation. One person may stimulate the community to study a question, but only God's people and church as a whole can decide what is or is not true in the light of Scripture. No member or worker can ever serve as an infallible interpreter for anyone else.

Inasmuch as deceptive teachings, harmful to the eternal welfare of souls, may at times arise from within the Church itself (of Acts 20:29-31; 2 Peter 2:1), its only safety is to receive and to foster no new doctrine or interpretation without first submitting it to the judgment of experienced brethren, for "in the multitude of counselors there is safety" (Prov 11:14).

Even a genuine insight into truth discovered by a worker may not be acceptable to the corporate body upon first exposure to it. If such a teaching is divisive, it should not be taught or preached until evaluated in the manner described above. The apostles themselves provide an example of this approach (of Acts 15:2, 6; Gal 2:2). It would be an irresponsible use of a worker's freedom to press a viewpoint that would endanger the unity of the church body which is as much a part of truth itself as are the formulated statements of doctrine (see Phil 1:27; Rom 15:5,6).

Furthermore, workers should distinguish between doctrines that cannot be compromised without destroying the gospel in the framework of the three angels' messages and other beliefs that are not church supported. An example of this distinction may be seen in the Jerusalem Council's decision (Acts 15). The apostle Paul's concern was to establish the truth of Christian liberty in the gospel for the Gentiles. Once that principle was accepted by the Church, he was willing to make concessions on matters of less significance (Rom 14:5-13) for the sake of unity. Allowing a principle or a new truth time to translate itself into the daily life of the Church shows respect for the integrity of the body of Christ.

But where shall the line be drawn between freedom and responsibility? An individual entering into employment with the Church is expected to assume the privilege of representing God's cause in a responsible and honorable manner. He is expected to expound the Word of God conscientiously and with Christian concern for the eternal welfare of the persons under his care. Such a privilege precludes the promotion of theological views contrary to the accepted position of the Church.

Should a worker violate this trust, the Church must move to maintain its own character (Acts 20:28-31) inasmuch as the community of faith stands to be divided by the promulgation of divergent doctrinal views. The worker's privileges consequently stand in jeopardy. This is particularly so because the worker, being in the service of the Church, is accountable for the preservation of its order and unity (of Mark 3:24, 25; Eph 4:1-3; 1 Peter 5:1-5).

In the interest of genuine progress in spiritual understanding (2 Peter 3:18), the Church will arrange for a worker's divergent views, if he believes them to be new light, to be examined by a competent committee. Listening to alternatives will always advance truth. Either the alternative will strengthen and enlarge upon the truth, or it will stand exposed as false, thereby confirming present positions.

To ensure fairness and a mature assessment, therefore, the following guidelines are to be followed by the administrations concerned when dealing with a worker alleged to hold conflicting views on doctrine.

Document Two: *Academic Freedom in Seventh-day Adventist Institutions of Higher Education*

All learning and all teaching take place within the framework of a world view of the nature of reality, man, knowledge, and values. Roots of the Christian university are found in a principle that has long undergirded the development of all higher education - the belief that the best education is attained when intellectual growth occurs

within an environment in which Biblically based concepts are central to the aims of education. This is the goal of Seventh-day Adventist education.

In the Seventh-day Adventist college and university, as in any institution of higher learning, the principle of academic freedom has been central to establishing such aims. This principle reflects a belief in freedom as an essential right in a democratic society, but with a particular focus in an academic community. It is the guarantee that teachers and students will be able to carry on the functions of learning, research, and teaching with a minimum of restrictions. It applies to subjects within the professor's professional expertise within which there is a special need for freedom to pursue truth. It also applies to the atmosphere of open inquiry necessary in an academic community if learning is to be honest and thorough.

For the church college or university, academic freedom has an additional significance. It is more important than it is in the secular institution, not less, for it is essential to the well-being of the Church itself. This places a responsibility on the Christian professor to be a self-disciplined, responsible, and mature scholar, to investigate, teach, and publish within the area of his academic competence, without external restraint, but with a due regard for the character and aims of the institution which provides him with credentials, and with concern for the spiritual and the intellectual needs of his students.

Seventh-day Adventist colleges and universities, therefore, subscribe to principles of academic freedom generally held important in higher education. These principles make possible the disciplined and creative pursuit of truth. They also recognize that freedoms are never absolute and that they imply commensurate responsibilities. The following principles of academic freedom are stated within the context of accountability, with special attention to limitations made necessary by the religious aims of a Christian institution.

The Freedoms

1) *Freedom of Speech.* While the right to private opinion is a part of the human heritage as creatures of God, in accepting employment at a Seventh-day Adventist college or university the teacher recognizes certain limits to expression of personal views.

As a member of a learned profession, he must recognize that the public will judge his profession by his utterances. Therefore, he will be accurate, respectful of the opinions of others, and will exercise appropriate restraint. He will make it clear when he does not speak for the institution. In expressing private views he will have in mind their effect on the reputation and goals of the institution.

2) *Freedom of Research.* The Christian scholar will undertake research within the context of his faith and from the perspective of Christian ethics. He is free to do responsible research with proper respect for public safety and decency.

3) *Freedom to Teach.* The teacher will conduct his professional activities and present his subject matter within the world view described in the opening paragraph of this document. As a specialist within a particular discipline, he is entitled to freedom in the classroom to discuss his subject honestly. However, he will not introduce into his teaching controversial matter unrelated to his subject. Academic freedom is freedom to pursue knowledge and truth in the area of the individual's specialty. It does not give license to express controversial opinions on subjects outside that specialty nor does it protect the individual from being held accountable for his teaching.

Shared Responsibilities

Just as the need for academic freedom has a special significance in a church institution, so do the limitations placed on it reflect the special concerns of such an institution. The first responsibility of the teacher and leaders of the institution, and of the Church, is to seek for and to disseminate truth. The second responsibility is the obligation of teachers and leaders of the institution and the Church to counsel together when scholarly findings have a bearing on the message and mission of the Church.

The true scholar, humble in his quest for truth, will not refuse to listen to the findings and the advice of others. He recognizes that others also have discovered and are discovering truth. He will learn from them and actively seek their counsel regarding the expression of views inconsistent with those generally taught by his Church, for his concern is for the harmony of the church community.

On the other hand, church leaders are expected to foster an atmosphere of Christian cordiality within which the scholar will not feel threatened if his findings differ from traditionally held views. Since the dynamic development of the Church depends on the continuing study of dedicated scholars, the president, board of trustees, and Church leaders will protect the scholar, not only for his sake but also for the cause of truth and the welfare of the Church.

The historic doctrinal position of the Church has been defined by the General Conference in session and is published in the *Seventh-day Adventist Yearbook* under the title, "Fundamental Beliefs." It is expected that a teacher in one of the Church's educational institutions will not teach as truth what is contrary to those fundamental truths. Truth, they will remember, is not the only product of the crucible of controversy; disruption also results. The dedicated scholar will exercise discretion in presenting concepts which might threaten church unity and the effectiveness of church action.

Aside from the fundamental beliefs there are findings and interpretations in which differences of opinions occur within the Church, but which do not affect one's relationship to it or to its message. When expressing such differences, a teacher will be fair in his presentation and will make his loyalty to the Church clear. He will attempt to differentiate between hypotheses and facts and between central and peripheral issues.

When questions arise dealing with matters of academic freedom, each university and college should have clearly stated procedures to follow in dealing with such grievances. Such procedures should include peer review, an appeal process, and a review by the board of trustees. Every possible care should be taken to insure that actions will be just and fair and will protect both the rights of the teacher and the integrity of the institution. The protection of both is not only a matter of justice but on a college or university campus it is also a matter of creating and protecting collegiality. It is also a protection against the disruptive, the servile, and the fraudulent.

This position paper was approved and voted by the General Conference of Seventh-day Adventists Executive Committee at the Annual Council session in Washington, D.C., October 11, 1987.

At Oakwood University, academic freedom is further understood to carry certain responsibilities to one's God, colleagues, institution, and state. The faculty member is expected to exercise his/her right of academic freedom within a framework of commitment and dedication to the principles of the Seventh-day Adventist Church. The following considerations should then guide the faculty member in navigating freedoms in relationship to the university and its tradition:

1. The faculty member should see it as both a right and a duty to maintain a high level of professional integrity and competence, and to teach, write, and publish in his/her discipline in harmony with the fundamental teachings of the Bible as officially set forth by the Seventh-day Adventist Church.
2. The faculty member is responsible to use the freedom of his/her office in an honest and persistent effort to search out and communicate truth.
3. The faculty member is entitled to freedom in the publication of his/her findings, subject to the adequate performance of his/her duties. Research for pecuniary gain, however, should be based upon an understanding with the vice president for Academic Affairs.
4. The faculty member is entitled to freedom in the classroom in presenting his/her subject. Care should be used, however, in expressing personal views, discussing materials not related to the subject taught, or dealing with topics for which he/she has no special training or competence.
5. The faculty member should be prepared both to support the rights of his/her colleagues to academic freedom and to interpret his/her own freedom in a way responsible to them 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 the faculty member speaks or writes as a private citizen, he/she is free to express his/her views. Because it is likely that the public will judge the university by his/her statements, he/she should exercise due restraint and reveal respect for the tradition of the university and the community, making every reasonable effort to indicate that he/she speaks as a citizen 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 continuous appointment and academic freedom, a faculty-approved code of ethics, and a procedure available to the faculty member who thinks himself or herself aggrieved.
8. The faculty member accepts the responsibility for informing himself/herself of his/her obligations as a guardian of the distinctive character of the university, as one who personally subscribes to its philosophies and objectives.

FACULTY RESPONSIBILITIES TO THE ACADEMIC PROFESSION

Membership in the academic profession traditionally carries with it responsibilities to advance: (a) knowledge, (b) growth and development of students, (c) the search for truth, and (d) an open forum for examining competing viewpoints.

Oakwood University does not impose a rigid body of codified rules upon the members of the faculty. The university does, however, have certain legitimate expectations concerning the conduct of professional agencies. The following statements outline in a general way the obligations incumbent on faculty members of Oakwood University, with the expectation that each faculty member will take all of them seriously and will fulfill them to the best of his/her ability.

Professional Ethics

In accepting a position with Oakwood University, each faculty member obligates himself/herself to preserve and promote the good name of the university and to support its ideals, policies, and regulations. Criticism of university policies to students or people outside the university is unprofessional, although it may have a place in faculty meetings, discussions with administrative officers of the university, and other groups officially related to the university, where it may serve a constructive purpose. Criticism of other faculty members to students or colleagues is unprofessional and should be handled in the same manner.

The following "Statement of Professional Ethics," adopted by the American Association of University Professors in 1987, expresses well the ethical obligations of faculty members to their profession and to their colleagues. (The headings are editorial additions.)

The Statement:

- I. **Truth.** Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to

their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

- II. Confidentiality. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
- III. Objectivity. As colleagues, professors have obligations that are derived from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
- IV. Responsibility. As members of an academic institution, professors seek, above all, to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due respect to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
- V. Citizenship. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for the university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.



OAKWOOD UNIVERSITY PART-TIME FACULTY HANDBOOK

Section III Academic Support

EVA B. DYKES LIBRARY

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 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 semester. Reference books and back issues of periodicals are checked out for seven days. Audiovisual items may be checked out for fourteen days. Audiovisual equipment may be checked out for twenty-four hours. The Library reserves the right to recall material as needed. .

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. Reserves are removed at the end of each semester.

In order to help students, faculty members are urged to furnish the library with any reading lists or bibliographies used in course assignments prior to the beginning of the semester.

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.

Requests should be made prior to April 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

Interlibrary loan is a campus-wide service that allows library users to obtain materials not owned by the Eva B. Dykes Library (our library). Journal articles, books, and some audio-visual materials may be borrowed from libraries participating in resource sharing. While this is a free service, library users are responsible for late fees and lost materials.

Information Literacy Program

The purpose of the Library's Information Literacy Program is to help students, faculty, and staff develop new as well as enhance existing information literacy skills. These skills enable individuals to locate, evaluate, and use information effectively and ethically. Librarians will work with each faculty to develop course-specific instruction. Classes are held in the library or in the classroom.

Electronic Resources

A variety of electronic resources, including the library's online catalog are available through the campus network at the library's website. On-campus and off-campus access are available via <http://www.oakwood.edu/library>

CENTER FOR ACADEMIC SUCCESS (FRESHMAN STUDIES)

The mission of the Center for Academic Success (CAS) is to assist students to gain the skills necessary to do university-level work. The program, in collaboration with the Departments of Psychology, Mathematics and Computer Science, and English and Foreign Languages, offers Scholarship Skills, Introduction to University Math, Composition Skills Review, and Developmental Reading to select groups of students who need to develop basic skills. In addition to attending regular lecture classes, students must attend a laboratory as prescribed by the instructor.

However, all labs are available to self-motivated students and the Center for Academic Success assists them across the curricula in tutorials, exercises, applications, and reviews. The laboratory component provides opportunity for individualized instruction consistent with student needs and desires. This also gives students the opportunity to assess their deficiencies, work to correct them, and receive instant feedback. Upgraded tutorial services supplement the developmental laboratories through the cooperative efforts of specialists and the tutor supervisor.

Freshman Studies

The Freshman Studies Program is a composite of diagnostic, instructional, and supportive services to first-year students. Its purpose is to increase their potential for academic success and personal adjustment to the demands of university life.

Disability Services

The Office of Disability Services assists students with disabilities by eliminating barriers and providing access to academic opportunities at Oakwood University. New students with disabilities who need special accommodations should contact the Disability Coordinator once they have received their letter of final acceptance and provide documentation of their disability and academic recommendations. Currently enrolled students with disabilities should contact the Disability Coordinator at the beginning of each semester to ensure continuity of services.

ACADEMIC PRACTICES AND PROCEDURES

Academic practices and procedures are listed in the current University Bulletin, which is available to all faculty.

PART-TIME FACULTY ORIENTATION

Orientation for part-time faculty members will be handled by the Office of Faculty Development.

FINANCIAL POLICIES AND BENEFITS

Salaries for part-time faculty members are determined by the administration of Oakwood University and is based primarily on education level.

Part-time faculty members are entitled to an Oakwood University ID and parking permits. Part-time faculty do not receive medical or other benefits which accrue to full time faculty.



OAKWOOD UNIVERSITY PART-TIME FACULTY HANDBOOK

Section IV

Appendix: Code of Ethics for Seventh-day Adventist Educators

CODE OF ETHICS
FOR SEVENTH-DAY ADVENTIST EDUCATORS

We Seventh-day Adventist educators affirm and confess Jesus Christ, the Master teacher, as our mentor. Learning from Him we strive to disciple our students, modeling His ways with people. Because all truth is God's truth, and because the knowledge of truth is the way to freedom (John 8:32), we pledge ourselves to search for it, to share it with those who seek, in harmony with the principles outlined below. We affirm that it is the ethical responsibility of Adventist educators:

1. To manifest our total commitment to God, to His Word, and to the beliefs and mission of the Seventh-day Adventist Church. In fulfilling this principle, we
 - a. Nurture our personal relationship with God through regular devotions, prayer life, and meditation.
 - b. Accept and study the Bible as God's Word.
 - c. Accept and study the writings of Ellen G. White as authoritative counsel given to the Seventh-day Adventist Church.
 - d. Belong to and actively participate in the life of a local Seventh-day Adventist church.
 - e. Engage in active witness to the saving grace of Jesus Christ, in the context of His soon return.

2. To provide all students with equal opportunity for the harmonious development of their faculties and potentials. In fulfilling this principle, we
 - a. Affirm our belief in the dignity of all human beings and pledge fair treatment of all students.
 - b. Endeavor to lead every student under our influence to Jesus Christ, the only Savior, and to His family, the church.
 - c. Recognize our obligation to make discreet use of personal information about a student or his/her home. Release of such information will be made only if sanctioned by law or as authorized by the student and/or his/her family.
 - d. Abstain from abusing our professional position by requesting or accepting financial, sexual, or other favors from the students or their family.
 - e. Provide factual letters of recommendation to appropriate persons and agencies upon request from the students in view of their professional advancement and learning.

3. To establish, model, and safeguard the highest standards in professional competence and behavior. In fulfilling this principle, we
 - a. Accept responsibility for our conduct and seek to safeguard the good name of our profession by urging our subordinates to abide by high professional standards.
 - b. Support policies and procedures that will ensure just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities.
 - c. Cooperate in the development and implementation of constructive policies affecting education.
 - d. Give an honest description of assignments and work conditions to applicants seeking employment.
 - e. Support selective recruitment of Seventh-day Adventist teachers and help orient teaching assistants, interns, and new faculty.
 - f. Refrain from exerting inappropriate pressure based on the authority of our position at the expense of a colleague.
 - g. Adhere to the conditions of a contract or to the terms of an appointment until either has been terminated in accordance with policy.
 - h. Use personal and professional information accurately and responsibly when evaluating the character and work of a colleague.
 - i. Maintain integrity when dissenting by basing any criticism on valid assumptions established by careful evaluation of the facts.
 - j. Abide by the grievance process as voted by the governing authority of the employing institution.
 - k. Accept no gratuities or gifts which might influence judgment in the exercise of professional duties.

- l. Engage in no activities which will impair our effectiveness as Christian educators or commercially exploit our professional position.
4. To foster an instructional environment in which the free exchange of ideas is prized.
- In fulfilling this principle, we
- a. Assume unequivocally the Seventh-day Adventist biblical stance in our instruction while presenting other views fairly.
 - b. Foster responsible discussion of all points of view, respecting the students' right to form their own position, and encourage the students to choose the Seventh-day Adventist position.
 - c. Conduct seminars, tutorials, and class instruction in the spirit of learning without intimidation or reprisals, leading students to a deeper understanding of and commitment to truth.
 - d. Utilize grading, not as an instrument of discipline or coercion, but as a reliable way of providing students with a fair assessment of their learning in relation to the stated objectives of the course.
5. To maintain the highest norms of scholarship and integrity in research, production, and communication of findings. In fulfilling this principle, we
- a. Exercise integrity in the use and interpretation of the findings and writings of other scholars.
 - b. Explore truths on a personal level while understanding and respecting appropriate settings to share our findings.
 - c. Make appropriate use of time and resources received for professional research and other activities.
 - d. Fulfill our professional commitments to students, their families, our employing institution, and to other individuals or organizations.
 - e. Make available the data of the research to be refereed and published, as long as the privacy or confidentiality of those involved is not violated.
 - f. Seek to reach a mutual agreement between researchers in a group effort. We respect the division of work, compensation, access to data, rights of authorship, and other rights contained in the agreement.
 - g. Respect legal, professional, and religious constraints on research, and use consent forms in the case of human subjects.
6. To be concerned with and involved in the life and conditions of the school and community in which we work and live. In fulfilling this principle, we:
- a. Share with all citizens the responsibility for the development of sound public policy, especially in the domain of education.
 - b. Participate in the regular exercise of self-evaluation, the evaluation of programs and the performance of our school for the purpose of maintaining acceptable standards of accreditation.
 - c. Protect the good name of the Seventh-day Adventist Church against unreasonable attacks and malicious slander.
 - d. Participate in activities that will benefit the local communities.