

ANDREWS UNIVERSITY WORKING POLICY

Section 2

FACULTY

January 2013



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I. QUALIFICATIONS AND CONDITIONS FOR EMPLOYMENT OF ACADEMIC AND PROFESSIONAL PERSONNEL

A. QUALIFICATIONS FOR EMPLOYMENT

CHURCH AFFILIATION AND MEMBERSHIP

2:101

For Seventh-day Adventists the free exercise of religion as granted by the Federal Constitution includes the individual's freedom to choose beliefs, creeds, church affiliation and a career. It likewise includes the right of the Church to operate distinctively Adventist educational institutions (see also Section 1, Appendix I). Such institutions must be staffed by those individuals who are in harmony with the beliefs and practices of the church as contained in the statement of Fundamental Beliefs. The employment code of the Seventh-day Adventist Church in the United States has been filed with the major bureaus of the federal government.

The employment code states that in order for its educational institutions to meet the religious goals for which these schools are established, The faculty must be, with few exceptions (see 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. Given the importance of role modeling, university employees are expected to actively participate in church life and in the stewardship of God-given resources, including participation in the tithing plan.

Equal employment conditions shall be afforded each Seventh-day Adventist applicant with no discrimination in recruitment or hiring (see also policy #2:110 below). In exercising their constitutional rights to the free choice of a career, any Seventh-day Adventist should experience within a Seventh-day Adventist institution such as Andrews University the full and equal opportunity to apply his/her knowledge and skills in building up the church.

Employment of Persons of Other Faiths

2:101:1

In exceptional cases, namely professional areas for which qualified Seventh-day Adventist personnel are not available, the governing board may enter into employment relationships with persons who are not Seventh-day Adventists, but who are sympathetic to and in harmony with the philosophy and culture of Seventh-day Adventism. In such special circumstances Seventh-day Adventist beliefs do not constitute employment conditions.

Departments found by the Board of Trustees to represent exceptional cases will operate according to guidelines (see #2:225:2) that protect the mission of the university and over time increase the proportion of Seventh-day Adventist faculty.

Faculty of a religious faith other than the Seventh-day Adventist faith, are not eligible for tenure. However, for those whose seniority and performance would otherwise warrant such tenure, compensatory remuneration is provided. If they teach on a full-time basis and carry a complete range of academic responsibilities, such faculty are eligible for appointment and promotion to the various regular academic ranks. (See policy #2:310).

EQUAL RIGHTS FOR HIRED PERSONNEL

2:110

The basic teachings and international nature of the Seventh-day Adventist Church require of its employing entities a commitment in philosophy and practice to the doctrine of equal human rights.

The governing body of Andrews University abides by the following practices and policies in the treatment of hired personnel:

1. Decisions for the promotion of employees will be based upon the qualifications of the individual as related to the requirements of the position for which the employee is being considered, and shall be done with the input of peers as outlined in Appendix 2-G
2. Equal employment conditions with no discrimination against any employee because of race, color, creed, ethnic background, country of origin, age, sex, height, weight, physical handicap, marital status, political or gender preference, or past military service, except where a bona fide occupational qualification exists. (See also Section 1, Appendix I)
3. Compensation and benefits will be administered without discrimination as noted in (2) above.

NEPOTISM

2:115

It is the policy of Andrews University that not more than one member of a family is employed in the same department or in an employment situation where there is not at least one supervisor between relatives. Broadly this means that normally relatives do not work with or for one another or in a relationship where one might have direct authority over the other in matters of remuneration, promotion, etc.

For the purpose of this policy, family includes: spouse, child / (natural, adopted, step), grandchild, parent, an in-law, grandparent, uncle, aunt, nephew, niece, or siblings.

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 head. A department may be academic, support, or service.

Exceptions to this policy may be considered for good reason if presented in writing and addressed to Human Resources.

Persons who move out of compliance with this policy through a change in family status (marriage) or otherwise, must progress towards compliance with the policy within 30 days, or have filed a request for an exception with Human Resources.

B. EMPLOYMENT STATUS AND FACULTY MEMBERSHIPS

EMPLOYMENT STATUS 2:120

At the time that a faculty member is employed, he/she is assigned primary faculty membership (see policy #2:124:1) and rank within one of the constituent schools of the university.

FACULTY MEMBERSHIP ASSIGNMENT 2:121

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

CATEGORIES OF FACULTY MEMBERSHIPS 2:122

A faculty member is assigned one or more of the following categories of faculty memberships:

1. Membership within one of the constituent schools/departments of the University.
They are faculty of the:
 - a. College of Arts and Sciences (CAS)
 - b. Department of Agriculture
 - c. Department of Aviation
 - d. School of Architecture, Art, & Design (SAAD)
 - e. School of Business Administration (SBA)
 - f. School of Distance Education
 - g. School of Education (SED)
 - h. School of Distance Education (SDE)
 - i. School of Health Professions (SHP)
 - j. Seventh-day Adventist Theological Seminary (SEM)
2. Membership in the Graduate Faculty of the university. The Graduate Faculty is a group of individuals appointed by the Graduate Council in recognition of their qualifications to teach on the graduate level (See also Section 1, Appendix G).
3. For further information on faculty membership see policy #2:124.

TYPE OF FACULTY MEMBERSHIPS 2:123

The type of faculty membership assigned at the time of employment (see policy #2:121) in any of the constituent schools of the university (see policy #2:122) may be either regular or adjunct.

A faculty member is assigned either regular or adjunct faculty membership on the basis of the qualifications, rank and extent of his/her involvement in the academic program at the university.

Regular Faculty Membership

2:123:1

Regular faculty membership is assigned to a person who is employed by the university on a half-time (45-50%) to full-time salary basis (90-100%), holds regular rank, including emeritus rank (see also policy #2:306:1), in one of the constituent schools of the university, and who, apart from temporary assignments of a special nature, is engaged in the full range of academic responsibilities expected of a university faculty member. A person with regular faculty membership in a constituent school of the university is entitled to and expected to participate in committees and faculty meetings of the school(s) where they hold rank. Such persons are also entitled and expected to attend General Faculty meetings, convocations, and graduations. See membership to General Faculty in policy #2:126.

Adjunct Faculty Membership

2:123:2

Adjunct faculty membership is assigned to persons who are eminently qualified and maintain a relationship with the University for the purpose of teaching, research, or clinical assistance on the campus of Andrews University or at one of its extension locations. Adjunct faculty members are expected to attend the New Faculty Orientation, the Faculty Institute, and other faculty development activities stipulated by their constituent department or school. They are remunerated for their work by the University, hold faculty membership in a constituent school of the University, and may attend faculty meetings, by invitation, in the school(s) where they hold membership. Normally, they are not assigned to any standing committee, academic advising, or regular assignments as part of the load for which they are remunerated. Additionally, persons holding adjunct faculty membership are not members of the General Faculty (see also policies #2:124:1 and #2:212).

Partner Adjunct Faculty

2:123:3

Partner adjunct faculty membership is assigned to persons who are eminently qualified to perform the duties of teaching or clinical assistance at an Andrews University off-campus (contracted) location. Such adjunct faculty members are approved by the constituent Andrews University schools, but do not hold faculty membership in a constituent school of the University. They are remunerated for their work by the off-campus (contracted) location and not by Andrews University.

Teachers/Supervisors Not of Record

2:123:4

Individuals who have supporting roles in classes such as guest lecturers, supervising an internship on-site, etc., and are not appointed as faculty of record, will not normally carry faculty status.

FACULTY MEMBERSHIPS WITHIN A CONSTITUENT SCHOOL

2:124

Faculty membership (regular or adjunct) in any department within any school of the university is assigned by the president upon the advice of the dean(s) of the school(s) in question, a vote of recommendation by the department(s), and the concurrence of the Provost. Where appropriate, the concurrence of the Dean of the School of Graduate Studies and Research shall also be required. (See policy #2:210.)

Primary Appointment

2:124:1

The initial assignment of a faculty member (regular and adjunct) to a department within a constituent school of the university is known as primary faculty appointment, indicating thereby that the faculty member holds membership in that school and is responsible to the dean of the school and the department chair of that school. The primary faculty membership in a constituent school is normally assigned only to a person who qualifies for rank in that school on the basis of academic qualifications.

Joint Appointment

2:124:3

Definition

2:124:3:1

When a faculty member (regular or adjunct) who has a primary appointment with membership and rank in a constituent school of the university is assigned by the president to another constituent school of the university (and given full membership and rank in that school), the appointment is known as a joint appointment.

Qualified staff members who hold primary appointment in a non-academic area may also have a joint adjunct faculty appointment in a constituent school.

Purpose

2:124:3:2

The "joint appointment" of a faculty member is normally made for any of the following reasons:

1. To serve as instructional faculty in a joint degree program offered by two or more schools.
2. To integrate and supplement a program offered by the school of additional appointment with the expertise of the primary appointment discipline.
3. To signify a level of equality between the primary and additional appointment(s).
4. To serve in a high-level advisory capacity in more than one school of the university for curricular/instructional/clinical/research purposes.

Manner of Appointment

2:124:3:3

When the appointment of a faculty or staff member is initially planned to be a joint appointment, the president shall designate the school of primary appointment and require all of the participating schools/departments to participate in negotiations with the candidate and advise the president via the provost on the subsequent appointment.

When a faculty member has a joint appointment he/she shall also be responsible to the dean(s) of the additional school(s) involved and to the decisions of the additional department(s) involved. Such a person holds faculty membership in the additional school(s)/department(s). As such he/she attends department and faculty meetings with full participation and voting rights first in the school of primary appointment and where possible in the school(s) of secondary appointment. The regular faculty member has full participation and voting rights in all schools where he/she holds appointments.

Primary and Joint Appointments: Promotion Procedures **2:124:3:4**

The promotion procedures for a faculty member (see policy #2:307) are always initiated by the faculty member's school of primary appointment. Promotion procedures for a faculty member on joint appointment shall include input from each of the schools in which the faculty member holds a joint appointment.

UNDERGRADUATE AND GRADUATE FACULTY MEMBERSHIP **2:125**

In addition to assigning primary faculty membership to a faculty member within a given school (see also policy #2:212), the president shall assign Undergraduate and/or Graduate Faculty membership on the basis of the established criteria for each (see policy #2:213 and Appendix 1-G).

GENERAL FACULTY **2:126**

Membership **2:126:1**

Members of the General Faculty are employees in several different categories: Faculty members with regular academic rank in one or more of the constituent schools or the K-12 system of the university who are employed on at least half-time basis in instruction and/or research, library, or academic assignments of a special nature; general officers of the university; officers of the schools; and emeritus faculty.

General Faculty Terms of Reference **2:126:2**

The general faculty meets at least once each term at the call of the chair. It has the following functions:

1. Approves policies and procedures touching all schools of the university as recommended by the various policy-making committees that report to the general faculty
5. Recommends to the board of trustees any changes in the Andrews University working policies
6. Receives and responds to information on the university shared by the president and other officers of the University; such information may include assessment results and other matters pertaining to faculty performance (see policy #2:440)
7. Appoints committees to study specific academic problems of the university as deemed necessary

8. Serves as an entity for faculty development
9. Approves the names of candidates for honorary degrees
10. Appoints representatives, where appropriate, to serve on search committees to recommend candidates for the position of president or other general officer for the university
11. Appoints self-study committees for the university as necessary
12. Appoints representatives to serve on accreditation representatives to serve as delegates to Andrews University constituency meetings

PROFESSIONAL PERSONNEL 2:128

Professional personnel are those salaried employees who provide leadership in the various administrative and support offices of the university. They include Associates and Assistants in Administration.

Professional personnel meet at least annually in joint session with the academic members of the General Faculty at the call of the president, who chairs the meeting. The secretary of such sessions is the Director of Human Resources.

C. PROCEDURES FOR APPOINTMENT OF FACULTY MEMBERS

AUTHORITY FOR APPOINTMENT OF A FACULTY MEMBER 2:130

The Board of Trustees of the university officially makes all faculty, salaried staff and administrative appointments at the recommendation of the president after appropriate consultation.

NOTICE OF APPOINTMENTS OR REAPPOINTMENTS 2:131

The appointment or reappointment of a faculty member to a teaching, library, or research position is official (pending confirmation by the Board of Trustees) when such a faculty member has received a written job offer from the president and accepted the same in writing.

Initial Faculty Appointments 2:131:1

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 (see policy #2:142 for details). Several preliminary steps are usual when a preferred candidate has been identified.

Pre-employment Negotiations (Step 1) 2:131:1:1

During the period of pre-employment negotiations interested candidates for a job vacancy shall receive in writing from the office of the provost a full job description of the proposed position, a listing of employment conditions, whether the employment track is for tenure eligibility or not, and the period of appointment involved. An interview with and follow-up

materials from the Office of Human Resources provides detailed information on remuneration and benefits.

Certain information should be obtained in this step from the prospective employee:

1. Amount of unamortized expenses, which would be owed to the current employer by the university. This should be verified in writing.
2. Visa status, if not a citizen of the United States.
3. Service credit established in a different world division of the Seventh-day Adventist church. Interviews and negotiations may be required. In such cases, travel and housing expenses are reimbursed to prospective teacher. Normally prior to departure from the Andrews University campus during or after the interview visit.

Written Employment Offer (Step 2)

2:131:1:2

Upon the advice of the provost, the president of the university shall make the prospective faculty member a written employment offer requiring a written response and containing at least the following:

1. Rank status offered (e.g. Professor of Mathematics)
2. Name of constituent school(s) or faculty to which appointed, and whether the appointment is primary, secondary or dual (see policy #2:124).
3. Information on eligibility for tenure and conditions for the same (see policy #2:135:2:3).
4. Salary rate for the specific appointment for the ensuing year or fraction of the year involved as well as the percentage of salary rate (e.g. 90%).
5. Job responsibilities
6. Conditions of reimbursement of advanced training costs to individual or previous employer, if appropriate.
7. Ethical and moral expectations with respect to the prospective employee
8. Effective dates for employment commencement and termination (see also policies #2:131:2 and #2:135:1)
9. Room for a signature indicating acceptance of the employment offer by the prospective faculty member.
10. A stipulation that a signed employment offer acceptance letter be returned to the president by an appropriate date indicated.

Written Response by Prospective Faculty Member (Step 3)

2:131:1:3

Once the prospective faculty member has signed the employment offer in acceptance, the official employment of such a person is recommended by the president to the Board of Trustees.

Faculty Handbook Distribution (Step 4)

2:131:1:4

When the appointment of a faculty member becomes official, the new faculty member is provided access to the Andrews University Working Policy on the university website.

Reappointments

2:131:2

Employment appointments may be renewed repeatedly (see policies #2:135:1 and #2:135:2). 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 teacher. The offer for reappointment shall contain all the relevant information as contained in the initial appointment letter referred to in policy #2:131:1 above.

Letters of offer of reappointment for faculty not on tenure are sent out annually by the president. Appointed faculty shall receive such a letter of reappointment by March 30 of the academic year for which they are appointed. (For more details on appointment periods see policy #2:135:1).

Non-Renewal

2:131:3

Under certain circumstances an employee may not receive a letter of reappointment but will instead receive notice that the employment appointment will not be renewed (see policy #2:135:1).

When a decision not to renew an appointment has been reached, the faculty member involved will be informed of that recommendation or decision in person by the department or dean making the recommendation or decision, and, if he/she so requests, he/she will be advised in writing of the reasons contributing to that decision.

Notification of Non-Renewal

2:131:4

Regardless of the stated term or other provisions of a particular faculty appointment, written notice that a full-time appointment is not to be renewed will be given in advance of the expiration of the appointment as follows:

1. Not later than March 15 of the normal academic year of service, if the person has served less than five years, or
2. Not later than December 15 of the normal academic year of service, if the person has served at Andrews University beyond five years but is not on tenure.

Appeal of Non-Renewal

2:131:5

In the event that an appeal for adequate consideration is lodged by the faculty member concerned, the president shall refer the matter to the Grievance Committee of the school in question (see policy #2:160), which shall report in writing to the president on their findings in the case. The report shall serve as a guide to the president in making his/her final decision. Adequate consideration means that all the relevant facts were available and considered.

REGULAR FACULTY APPOINTMENTS

2:135

Regular faculty appointments are made to individuals who fulfill the complete range of employment expectations for a faculty member (see policy #2:143).

Faculty appointments to any school of the university or the library are made according to the procedures for assignment of rank (see policy #2:305). These appointments fall into two categories: tenure track and non-tenure track.

Annual appointments (usually for the academic year July 1 to June 30) are renewable if performance expectations are met.

Faculty who are given the status of tenure (see policy #2:136) are deemed to be under tenure until retirement except if terminated for adequate cause (see policy #2:175).

Initial Appointments to the Tenure Track **2:135:1**

Initial appointment to the tenure track means that the person may be considered for tenure when he or she becomes eligible (see policies #2:136 and 2:320). Prior to achieving the tenure status, appointments to the tenure track may be renewed annually.

Faculty who are employed on a part-time basis may have an appointment to the tenure track, but will not be eligible for such tenure unless they become employed on a full-time basis (see policy #2:136).

Only Seventh-day Adventist faculty (see policy #2:101) are offered employment in the tenure track.

Appointments to the Non-Tenure Track **2:135:2**

Faculty, who are not eligible for consideration for tenure are given appointments in the non-tenure track. Such faculty include those whose part-time work is more than quarter-time; faculty not of the Seventh-day Adventist faith and faculty who choose or who are recruited to fulfill a more limited range of expectations than are regular faculty (see policy #2:310:2).

TENURE TRACK **2:136**

Definition **2:136:1**

Tenure is an employment status assigned by vote of the Board of Trustees to a full-time faculty member on the recommendation of the president after a peer review process establishes that the person has met the criteria for tenure (see policies #2:307 and #2:320). Such appointment indicates the university's satisfaction with, and approval of, the faculty member's philosophy, teaching, research, contribution to the mission of the university, citizenship and public service, and professional collegiality.

Tenure, although subject to periodic evaluation, is not renewed annually. It is deemed to be continuous until retirement or as terminated under conditions outlined in policy #2:172. Tenure status is granted for teaching, research, and professional librarianship purposes only, and not for administrative positions or duties.

Generally, cancellation of the tenure status, except when a faculty member's employment status is reduced to less than full time, terminates a faculty member's assignment at the university.

Note: Persons on a 90% appointment are considered full-time employees.

Eligibility

2:136:2

Eligibility to apply for tenure is available only to the following:

- Persons teaching in the university or its K-12 system on a full-time basis who:

Hold the rank of associate professor or professor and have taught, and conducted research, or acted as professional librarian on the post-secondary school level, at Andrews University for at least 6 (six) consecutive years; and hold a doctorate or terminal degree in their area of appointment.

OR

Hold the rank of Supervising Instructor in Education in the university's K-12 system and have successfully taught, or acted as a professional librarian on the pre-college level, at Andrews University for at least six (6) consecutive years during which at least three (3) years of teaching were with the rank of Supervising Instructor in Education; and hold a master's degree in their area of appointment.

- Persons who held tenure at Andrews University prior to taking administrative responsibilities.

Since tenure is an academic appointment, the tenure status of a faculty member who accepts full-time administrative responsibilities is placed on an inactive basis while the person serves as an administrator. Such faculty retain the prerogative to return to tenure if they return to full-time teaching as described in policy #2:136:4:1.

- Persons who held tenure at Andrews University before serving at another institution, or who have attained or who were eligible to attain tenure at another institution prior to accepting employment at Andrews University (see policy #2:136:6:4:2).

Additional details on tenure criteria are found in policy #2:320.

Nothing said or implied above should be construed to mean that tenure occurs automatically when eligibility conditions are met. As already noted, tenure is acquired only by vote of the Board of Trustees.

Assignment of Tenure Status

2:136:3

Tenure is assigned by the Board of Trustees and normally follows a recommendation of the University Rank and Tenure Committee that has been endorsed by the president (See policy #2:307 and #2:320).

Timing for Eligibility

2:136:4

Eligibility for consideration by the Rank and Tenure Committee normally occurs after six years of service as a full-time faculty member in the university (see policy #2:136:1).

However, persons meeting all other eligibility requirements may be considered after fewer years under certain conditions as described below. In such cases, the recommendations of the dean and the vice-president for academic administration to the president shall form the basis for consideration by the Trustees.

1. Reinstatement of tenure (see policy #2:136:4:1 below).
2. Early review for tenure (see policy #2:136:4:2 below).

While considering an individual for tenure status after at least 6 (six) years of consecutive service, the university is not obligated to grant such status on the basis of years of service and eligibility qualification alone.

Reinstatement of Tenure

2:136:4:1

Reinstatement of tenure may be granted without further peer review, if a vacancy exists, to a person who previously held such a status but who (a) had moved to less than full-time employment but now resumes full-time status, or who (b) having left Andrews University returns to a full-time faculty position in the same department as previously continuously appointed, or who (c) as an administrator has an inactive tenure and wishes to return to full-time teaching. Reinstatement shall require the recommendation of the department, the dean of the school, and the provost and shall be at the recommendation of the president to the Board of Trustees.

Early Review for Tenure Status

2:136:4:2

Persons who have held tenure status at another institution as professor or associate professor prior to coming to Andrews University and have since served Andrews University to its satisfaction in good standing for at least two (2) consecutive years in a full-time faculty appointment teaching, research, or professional librarianship capacity may be given early review upon the recommendation of the department and the dean of the school to the provost.

Refusal of Tenure

2:136:5

Where an application for tenure is denied an eligible person, he/she shall be informed by the provost in writing of the reasons. For employment to continue, a specific agreement (which may include remedies of the reasons for denial or change to a non-tenure track) between the faculty member and the institution shall be required. (See also policy #2:135:2).

Notification of Tenure Status

2:136:6

Tenure is made by a vote of the Board of Trustees. A faculty member is recommended for tenure to the Board of Trustees by the president after consultation with the provost, the relevant dean/principal or Dean of the James White Library, the faculty on tenure in the relevant department and the Rank and Tenure Committee of the university.

When a faculty member receives tenure status or the status is reinstated the president notifies him/her of such appointment and of the conditions that govern tenures. A faculty member on tenure does not receive the annual letter of reappointment (see policy #2:131:2).

Where the tenure status of a faculty member is cancelled for cause (see policy #2:175:3) the president shall convey in writing such a decision of the Andrews University Board of Trustees.

RESEARCH APPOINTMENTS **2:137**

Purpose **2:137:1**

Research appointments are made by Andrews University to recognize members of its faculty who are highly productive in their disciplines as evidenced by scientific and professional publications or artistic/creative activities. A Research appointment provides time and environment to expand their research/creative activity. (See policy #2:137:6 below).

Eligibility **2:137:2**

To be eligible for a special research appointment, a faculty member must hold the rank of assistant professor, associate professor, or professor either at Andrews University or at another institution.

Process of Appointment **2:137:3**

The faculty member seeking a Research appointment will first consult with the chair of the department, the dean of the school, and the dean of scholarly research regarding feasibility and resources. If they support the proposal, the faculty member will develop a portfolio and submit it to the University Rank and Tenure Committee (see policy #1:620:6).

Research Appointment Designation **2:137:4**

The research rank is defined as a temporary faculty rank (see policies #2:306:1 and #2:310:2:1). When a faculty member is approved for a research appointment the faculty member shall receive an official designation in his/her rank title such as Associate Research Professor of _____ or Research Professor of _____ or the usual rank title in conjunction with Artist or Composer in Residence. A research appointment does not affect the faculty member's tenure status.

Term of Appointment **2:137:5**

An appointment is for three years and is renewable. Progress toward the annual research goals will be reviewed by the dean of scholarly research, based on submission of an annual report. Research faculty seeking renewal of the appointment will follow the same process as used for the initial appointment (see policy #2:137:3). A faculty member may be appointed to any number of terms. If a faculty member chooses to resign from the position or not seek renewal, he/she resumes normal functioning as a regular member of the faculty of Andrews University.

Remuneration and University Expectations of Research Appointees **2:137:6**

Research appointees receive the same regular salary from Andrews University that he/she would receive if not on a special appointment.

The percentage of time devoted to research would be negotiated with the department chair, dean of the school, and the dean of scholarly research. Up to 50 percent of the appointee's

time may be devoted to scholarly efforts. Regular university-assigned faculty work will be reduced in a corresponding manner to reflect the proportion devoted to scholarly work. Additional salary derived from external funds may be provided up to the amount received by faculty with comparable similar ranks in Research Universities.

Research faculty are considered as full-time regular employees of Andrews University and are eligible to receive the benefits, rights and privileges of all full-time faculty.

CONTRACT APPOINTMENTS **2:139**

Short-term faculty appointments are given on a contract basis to faculty whose teaching or other academic assignments last for a limited period, usually less than one year. Remuneration is provided without regular employee benefits. Such contract appointments specify precisely the tasks and responsibilities to be performed. Contracts are reviewed each term and may be terminated on one month's paid notice.

Appointments to the non-tenure track may be renewed annually.

APPOINTMENT OF ADMINISTRATORS **2:140**

Recommendation by President **2:140:1**

The appointment of all salaried administrators to the university shall be proposed by the president to the Andrews University Board of Trustees which has the final authority in making appointments of all university personnel. Before the president makes any personnel recommendations to the Andrews University Board of Trustees, he shall have been advised via the Search Committee process (see policy #2:142) or other appropriate processes.

The appointment of university administrators is different to that of faculty members in one respect. Faculty members are recommended by their peers via the search process and are then appointed for a fixed but renewable period. Administrators are identified during the search process and, after appointment by the Andrews University Board of Trustees, they serve at the pleasure of the Board with scheduled periodic reviews for renewal or termination of appointment (see policy #2:140:1 below).

Evaluation and Reappointment of Administrators **2:140:1**

Annual Development Plan and Evaluation. **2:140:1:1**

Administrators will prepare an Annual Development Plan with specific goals informed by self-evaluation, peer evaluation, and the advice of the administrative supervisor. A job description tailored to the leadership needs of the position is the basis for development of the plan and is filed with the Office of Human Resources. An annual evaluation with regard to achievement of these goals occurs at the Plans Conference at which time a new Annual Plan is prepared.

Five Year Review for Reappointment **2:140:1:2**

Officers of the university and officers of the schools are reviewed for reappointment every five years. The evaluation occurs during the year of the university constituency session in the year following the General Conference quinquennial session. The office of the president shall be responsible for coordinating this periodic evaluation. Evaluation data will be obtained from administrative peers as well as the persons supervised by the administrator. Recommendations for reappointment for another term will be made by the president to the Board of Trustees.

Special Review of Administrator **2:140:1:3**

Calls for a special evaluation of a department head or other administrator may occur at any time. Such a special review is called for by the president only when compelling reasons have been submitted to the president by a significant number of the person's work associates. In such a special review, a committee shall be appointed by the president.

Department Chair **2:140:2**

Manner of Appointment **2:140:2:1**

Appointment to the chairship of a department is made by the Board of Trustees at the recommendation of the president and after the usual search process (see policy #2:142:6, Item 2). The president obtains advice from the departmental faculty, the dean of the school in question, the dean of the school of graduate studies and research (where appropriate), and the provost. Faculty members re-employed after retirement are not eligible to serve as chairs.

Term of Service and Review **2:140:2:2**

The usual expected term of service for a department chair is five and is renewable. A faculty member who accepts appointment as chair of a department at the time of the university constituency sessions is expected to remain with the university for the full term except where special arrangements are made with the Board of Trustees.

Rotating Chair **2:140:2:3**

A department may request the school dean and provost to establish a rotating chair on the basis of procedures developed by the department. Nominees are approved by the usual procedure.

Evaluation and Reappointment of Chair **2:140:2:4**

(1) Annual Development Plan and Evaluation **2:140:2:4:1**

Chairs will prepare an Annual Development Plan with specific goals informed by self-evaluation, faculty peer evaluation, assessment of learner outcomes (see policy #2:440), and the advice of the dean of the school. A job description tailored to the department's leadership needs and based on the general Chair's job description is the basis for development of the plan.

An annual evaluation with regard to achievement of these goals occurs annually at the Plans Conference with the dean of the school. At this conference a new Annual Plan is prepared.

(2) Five Year Review for Reappointment

2:140:2:4:2

Department chairs are reviewed by the dean of the school for reappointment every five years. This evaluation occurs during the year of the university constituency session in the year following the General Conference quinquennial session. The office of the president shall be responsible for coordinating this periodic evaluation. Evaluation data will be obtained from departmental faculty. Recommendations on reappointments will be made by the dean of the school to the provost who then recommends to the president. Reappointment for another term will be made by the Board of Trustees.

(3) Special Review of Chairship

2:140:2:4:3

Calls for a special review of a department chair as provided for in policy #2:140:1:3 may occur at any time. Such a special review is initiated by the vice-president when a majority of the departmental faculty submits compelling reasons to the vice-president for such a review.

In such a special evaluation, a special review committee shall be appointed by the provost, who shall also chair the committee. Members of the committee shall include the dean of the relevant school, the dean of the school of graduate studies and research (where appropriate), the faculty members of the department, a full professor from another department in the university and the Director of Human Resources.

Acting Chair

2:140:3

A faculty member may be appointed acting chair of a department by the president upon recommendation of the dean(s) and provost when the incumbent chair is absent from the campus for an extended period such as a sabbatical leave or assignments away from the university. An acting chair may also be appointed on an interim basis during the search process to fill a vacancy in the chairship.

Selection of the acting chair will be based on appropriate criteria (see also policy #2:140:2:1 for non-eligibility of retirees). Extra remuneration is granted to the acting chair for the duration of the post if the usual fiscal management responsibilities of the chair are cared for. Such a person's role will not guarantee consideration for the chairship of the department at the time of a future vacancy. If the term of service will be for at least a year, the appointment is made by the Board of Trustees.

PROGRAM COORDINATORS

2:141

Interdisciplinary Program Coordinators

2:141:1

A faculty member may be appointed a coordinator for an interdisciplinary, or inter-school program by the dean(s) of the appropriate school(s) upon the recommendation of the appropriate chair(s) and faculty. Normally the same type of search process used to identify a chair is used to select an interdisciplinary studies coordinator (see policy #2:142:6, item 2). Extra remuneration is granted to such a coordinator if fiscal management responsibilities are

held. Evaluation and review processes for interdisciplinary program coordinators are the same as used for chairs (see policy #2:140:2:1).

Area Coordinator

2:141:2

Because of specialization or size, some academic departments may be subdivided into program areas with a coordinator responsible for each area. Program area coordinators are appointed within a department upon the recommendation of the relevant academic dean(s), and department chair(s). Evaluation and promotion review processes for area coordinators are the same as used for faculty (see policies #2:326 and #2:307).

SEARCH COMMITTEE PROCEDURES FOR OFFICERS AND FACULTY

2:142

Centrality of Search Committees to Employment Process

2:142:1

Under the supervision of the president, vice presidents and deans, the university maintains a process for the recruitment, selection, and separation of administrators or faculty. The most crucial step in the selection of officers of the university, officers of schools and new faculty members lies in the search process whereby peers express themselves on potential candidates for vacant positions. (See also policies #1:717 and #2:140:2:1).

Administrators and the Andrews University Board of Trustees shall carefully regard the recommendations of search committees.

Timing of Search Committees

2:142:2

The administration will appoint a search committee as soon as a vacancy is expected. Ample time should be allowed for the search process to facilitate advertising of the position and for negotiating transfers from other institutions.

Terms of Reference for Search Committees

2:142:3

Search committees are appointed to:

1. Obtain a job description and/or position criteria from the relevant department/school or entity.
2. Determine the procedures and schedule to be followed during the search process including implementing the affirmative action policy of the university (See also Section 1, Appendix 1-I).
3. Seek qualified potential candidates through wide advertising and enquiry. Official advertisements are processed by Human Resources after approval by the president or the vice president under whom the vacancy has occurred.
4. Communicate with and evaluate all applicants by a variety of methods including curriculum vitae, determination of immigration status if appropriate, reference checks, scheduled interviews and guest lectures.
5. Recommend to the president qualified individuals (preferably at least three (3) persons).

Search committees provide formal counsel to the president or the Andrews University Board of Trustees, but they should consult and communicate with the departments, schools or university officers in question as defined in policy #2:142:5 below, until they have rendered their report and the positions in question have been filled.

Appointment of Search Committee Members **2:142:4**

Depending on the position to be filled search committee members are nominated by relevant peers or representative university groups and are appointed by the chief officer involved as described in policy #2:142:5 below. The selection of members should take account of the diverse nature of the university community.

Composition of Search Committees **2:142:5**

Departments or schools will nominate a representative group as a search committee, including a person outside of the department/school/university. Unless prescribed by policy, search committees elect a chair and secretary at their first organizational meeting.

If a search committee member becomes a candidate for the vacant position, he/she must withdraw from the search committee and may be replaced.

The following are specific prescriptions for the composition of search committees dealing with different types of vacancies.

For Faculty Positions **2:142:5:1**

When a faculty vacancy occurs, the dean of the relevant school/Director of the James White Library shall call the department together to choose a search committee. One member of the search committee must be from another school of the university appointed by the dean of the school where the search committee is to function. If the position involves graduate faculty responsibilities, the school's graduate program director or the graduate dean must be included. Departments should include one (1) student on the search committee. See also policy # 2:225:2 regarding search committee organization for departments which employ faculty of other faiths.

For Department Chair **2:142:5:2**

When a department chair vacancy occurs, the dean of the school in question shall call the department together in order to choose a search committee. The search committee membership must include at least one (1) member, appointed by the dean, who is a department chair from another department in the same school. One (1) faculty member from another school shall be appointed by the dean of the school in which the search committee is to function. If the position involves graduate faculty responsibilities, the school's graduate program director or the graduate dean must be included. Departments should include one (1) student on the search committee.

For Academic Office Directors **2:142:5:3**

When a vacancy occurs for a position of Director of an academic office, such as the James White Library, the Records Office, the General Education Office, etc., the Provost shall call

a meeting of the relevant faculty and users of the services, to form a search committee. The search committee membership must contain two (2) faculty members representing the constituent schools of the university appointed by the Provost. The committee should include one (1) student in the membership of the search committee.

For Officers of Schools

2:142:5:4

a. Dean

When a dean's position becomes vacant, the provost shall convene the faculty of the school in question in order to appoint a search committee.

The search committee shall consist of five (5) to seven (7) individuals including (a) one person from another school of the university and (b) faculty from the school in question including at least one (1) full professor and one (1) department chair. If the school offers graduate degrees, the search committee must include the Graduate Dean. Schools are also encouraged to include one (1) student.

b. Associate and Assistant Dean

When a vacancy for an associate or assistant dean occurs, the dean of the relevant school shall convene the chairs or program coordinators of the school in question in order to appoint a search committee.

The search committee should include representation from the chairs, senior faculty, and at least one academic professional staff member from outside the school as determined by the job description of the position being filled. The dean should chair the committee.

For Officers of the University

2:142:5:5

a. President of the university

When the office of the president becomes vacant the chair of the Andrews University Board of Trustees shall request the Andrews University Board of Trustees to appoint a search committee. The search committee shall include representation from the board of trustees, faculty, staff, alumni, and students. This committee shall give the vice presidents, deans, and faculty an opportunity to offer counsel before a recommendation is made. It renders its report to the Andrews University Board of Trustees in session.

b. Vice President

When a vacancy occurs for a vice president, the president of the university shall appoint a search committee of persons representing the constituents of the university as follows:

Representative(s)	For Provost	For other VP's
vice president nominated in Cabinet:	1	1
deans nominated in Deans' Council:	3	2
faculty of the university, at least two (2) of whom must be full professors nominated in a meeting of the General Faculty	4	3
staff nominated in a staff assembly:	1	3
Board of Trustee member appointed by the chair of the Board of Trustees:	1	1
students, one (1) recommended by the Undergraduate (AUSA) officers and one (1) recommended by the Graduate (AUGSA) Student Association officers:	2	2
members appointed by the president to represent university interests not otherwise adequately represented:	1	3

The president shall also seek advice from the vice presidents and the deans before making recommendations to the Andrews University Board of Trustees.

- c. Assistant and Associate Vice President, Treasurer and Controller, Director of Human Resources, and the Chief Information Officer.

When a vacancy occurs for an assistant or associate vice president, a treasurer or controller, the chief information officer, or the director of Human Resources, the president or the vice president under whom the vacancy occurs, shall appoint a search committee of persons representing the peers and constituents of the position, and shall serve as chair.

Strong consideration shall be given to the recommendations of the vice president in whose domain the vacancy has occurred, since an assistant or associate vice president works closely with the vice president.

General Procedures for Use by Search Committees

2:142:6

1. Orientation to Search Procedures: At the first meeting of the appointed search committee, the Director of Human Resources shall provide an orientation to the policies and procedures relevant to the recruitment and hiring of all university employees. At this meeting, the expected job description and preferred characteristics for the position should be identified.
2. Protocol: Before a prospective employee from another Adventist educational institution or another division within the university is invited for an interview, courtesy requires that the appropriate administrator be contacted for permission. Normally, invitations for positions to be filled for the succeeding school year are not appropriate after May 1.

3. **On-Campus Interviews:** When on-campus interviews are scheduled with the top candidates for a position, the schedule must include the President, the respective Vice-President, the Graduate Dean (if appropriate), the Director (or designee) of Human Resources, and the proposed co-workers. Prospective faculty should be invited to present a guest lecture or seminar for the department.
4. **Other Information:** Information on certain matters should be sought in the search interviews: (a) the visa status of the prospective employee; (b) any financial obligations which would be owed to the current employer such as unamortized doctoral support expenses; (c) whether person is vested within the denominational retirement plan.
5. **Consideration for Supervisor Recommendations:** Inasmuch as a person who will be an assistant or associate to an officer will work closely with that officer, the officer's own recommendations should be strongly considered.
6. **Recommendation of Other Colleagues:** In selecting an officer of the university, the counsel of other officers (deans, other vice presidents) shall be sought by the vice president under whom the vacancy exists.
7. **Exceptional Case Departments:** Searches for vacant faculty positions in exceptional case departments where non-Adventists may be considered include the following requirements: (a) the chair of the search committee must be a Seventh-day Adventist; (b) more than half the members of the search committee must be Seventh-day Adventists; (c) the committee must extensively seek and demonstrate how they have sought qualified Adventist candidates before considering candidates who are not Seventh-day Adventists; and (d) the vote to recommend employment of a non-Seventh-day Adventist must be taken at a meeting attended by all Adventist members of the search committee.
8. **Reports on Search Progress:** The search committee shall periodically report on its progress to the appropriate faculty, officers, or other concerned individuals.
9. **Report to the President:** When the search committee has identified the preferred candidate(s), the relevant vice president shall convey the search committee's report to the president, together with the advice of the other officers and his/her own recommendations. The president will authorize Human Resources to issue a letter to the preferred candidate with an offer of employment and to inform the active candidates not chosen that an employment letter has been sent to a candidate other than himself or herself.

D. CONDITIONS OF SERVICE

EMPLOYMENT EXPECTATIONS FOR FULL-TIME FACULTY

2:143

Contract Year

2:143:1

For all full-time faculty members, the annual appointment shall be from July 1 through June 30.

Employment Expectations

2:143:2

The employment expectations for each faculty member shall be based on general job descriptions appropriate to the rank held. The usual employment calendar includes at least ten months with a regular faculty load of assignments (see policy #2:376) and at least two months (8 weeks) of non-teaching time protected for professional/scholarly activities. In those schools with year-round program offerings, an equivalent amount of protected time shall be provided within a two year period.

The following expectations apply:

1. During a protected (non-teaching) period, timely arrangements will be made to care for student research supervision, student advising, and thesis/dissertation guidance. Participation in departmental, school, and university faculty meetings is usually expected.
2. All faculty will develop with their department chair (or dean) an annual plan for their work which fulfills the expected criteria for satisfactory performance of his/her job description for his/her rank and assists the person in preparing for rank promotion and/or tenure. Satisfactory achievement of the annual plan will be the basis for promotion through the usual steps within each rank. Evaluation of all faculty members shall be according to the policies for the university (see policy #2:326).
3. A faculty member who is deemed by the relevant department/school or James White Library not to have satisfactory achievement of their annual plan will have an appropriate remedial plan developed for the following year. Consideration may be given to non-renewal of the appointment of faculty who are not on tenure if the progress on the remedial plan is not satisfactory. Faculty on tenure shall be dealt with according to the policies pertaining to them in policy #2:180.

Faculty Overload and Compensating Remuneration for Additional Teaching or Other Assignments

2:143:3

Faculty members may receive extra remuneration for employment overload under either of the following conditions:

1. Faculty members who are requested or required to teach or are given other specific university assignments during their protected period shall be deemed to be rendering extra service to the university and shall receive extra remuneration for the additional responsibility.
2. A faculty member requested and approved by the dean/director and the provost to carry more than the usual faculty load (see policy #2:376) within the usual teaching year shall be entitled to extra remuneration on a course contract basis.

The proposal to request additional workload assignments for a faculty member requires the approval of the dean and the provost within the usual budgetary allocation. Generally, such a proposal should be submitted at the time of budget development for the period. Such a proposal will include appropriate adjustments in the faculty member's annual plan.

Documentation of such a proposal shall be made in writing and filed with the provost and the Office of Human Resources.

INSTITUTIONAL RESPONSIBILITY FOR BASIC PROTECTION OF FACULTY

2:144

Whatever their status, all members of the faculty and all administrators who hold academic rank are entitled to:

1. academic freedom as set forth in policy #2:159;
2. and protection against unlawful discrimination by the institution on grounds of race, sex, national origin, age, disability, or marital status.

Decisions on the retention or non-retention of administrators holding academic rank are based on carefully determined procedures that include significant faculty involvement and an assessment of the level of confidence in which, he or she is held by the faculty.

TEN MONTH APPOINTMENT OPTION

2:145

Faculty who hold appointments in departments or schools without a regular summer schedule of courses may choose a ten month appointment. The annual remuneration plan will accordingly be less than for faculty teaching during all regular terms. Faculty on a ten-month appointment will be eligible for supplemental pay if requested to teach or take other faculty responsibilities in the summer term.

INSTITUTIONAL RESPONSIBILITY AND FACULTY LIABILITY

2:146

The university indemnifies any person who is serving or has served as a full-time or part-time administrator of the university (and its executor, administrator, and heirs) or as a full-time or part-time faculty member in any of the constituent schools of the university (and its executor, administrator, and heirs) against all reasonable expenses necessarily incurred by him/her in connection with the defense of any litigation, action, suit, proceeding, or investigation, (other than an action by or in the right of the university) to which he/she is a party by reason of being or having been an administrator or faculty member of Andrews University.

An administrator or faculty member of Andrews University shall, however, have no right to reimbursement for matters in which:

- His/her conduct or alleged conduct falls outside the scope of his/her employment, or
- He/she has been negligent or where he/she has engaged in intentional misconduct in the performance of his/her duties, or
- His/her conduct or alleged conduct violates the written policies and procedures of Andrews University, or
- His/her conduct or alleged conduct violates a university directive, or
- His/her conduct or alleged conduct is likely to be criminal or illegal.

As a condition of indemnification, the administrator or faculty member is required to cooperate fully on a continuous basis with the university. In no case shall the indemnification policy be used to provide a defense against an internal investigation by the university or be used to initiate litigation against the university.

Indemnification shall be made only to the extent that the individual is not made whole for his or her losses or expenses from all other sources, including insurance. In no case will the indemnification, when considered with all other sources, exceed the actual amount of expenses incurred by the individual. The university may elect to indemnify an individual covered by this policy even when the university's insurers refuse coverage.

The University seeks to provide the tools necessary for the performance of a faculty member's responsibilities. If, however, there is personal property that is mandatory to fulfill such responsibilities, the faculty member may file an insurance application with the University Treasurer's Office and receive insurance coverage. There is no coverage for the personal property of faculty and administrators if this insurance is not applied for.

SERVICE OUTSIDE THE UNIVERSITY

2:147

If a teacher's temporary service is desired by an institution outside the university, and this service involves more than occasional lectures, consultation, etc., approval must be obtained from the president, the provost, the dean and the department chair.

EMPLOYMENT OUTSIDE THE UNIVERSITY OF FULL-TIME FACULTY

2:148

If an institution outside the university desires to employ a teacher and this employment involves more than occasional lectures, consultation, etc., approval must be obtained from the president, the provost, the dean and the department chair.

A member of the university faculty is expected to fulfill university responsibilities by full-time work. Occasionally, however, faculty and staff members may engage in minimal work outside of the university for extra remuneration. Such activities as teaching a class, consulting work, or research for an off-campus organization can be of value both to the employee and the university.

Such outside activity must not interfere with the individual's duties or responsibilities to the university. (See General Conference Working Policy, North American Division, X 06). If at any time the dean of the school or other appropriate administrator determines that outside activity is interfering with one's work at the university, after receiving written notification the individual must cease such activity, change to a part-time status, or resign.

PROFESSIONAL QUALIFICATIONS

2:149

Andrews University seeks faculty who hold a terminal degree appropriate to the discipline or area in which they teach or serve professionally. In most cases this means an earned doctoral degree. In addition, each faculty member must possess moral character in harmony with the teachings of the Seventh-day Adventist church, competence in teaching or other

professional skills, collegiality, and a willingness to perform the typical roles of a faculty member including assessment of learner outcomes (see also policy 2:440), student advising, mentoring, scholarly work, participation in university governance and service to the local and world community (see also policy #2:158).

Administrators and teachers in the Andrews University K-12 program must hold denominational and state certification in harmony with the K-12 teachers code of the Lake Union Conference.

HEALTH STATUS

2:150

All K-12 employees of Andrews University and other employees who come into direct and prolonged contact with pupils in these grades must demonstrate annually, through medical examination before August 31, they are free of communicable tuberculosis.

Background Checks

2:150:1

All K-12 employees of Andrews University who come into regular contact with pre-K-12 students must complete any legally required background checks prior to employment.

THE RELEASE OF STUDENT EDUCATION RECORD INFORMATION

2:151

Introduction

2:151:1

In order to conform to state privacy laws, fair information practices the Family Educational Rights and Privacy Act of 1974, as amended, Andrews University ensures that a student's personal privacy is not directly affected by the kinds of disclosures that appear in a student record.

Persons at Andrews University who are subjects of data systems are therefore:

1. informed of the existence of such specific data systems;
2. permitted to learn what data about themselves are on record and to inspect them;
3. assured that data are used only for intended purposes including the right to withhold the disclosure of directory information;
4. allowed to correct or amend records (including the right to a hearing), to file an explanatory note, and to receive information on making appeals to the federal Department of Education;
5. assured that those responsible for data systems take reasonable precautions to prevent misuse of data;
6. satisfied that information about themselves is retained only for as long as it is valid and useful and that the conditions under which the data were collected still prevail.

The Family Educational Rights and Privacy Acts of 1974 (FERPA), as amended, and the interpretive rules and regulations issued by the Department of Education, outline the conditions that govern the keeping of student records, access to them by students, parents and employees and the release of information about students.

Safeguarding General University Information

2:151:1:1

Because of the Family Educational Rights and Privacy Act (FERPA) and others, Andrews University and its employees could become liable for misuse of information entrusted to them. For this reason all employees (faculty, staff, administrators and students) of the university, must, according to policy #1:750, safeguard and keep confidential all information about the university, its employees and students, unless officially authorized by position or by specific assignment to release information. Entities requesting information about the university, its employees and students, should be referred to the Registrar (academic records), the Vice-President for Student Life (student life records), the Director of Human Resources (employment records), or the President, who are the persons officially authorized by the university to release information.

Employee Obligation to Know Laws and Policies

2:151:1:2

Employees are therefore obligated to acquaint themselves with policies on the release of information, which are prescribed by the school or department where they work and contained in the Andrews University Working Policy. (See policy #1:750 for the requirement on a signed statement of support.)

Annual Notice to Students on Their Education Records

2:151:1:3

By way of published notifications, the university annually announces the following to students in the Student Handbook (<http://www.andrews.edu/services/studentlife/handbook/>) with respect to their education records:

1. The specific offices where records are kept and the nature of the records kept.
2. The fact that access to student education records is restricted to certain authorized persons except as allowed by the student in writing.
3. The right of the student to see his/her education records within forty-five (45) days from date of written request.
4. The right of the student to request corrections to the record, to appear at a subsequent hearing, to file an explanatory note for the record, and to appeal to the federal Department of Education if deemed necessary.
5. The right of the student to limit the routine disclosure of Directory Information about him/her.
6. The contact person for education records: the Registrar of Andrews University.

Student Education Records

2:151:2

Definition of Education Records

2:151:2:1

In accordance with the Family Educational Rights and Privacy Act and for purposes of this policy, an education record refers to that record kept by Andrews University or by any entity within it, that directly relates to a student in terms of specific identification such as name, address, and social security number, education records include records of disclosure and requests for disclosure (see policy #2:151:2:3:3).

The following records do not qualify for protection as education records according to FERPA:

1. records of individual instructional, supervisory and administrative personnel which are in the sole possession of the maker thereof and are not accessible or revealed to any other individual;
2. records of students kept by Campus Safety for law enforcement purposes only and not revealed to any individual except law enforcement officers of the same jurisdiction;
3. employee records maintained in the normal course of business; (Work-study records are, however, included as education records.)
4. health, counseling and guidance records kept by the University Medical Center, Student Health Office, Ruth Murdoch Elementary School, Andrews Academy and the University Counseling Center. These student records were created by physicians, psychiatrists and/or professional counselors solely for treatment purposes and are not disclosed to another individual except for personal review by another physician or appropriate professional of the student's choice; (However, the achievement, intelligence, interest and personality test scores in the guidance offices and Counseling Center are regarded as education records.)
5. records on a student as an alumnus that only contain information on a student after he/she left the university;
6. records about spiritual and psychological development of students who are candidates for the ministry, and which are maintained by the SDA Theological Seminary and the Department of Religion in the College of Arts and Sciences;
7. applications for admission to the university that were denied, and related records. A student may have applied successfully to another program or course in the university, in which case the related records are education records within the meaning of the Act;
8. financial information submitted by parents;

Publication of Location of Student Education Records

2:151:2:2

For the convenience of clients and in compliance with the law, Andrews University annually publishes in the Student Handbook the listing where student education records are kept:

Access Without Written Consent of Student

2:151:2:3:1

Other individuals who may also have access to a specific student's records without express approval by the student, and within forty-five days after requesting it in writing from the Registrar, are the following:

1. parents or legal guardians of students under 18 years who are enrolled at the Andrews Academy;
2. parents or legal guardians of students who are enrolled in the Ruth Murdoch Elementary School;

3. parents or legal guardians of a post-secondary student whose status has been determined to be dependent according to the Internal Revenue Code of 1954, Section 152;
4. authorized representatives of the following for audit and evaluation of federal- and state-supported programs;
 - a. Comptroller General of the United States
 - b. The Secretary of Education, or
 - c. State educational authorities
5. State and local officials to whom disclosure is required by state statute adopted prior to November 19, 1974;
6. representatives of the Veterans Administration;
7. persons or organizations providing financial aid to a student, or determining financial aid decisions concerning eligibility, amount, condition and enforcement of the terms of the aid in question;
8. accrediting organizations carrying out their accrediting functions;
9. organizations conducting studies to develop, validate and administer predictive tests, to administer student aid programs, or to improve instruction;
10. appropriate persons who must in emergencies protect the health or safety of a student or other persons;
11. courts of law without subpoena if the parent or student has initiated legal action against the institution OR if the institution has initiated legal action against a parent or student;
12. an alleged victim of a crime of violence or non-forcible sex offense may be notified of the final results of disciplinary proceedings against alleged perpetrators of such crimes;
13. parents or guardians if a student under the age of 21 has violated drug or alcohol laws or institutional policies regarding use of alcohol and other drugs.

The office of the Registrar of Andrews University shall keep a record in the student's file of requests and the date of inspection of the student's education records by any of the persons listed in numbers 1-13 above.

LOCATIONS FOR STUDENT RECORDS

Office	Types of Records	Admissions	Academic	Work	Student Accounts	Financial Aid	Student Life	Immigration (INS)	Testing	Attendance	Guidance
Admissions		X									
Deans		X									
Records			X								
Grad		X	X								
Labor				X							
Financial					X	X					
Graduate & Doctoral Programs			X								
Advise			X						X		
Student Life							X	X			X
Counseling & Testing									X		
Departments		X	X								
RMES		X	X		X		X			X	X
AA		X	X		X		X			X	X

Access by Written Consent of Student

2:151:2:3:2

Persons other than those listed in policy #2:151:2:3:1 above, such as future employers, or school officials at another institution to which the student has applied for admission may also have access to that student's education records provided the student has given written permission to the Registrar to release such records.

In all cases where access is granted to the education record of a student as outlined above, Andrews University informs the receiving party by way of the following published statement:

The attached information has been forwarded to you at the request of the student with the understanding that it will not be released to other parties. The Family Education Rights and Privacy Act of 1974, as amended, prohibits release of this information without the student's written consent. Please return this material to us if you are unable to comply with this condition of release.

Records of Requests and Dates of Disclosure

2:151:2:3:3

In all cases where a request for access to a student's record had been made, and written permission had been granted (see policies #2:151:2:3:1 and 2 above), a record of both the request and the student's written approval shall be put in the student's file by the Registrar, noting also the date when disclosure of the education record was made. Exceptions shall be for the following record of requests:

1. those requests made by students for their own use;
2. those disclosures made in response to written requests from students;
3. those made by school officials;
4. those specified as Directory Information.

Special Release of Student Grade Reports

2:151:2:3:4

A student may request to have the second copy of the grade report sent each semester to a sponsor, employer or to anyone he/she identifies for such.

Release of Student Transcript

2:151:2:3:5

Upon receipt of a written request from a student, an official transcript will be released providing the student account is financially cleared. The transcript fee is the responsibility of the person requesting the transcript.

Student and Parent Access to Student Education Records

2:151:2:4

Access by Written Request

2:151:2:4:1

Enrolled students of Andrews University and parents/legal guardians of non-collegiate students under 18 years of age or parents of dependent students (see policy #2:151:2:3:1 above), may inspect relevant education records upon a written request to the Registrar's office. The request will be granted within a period of forty-five days from the time that the request was made. Students/parents/legal guardians wishing to review the relevant education records will arrange an appointment with the Registrar's office.

Any costs of copying records for personal use will be borne by the student/parent/legal guardian requesting a copy.

Limitations Imposed on Inspection of Student Education Records **2:151:2:4:2**

- a. Students/parents/legal guardians will not be permitted to see any recommendations concerning admission or placement which were written before January 1, 1975.
- b. Documents (letters of recommendation) concerning applicants for admission who, at the time of applying waived the right of access to solicited confidential letters of recommendation shall not be open for inspection.

Challenging the Accuracy of a Student's Education Record **2:151:2:4:3**

If a student/parent/legal guardian challenges in writing a specific education record as being inaccurate, misleading, and/or a violation of a student's privacy or other rights, the officer who receives the complaint will within a reasonable period of time inform the student/parent/legal guardian whether corrective action will be taken. If the decision is in agreement with the student's/parent's/legal guardian's request, the appropriate record(s) will be amended.

Students who are not provided full relief in such a challenge are informed of their rights to a formal hearing. When a student/parent/legal guardian requests a formal hearing from a university officer, the president of the university shall appoint a hearing committee of five (5) persons to include the student's advisor, the university officer in charge of the record, and three (3) other faculty members. The student shall then be afforded a fair hearing and allowed assistance or representation. A written report shall be submitted by the hearing committee to the president including its recommendations according to the requirements of the Family Educational Rights and Privacy Act. The president will make the final decision concerning the expunging or correction of the record.

Andrews University will correct or amend any education record in accordance with the decision of the hearing committee and the president. Should the finding of the hearing committee be unsatisfactory to the student, he/she shall be allowed to file with the education record a statement commenting on the information or setting forth any reason for disagreement with the hearing committee. This statement shall become part of the education record for as long as the record is kept by the university.

Directory Information on a Student **2:151:3**

Definition of Directory Information **2:151:3:1**

The Family Educational Rights and Privacy Act grants institutions the prerogative of defining certain classes of information as directory information for which the institution does not have to obtain prior consent of the student for its release. In harmony with this provision Andrews University has classified the following information as directory information:

- Name

- Dates of attendance
- Local address
- Degrees or certificates (with date) received
- Local phone number
- Scholarships
- Campus e-mail address
- Honors
- Major field of study
- Rewards received
- Year in college
- Participation in officially recognized activities
- Date and place of birth

Routine Release of Directory Information

2:151:3:2

Directory information is generally released to the media in conjunction with student honors or activities. Public information such as dates of attendance, place and date of birth, names of parents and home address, campus address, verification of degree including honors and previous schools attended is, upon request, given to:

1. Properly identified representatives from federal, state, or local government agencies.
2. Business firms from which students have requested credit, or possible employment.
3. Scholarship donors.

In accordance with the Family Education Rights and Privacy Act Andrews University limits disclosure of educational records or personally identifiable information without the student's written consent, except to agencies which have a recognized legal need for the information.

Restriction of Release of Directory Information

2:151:3:3

Students may each academic term restrict the release of any or all items of directory information by completing a form by the Friday of the first week of classes. A form for this purpose is obtained through the Registrar's Office.

Andrews University reserves the right to determine the manner in which directory information may be released or to whom it may be released without the consent of the student except where the above restriction has been requested.

Academic Student Records in General

2:151:4

For further information on permanent student records, official transcript, unofficial transcripts, class standing, academic and disciplinary records, the reader is referred to policies #2:454, #2:455, #2:456, #2:459 and #2:461.

EMPLOYEE PERSONNEL RECORDS

2:152

Keeping and Location of Personnel Records

2:152:1

From the time a person is initially employed by Andrews University on a part-time or full-time basis, the university keeps a personnel file on him/her. The personnel file shall contain at least a record of the employee's employment with the university, promotion, transfer, additional compensation, and disciplinary action.

The Director of Human Resources coordinates the maintenance of the personnel files. The Director is also responsible for responding to personnel record requests or inquiries.

Specific files relating to a faculty member's professional qualifications, achievements, academic assignments, promotion and tenure are maintained in the office of the vice-president for academic administration.

Personnel files of current and past employees are kept, archived or destroyed by the university according to its official records retention program. (see Appendix 2-E).

Employee Access to Personnel Files

2:152:2

In harmony with the Bullard-Plawecki Employee Right to Know Act, (Public Acts of 1978, No. 397, as revised), former and current employees of Andrews University may periodically (no more than twice a year) review their personnel files for purposes of identification, employment, promotion, transfer, additional compensation and disciplinary action. Application for access to all personnel files is made to the Director of the Andrews University Human Resources who shall authorize and arrange for the requested inspection. If an employee disagrees with a written statement in his/her file, he or she may write a statement of rebuttal which will be added to the file.

Definition of Personnel Record

2:152:3

Under the provisions of the Bullard-Plawecki Employee Right to Know Act, the Personnel Record available for inspection by the employee must include all information likely to be used with regard to that employee's qualifications for employment, promotion, transfer, additional compensation or disciplinary action. The Personnel File need NOT include:

1. Employee references, or notes of a telephone reference, if the identity of persons making the reference would be disclosed.
2. Material relating to staff planning where such planning relates to more than one employee such as salary increases, bonus plans, promotions and job assignments.
3. Medical reports or records if the employee also has access to the records.
4. Personal information about another person if disclosure invades the other person's privacy, such as information pertaining to another employee's disciplinary reprimands, performance appraisals and salary.
5. Information in a separate file relating to a criminal investigation of an employee's activity, which may have resulted in the loss or damage to the university's property or disruption of the university's business operations.

6. Information in a separate file relating to grievance investigations and not used in employment decisions.
7. Records kept in the sole possession of an executive, administrative or professional employee who is also the maker of the records and not accessible or shared with other persons. However, such records may become part of a personnel file if entered into the file within six (6) months after the date of occurrence or the date the fact becomes known, whichever is later. Such material added belatedly may not be used to the detriment of an employee unless an employee is first given a reasonable time to review the information.
8. Records directly related to a student and deemed to be an education record. See policies #2:151:2:1, 2, and 3 above.

Information Which May Not Be Kept in a Personnel File

2:152:4

The Personnel File of an employee may not include information about an employee's associations, political activities, publications or communications not related to the employee's employment, unless:

1. the employee authorizes the employer to keep such records, or
2. the activities occur on the employer's premises or during working hours and
3. they interfere with the employee's duties. In the latter case the record kept shall be part of the Personnel File.

Dispute Concerning Appropriateness of Material in the Employee's Personnel Record

2:152:5

If an employee who reviews his/her personnel file disagrees with the material in the file, or the absence of some relevant material, he/she may add a statement of rebuttal.

Procedure for Employee Review of Personnel Record

2:152:6

Under the provisions of the Bullard-Plawecki Right to Know Act, the university allows an employee access to his/her personnel record under the following conditions:

1. The employee must submit a written request to the Director of Andrews University Human Resources.
2. The review must take place during normal office hours, unless these hours conflict with the employee's scheduled work hours, in which case, the university may designate another time.
3. The review must take place at or reasonably near the employee's place of employment. Under exceptional circumstances, the university may mail the employee a copy of his/her personnel record upon the employee's written request addressed to the responsible university officer (see #1 of this list above).
4. The employee shall have the right to a copy of his personnel records, at his/her own expense and by prior payment arrangements with the Andrews University Office of Human Resources.

Disclosure of Employee Personnel Records to Third Parties

2:152:7

Except for medical records, disciplinary reports, letters of reprimand or other records of disciplinary action, Andrews University Human Resources may, after review, disclose statistical non-evaluative information from an employee's personnel records to third parties without authorization from the employee and without notice to the employee after disclosure, but with a written record in the relevant file identifying those persons who have sought such information.

After review by University Counsel, disciplinary reports, letters of reprimand, and other records concerning disciplinary action will be disclosed by Andrews University to a third party without notice to the employee in cases where:

1. the employee has expressly waived such notice as part of a written employment application with another employer.
2. disclosure of personnel information has been ordered pursuant to a legal action or arbitration to be made to a party in the action or arbitration.
3. personnel information has been requested by a government agency as a result of a complaint made by an employee.

Disciplinary reports, letters of reprimand and other disciplinary action over four (4) years old will not be divulged to third parties by Andrews University unless the disclosure is ordered pursuant to a legal action or arbitration.

DRUG-FREE WORKPLACE DEFINITION

2:153

Andrews University is committed to an environment of learning that supports the fullest possible human development. To achieve this goal, the university holds that a drug-free lifestyle is essential and maintains policies that seek an alcohol-, tobacco-, and drug-free campus environment. See policy statements in the student handbook (<http://www.andrews.edu/services/studentlife/handbook/>).

Andrews University intends to maintain a drug-free workplace in harmony with the laws of the land. The unlawful manufacture, distribution, dispensing, or use of controlled substances by its employees, whether faculty, staff, or students, is prohibited. Andrews so certifies as an institution to the federal government in its external funding contracts and grants. Further, the university expects any person employed by the university who receives federal or state funding as an individual to certify that he or she will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance while associated with the university.

The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is grounds for a full range of discipline up to and including dismissal from employment under the policy of termination of a faculty member for unfitness in a professional capacity (see policy #2:175:3).

The use of alcohol, tobacco, or any prescription drug without evidence of proper medical prescription, is cause for review of the employment appointment.

The university also believes that it has a responsibility to offer and provide assistance to employees who are chemically addicted and wish to live a drug-free life. To discharge its responsibility it has instituted an Employee Assistance Program which provides a substance abuse counselor qualified to do assessments, individual counseling, and to make referrals for more in-depth therapy and rehabilitation on an outpatient or inpatient basis to approved/licensed programs. The University also encourages or provides access to support networks which can assist the employee in maintaining sobriety following therapy.

An employee who believes he or she is having a problem with tobacco, alcohol or the illegal use of drugs is encouraged to voluntarily seek the available assistance. Appointments with a counselor may be arranged individually or through the university's Director of Employee Health Promotion/Health Plus. Employees who show evidence of the use of tobacco, alcohol or illegal drugs, may be referred for counseling as a condition of continued employment.

Each employee is provided the full text of the university's Drug-Free Workplace Policy and Procedures, which is incorporated by reference as a part of this Employee Handbook. Additional copies are available from Human Resources.

ELECTION TO PUBLIC OFFICE

2:154

Civic-minded faculty members, administrators, or professional salaried personnel may choose to run for election or accept an appointment to a public office. However, if such actions are anticipated an agreement must be made in advance with the department chair, academic dean, and /or appropriate vice president concerning released time to carry out the duties of the office. Ordinarily, an employee may seek a part-time county or local level public office and perform duties of such office if elected or appointed while engaged in full-time work at the university. Such offices include that of county commissioner or a member of a township or village governing board.

When announcing a campaign for a state or national office by election, employees must take a leave of absence without pay since such an effort requires more time than a full-time employee could give to such an endeavor while employed at the university.

If elected or appointed to a full-time state or national office, the employee will be granted a leave of absence without pay. His or her university position will be safeguarded if the university program is not adversely affected.

DISCRIMINATION AND HARASSMENT

2:155

Discrimination

2:155:1

Andrews University strives to maintain a workplace free of unlawful discrimination or harassment because it wants its employees to enjoy a work environment which is conducive to achieving the highest levels of productivity and performance. The policy of Andrews University prohibits unlawful discrimination against an employee on the basis of race, color, sex, national origin, age, disability, or any other legally protected status under Michigan or federal law.

Harassment

2:155:2

Andrews University wants its employees to enjoy a work environment free of harassing conduct or conduct which, if not curtailed, has the potential of creating a hostile, intimidating or offensive working environment. As a result, it is against the policy of Andrews University for any employee, supervisor, manager, or independent contractor to harass another on the basis of race, color, sex, national origin, age, disability or any other legally protected status under Michigan or federal law. Employees are encouraged to report incidents of harassment before they become severe or pervasive in order that Andrews University may address the conduct immediately.

Prohibited Conduct

2:155:3

Prohibited conduct includes sexual harassment and other unlawful harassment as set forth below:

Sexual Harassment

2:155:3:1

Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors and other unwelcome verbal, visual or physical conduct of a sexual nature occurs, and

1. Negative employment action, such as tangible action constituting a significant change in employment status, is taken against an employee because he or she refused to respond to unwelcome conduct of a sexual nature, or
2. Submission to the unwelcome conduct is made, either explicitly or implicitly, a term or condition of employment, or
3. Such conduct is so severe and pervasive that it creates a hostile, intimidating or offensive work environment or unreasonably interferes with an employee's work performance.

Depending on the circumstances, sexual harassment may include the following examples: unwelcome sexually oriented statements, sexual advances or sexual flirtations; unwelcome physical touching of a sexual or abusive nature; requests for sexual favors; verbal abuse of a sexual nature including subtle and not so subtle innuendo; unwelcome sexually suggestive remarks, jokes and gestures; graphic verbal commentaries about an individual's body; sexually degrading words used to describe an individual, including sexual nicknames; and display in the work place of sexually suggestive objects, pictures, or cartoons.

Other Unlawful Harassment

2:155:3:2

Unlawful harassment may also consist of verbal, visual or physical workplace conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, gender, national origin, disability or any other protected status under Michigan or federal law, and is so severe or pervasive that it creates an intimidating or offensive work environment or unreasonably interferes with an individual's work performance.

Depending on the circumstances, prohibited harassment may include the following examples: epithets, slurs, insults, negative stereotyping, disparaging remarks, written or printed material of a disparaging nature and offensive jokes or tricks based upon a protected status.

Communication of Policy

2:155:4

Unlawful discrimination and harassment violates Andrews University's policy and the Christian values upheld by the university. For these reasons, it is expressly prohibited. Andrews University will communicate its policy against harassment and discrimination to employees by posting the policy in appropriate places throughout the workplace and informing employees of their right to report, in good faith, of any perceived harassment or discrimination without fear of retaliation.

Reporting Incidents

2:155:5

Any employee who feels he or she has been harassed or discriminated against at work should immediately report the incident to one of the following: (a) his or her Supervisor, (b) a Department Director, (c) the Human Resource Director or Associate Director, (d) the Sexual Harassment Compliance Officer or Affirmative Action Officer, or (e) any other member of university management with whom he or she feels most comfortable approaching. If comfortable doing so, the employee should tell the person engaging in the inappropriate behavior that the conduct is offensive and should be immediately stopped. Any supervisor or member of management receiving a complaint of harassment or discrimination should immediately report it to the Human Resources Director or Associate Director.

Non-Retaliation

2:155:6

Andrews University believes that it is every employee's obligation to report complaints or incidents of possible discrimination or harassment. No employee will be retaliated against by Andrews University who, in good faith, complains under this policy or participates in an internal investigation.

Investigations

2:155:7

A complaint of discrimination will be impartially investigated in as confidential a manner as possible.

Generally, within seven working days of a complaint, an appropriate officer (as determined by Andrews University) will review the matter and determine the scope and nature of the investigation. The duration and extensiveness of the investigation will vary depending upon the allegations. All those participating in the investigation will be notified of the university's commitment to investigate as confidentially as possible, and of its policy against retaliation. Upon conclusion of the investigation, and after consultation with the President, Andrews University will take whatever appropriate remedial or corrective it deems necessary to stop any discriminatory or harassing behavior, up to and including termination of employment.

There may be a formal or informal investigation. If a formal investigation is undertaken, the Human Resources Director will keep the complainant and involved parties informed generally of the expected time frame and actions, if any, taken by the university.

Non-Employees

2:155:8

Any employee who believes that he or she or any other employee has been the subject of sexual or other unlawful harassment as defined in this policy by a non-employee, such a client, vendor or visitor, during work time or in relation to the employee's work, should

immediately report the incidents by following the procedure set forth above. An investigation of the complaint will be undertaken as stated above. If Andrews University concludes that a non-employee has sexually or otherwise unlawfully harassed any employee during work time or in relation to the employee's work, immediate and appropriate action will be taken.

RELATIONSHIPS TO THE UNIVERSITY **2:157**

The faculty member has the right to be governed in his/her work by policies and actions that are clear and properly timed. These are contained in the Andrews University Working Policy supplied to every faculty member. It is the duty of the faculty member to know about and comply with this document. Specific employment policies are found in *The Employee Handbook* (http://www.andrews.edu/HR/emp_handbook.html).

The faculty member is obligated to participate in the legislative or policy-making functions of the faculty by attending faculty meetings regularly, exercising voting privileges conscientiously, contributing to its deliberations, serving on its committees, and advising colleagues and officers as the welfare of the university may require.

FACULTY ETHICS: UNDERLYING PRINCIPLE **2:158**

Andrews University uses the underlying principle that the highest development of individuals occurs within the ethical code exemplified by the life and teachings of Jesus Christ as recorded in the Scriptures. Therefore, the university expects its faculty members to conduct all personal and professional relationships in harmony with this ethical code and encourages them to find in this philosophical framework both inspiration and guidance in their search for truth.

This means that faculty in both their conduct and their cognition are expected to preserve an ethical regard for the inherent worth and dignity of each person as a creation of God, which, among other things, entails respect for views and opinions that are new or different and fairness towards persons who are criticized or charged with wrongdoing.

Ethics in Relationships **2:158:1**

Relationships With Colleagues **2:158:1:1**

Faculty members are expected to relate cordially with one another. They will not disparage a colleague in the presence of a student nor engage in gossip about a colleague. They will recommend qualified colleagues for advancements and recognitions of various kinds. On the other hand a faculty member may honestly appraise a colleague under restricted circumstances when such appraisal could improve the educational system and must submit evidence in his/her possession to appropriate authorities concerning the unfitness of a colleague. In fact, it would be unethical not to report to duly constituted authorities matters that are detrimental to the university community.

Relationships With Students

2:158:1:2

In relating to students, faculty members should endeavor by teaching and example to inspire students to achieve the highest possible goals and to develop Bible-based values.

While the faculty member should treat knowledge about a student in confidence, this does not preclude the faculty member from honestly appraising a student when asked by a university officer or prospective employers, nor from presenting to appropriate university officers evidence of matters that are detrimental to the student and/or the university.

In pursuit of research and writing, faculty members should not disadvantage their students either by overuse of the student's time or by failure to acknowledge their contributions.

Harassment in the classroom or learning environment is unlawful (see also policy #2:155).

Sexual relationships between faculty and students are not tolerated. Friendships with students which develop into romantic relationships are discouraged because even where such relationships appear to be consensual between the parties, the faculty member's status may place the student in a disadvantageous position.

Relationships with the Church and Community

2:158:1:3

The faculty member carries additional responsibilities and privileges as a member of the church and as a resident of the community. Unless authorization has been given to serve as spokesperson for the university, the faculty member should not imply university sponsorship in expressing opinions and convictions.

Ethics in Academic Freedom

2:158:2

The faculty member must maintain high standards of truthfulness, decency, and moral integrity. He/she must not invoke the protection of academic freedom or give counsel in areas beyond his/her competence as a scholar (see policy #2:159).

While the faculty member may uninhibitedly investigate and research any matter within one's discipline or germane to it, the faculty member must recognize the responsibilities that govern who are accorded this freedom (see policies #2:158:2-4 and Appendix 2-B).

Ethics in Scholarly Endeavor

2:158:3

Faculty are expected to adhere to high ethical standards in the conduct of research, scholarly publication, and other scholarly endeavors. Clearly formulated policies and procedures affirm and safeguard these standards of ethical conduct. Violations of ethical conduct such as academic fraud, academic misconduct, plagiarism and conflict of interest as defined below in policies #2:158:3:1-4 are subject to university investigation, censure and discipline.

Definition of Academic Misconduct

2:158:3:1

Academic misconduct has been defined by the federal government (Part 689, Title 45 of the Code of Federal Regulations C Public Welfare) to mean: (1) fabrication, falsification,

plagiarism, or other serious deviation from accepted practices in proposing, carrying out, or reporting the results of research; (2) retaliation of any kind against a person who reported or provided information about suspected or alleged misconduct... Failure to comply with Federal requirements for the protection of researchers, human subjects, or the public or for ensuring the welfare of laboratory animals; or failure to meet other material legal requirements governing research will also be defined as academic misconduct.

Definition of Academic Fraud

2:158:3:2

Fraud, a serious threat to the intellectual integrity of a university, is not honest error or poor scholarship: it is intentional deception. Allegations of fraud therefore involve the intent and motive of the accused.

Fraud has been specifically defined by the Association of American Colleges and Universities as: (1) falsification of data ranging from fabrication to deceptively selective reporting, including the purposeful omission of conflicting data with the intent to falsify results; (2) plagiarism, the representation of someone else's work as one's own (see policy #3:158:3:4); and (3) misappropriation of others' ideas; the unauthorized use of privileged information however obtained (such as violation of confidentiality from a peer review).

Faculty members found to have committed fraud in scholarly endeavors become liable to a full range of discipline, including termination for unfitness (see policy #2:175:3).

Definition of Conflict of Interest in Academic Endeavors

2:158:3:3

Conflict of interest in academic endeavors arises when a faculty member's research conduct, research findings and reporting; are influenced by private financial interests or nepotism interests (see also policy #2:115).

The university maintains objectivity in research by ensuring that the design, conduct, or reporting of research is not biased by any conflicting financial interest of investigators employed by the university who are responsible for the research in accord with the provisions of PHS regulations 42 CFR Part 50, Subpart F, and 45 CFR Part 94.

Standards defining conflict of interest are detailed in the Andrews University Scholarly Research Handbook. Applicants for extramural funds are required to sign a statement that no conflict of interest exists.

Definition of Plagiarism

2:158:3:4

Plagiarism, the act of representing another person's work or ideas as one's own, is a serious form of academic dishonesty for which a faculty member's employment may be terminated.

For written material, Andrews University expects faculty to respect the intellectual property rights of others. The university endorses the following requirements of the Publication Manual of the American Psychological Association, 5th Ed., 348-350, 387-396. For current information on Ethical Principles relevant to publishing, visit the American Psychological Association web site <http://www.apastyle.org/manual/index.aspx>.

Quotation marks should be used to indicate the exact words of another.

Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased, a credit for the source needs to be included in the text.

Substantial portions or elements of another's work or data should not be presented as one's own, even if the other work or data source is cited occasionally.

Faculty members who in the presentation or distribution or publication of written material in their own name neglect to specifically or generally acknowledge their indebtedness to sources used shall be guilty of plagiarism and liable to discipline (see also policy #2:445).

Positive Environment for Ethical Scholarly Conduct

2:158:4

The university seeks to provide an environment that promotes ethical integrity by encouraging open discussions and communication of research findings, submission of work for peer review, commitment to self-regulation, emphasis on quality rather than quantity, collaboration and teamwork, maintenance of non-competitive professional relationships, generosity in recognizing the accomplishments and contributions of others. The university requires adherence to well-designed protocols that protect research subjects and safeguard against carelessness before and after scholarly activities. (See also Appendix 2-C).

Research on Human Subjects

2:158:4:1

Plans for research on human subjects must be reviewed and approved by the Institutional Review Board of the Scholarly Research Council. (See Scholarly Research Handbook). The conditions under which data are collected must meet the ethical and legal requirements set forth in the Brief Guidelines and any specific directions by the reviewers. No data may be collected from human subjects before written notification of approval is received by the investigator. Individuals undertaking studies with human subjects without such approval are not covered by university liability protection and may be subject to discipline by the university.

Research on Animal Subjects

2:158:4:2

Research on non-human living animals is subject to the review and approval of the Animal Use and Care Subcommittee of the Scholarly Research Council. This committee uses ethical and regulatory standards set by state and federal agencies to determine that proposed research requires the use of living animals, that such animals will be humanely cared for, and that pain and suffering entailed in the experiment are minimized. Animals may not be purchased for research or teaching, nor experiments begun, until the protocol, describing their use has been approved by the committee.

Primary Responsibility for Ethical Scholarly Conduct

2:158:5

Primary responsibility for the ethical conduct of a faculty member rests with the individual faculty member. The principal investigator of a research project shares in this primary responsibility for the ethical conduct of all research activities with which he/she is

associated including the authenticity of the research conducted and published in his/her name. He/she should on behalf of the university maintain a high standard of intellectual honesty in his/her environment, give adequate supervision for all staff and students associated with his/her research project and provide due credit to all investigators and associates who have contributed to the work. Such contributors and collaborators, on the other hand, bear their own ethical responsibility for co-authored work and should be prepared to support and defend their conclusions.

Safeguards for Ethical Scholarly Endeavor

2:158:6

To fulfill its own obligations to promote ethical scholarly endeavors, the university makes two requirements:

1. **Statement of acceptance of responsibility:** First, the university requires a faculty investigator applying for university funding or submitting a proposal for extramural funding and sponsorship to sign a statement accepting responsibility for ethical conduct within the guidelines contained in the Andrews University Working Policy (see also Appendix 2-C).
2. **Investigation of Complaints of Unethical Academic Conduct:** Second, the university requires prompt, forthright and fair action within clearly established university Policy guidelines for process and appeal when allegations or evidence of unethical conduct is reported either before or after the completion of the research investigation (see also policy Appendix 2-C).

ACADEMIC FREEDOM

2:159

Andrews University expects its faculty members to subscribe to and work within the framework of the statement of the General Conference of Seventh-day Adventists on Freedom and Accountability, and Academic Freedom in Seventh-day Adventist Institutions of Higher Education as contained in Appendix 2-A and Appendix 2-B. The university espouses the principle of academic freedom, not only to protect a faculty member from intramural and external pressures that hinder the pursuit of truth, but also to foster disciplined and creative investigation in all phases of learning. Like all other freedoms, academic freedom is subject to limitations and requires certain responsibilities of those who enjoy it. Faculty members are assumed to be responsible in the context of their advanced training, education, and experience.

The instructor's zeal for exploring the growing edge of knowledge must be balanced by his/her concern for the impact of his/her influence in word and example upon others. Academic responsibility includes honesty, differentiation between evidence and conclusions, willingness to re-examine conclusions, openness to new evidence, and respect for differing viewpoints. The greatest breach of academic responsibility is misrepresentation, which occurs either by intent or by failure to investigate sufficiently.

The religious character of the university provides a context for the responsible exercise of academic freedom. Subversion of, or overt disharmony with, the standards or teachings of the Seventh-day Adventist church, as contained in its statement of Fundamental

Beliefs, are grounds for dismissal. Additional examples of irresponsible use of academic freedom include:

- Bringing discredit to the institution, to an academic discipline, or to an individual in a manner that is illegal, unethical, or violative of individual or institutional rights and processes, as defined in the Andrews University Working Policy.
- Using position and authority rather than convincing evidence to persuade.
- Infringing on the academic freedom of others to teach, to research, to question, or to test hypotheses.

The university also subscribes to the general concept of academic freedom stated by the Association of American Colleges and the American Association of University Professors, interpreted as follows within the three settings identified:

1. Freedom to Engage in Research and Publication

The teacher has full freedom to pursue study and research germane to his/her interests, and to that of his/her academic appointment, and to publish the results of his/her research. Those efforts must not diminish the adequate performance of his/her total responsibility in the university as agreed upon by him/her and the school administration.

2. Freedom in the Classroom

The teacher is entitled to freedom in the classroom in discussing the subject he/she has been appointed to teach, but should avoid interjecting controversial and non-germane material. The teacher should also avoid discussing controversial matters as an expert when unqualified. Academic freedom is constrained by:

- the demands to adhere to the professional standard of care
- the requirement to present unfalsified evidence even though controversial
- the prerogatives of a department to require a common syllabus and common text for multi-sectioned courses
- the requirement to cover announced content before addressing collateral material
- the requirement to treat with respect students who disagree with the instructor.

3. Freedom as a Private Citizen

When speaking as a private citizen in various publics, a faculty member must exercise appropriate restraint and indicate that he/she is not speaking as a spokesperson of the university. Responsible expression is particularly important in regard to issues of controversy and sensitivity that affect the church. Academic freedom does not extend, of course, to riot or to conduct or speech that destroys the ability of the university, or a part thereof, to function.

When confronted with instances of apparent academic irresponsibility, the university will respond in a manner that is cautious and just, but also decisive.

A faculty member who believes his/her academic freedom has been violated has recourse to the grievance procedure (see policy #2:160 below) without fear of administrative reprisal.

Academic freedom allows a faculty member to question institutional plans, objectives, or policies. Should informal discussions prove unsatisfactory, the faculty member has recourse to due representation through faculty participation in accord with the provisions of the Andrews University Working Policy without fear of administrative reprisal. The faculty member is expected to follow existing policies while seeking their repeal or revision, and to refrain from utilizing the classroom to debate unresolved issues.

UNIVERSITY GRIEVANCE POLICY FOR FACULTY MEMBERS AND ADMINISTRATORS

2:160

Grievances that grow into conflicts are endemic in a sin-tainted world. Responsible Christians seek to minimize them, and, where necessary, to resolve them. The process used for resolving any grievance is founded on the scriptural principle (Matt 18:15-17) of settling differences among believers. Discussion begins between the two parties concerned. Others become involved only if attempts to resolve differences fail. The university prefers to resolve conflict within the community of faith where possible, using only non-litigious mechanisms.

Any administrator or faculty member in any constituent school of the university, the James White Library, the Andrews Academy or Ruth Murdoch Elementary School may initiate a request to resolve a grievance that he/she feels relates to his/her rights, academic freedom, benefits, working conditions, appointment, reappointment, tenure, promotion, or reassignment. A person who has been disciplined by the administration with a major sanction such as suspension from service or a minor sanction such as a reprimand may also file a grievance. A faculty member, who believes that a major sanction has been incorrectly imposed under this paragraph, or that a minor sanction has been unjustly imposed, may petition a grievance committee as outlined below.

Resolution through Informal Discussion (Step 1)

2:160:1

As the first step in the process, an aggrieved party must seek to resolve the grievance through an informal discussion with the appropriate immediate supervisor or other person whose action led to the grievance. The aggrieved person may also appeal to the Ombudsperson for counsel on resolving the problem or for assistance in bringing the disputants together for dialog.

Written Grievance to Immediate Supervisor (Step 2)

2:160:2

1. The grievant may file his/her written grievance (with details of the grievance as described below) with the appropriate supervisor. Where practicable, this should be done not later than fifteen (15) working days following the grievant's knowledge of the act, event, or commencement of the condition which forms the basis of the grievance.
2. Within five (5) working days of receipt of the written grievance, a further discussion of the grievance shall occur between the aggrieved party and the appropriate

supervisor to resolve the grievance. A written decision shall be provided to the grievant by the supervisor within five (5) working days of this discussion.

Written Grievance to President (Step 3)

2:160:3

If the grievant believes the problem remains unresolved through Step 2, this may be stated in writing within five (5) working days to the president. Within five (5) further working days the President shall refer the case to a grievance committee, constituted for this event.

The letter of the grievant should simply state the problem at issue, the wrong believed to have occurred or about to occur, efforts made to resolve the conflict, the relief to which the grievant claims to be entitled, and the lowest-ranking administrator able to resolve the problem. The written statement may contain all of the facts or alleged facts that the grievant deems pertinent to the case.

An unresolved grievance against the president himself/herself is referred to the chair of the Andrews University Board of Trustees for resolution by an administrative grievance committee.

Hearing of Grievance by a Grievance Committee (Step 4)

2:160:4

1. The grievance committee shall act within ten (10) working days to hear the case.
2. All grievance hearings shall be open only to participants, their non-legal representatives (see policy #2:180:7, and persons presenting information to the relevant grievance committee or being questioned by the grievance committee.
3. When a grievance is heard by the committee, any party involved may submit documents and other materials related to the case, question witnesses, and otherwise make a full presentation of information to the committee. The university is not obligated to present documentation on behalf of the witness.
4. No reprisals of any kind shall be taken by the university or any employee thereof against any grievant, any witness, any member of the grievance committee or any other participant in the grievance procedure by reason of such participation.
5. The burden of persuading the grievance committee that the actions or inactions at issue were not proper rests upon the grievant and shall be satisfied only by a preponderance of evidence in the record considered as a whole.
6. At any point in the proceedings prior to the time at which the committee meets to make a decision, the aggrieved party may withdraw the grievance with the consent of the relevant grievance committee.
7. In reaching its decision, the committee shall not consider or review any document or other material to which both parties in the grievance are not given access.
8. The meeting(s) at which the grievance committee considers its decision shall be closed to all parties except the committee members.
9. At no time in the process should the grievance committee or any of its members reveal details of evidence heard except as revealed in the final report to the president.

Grievance Committee Report to President or Board of Trustees Chair (Step 5)

2:160:5

The decision of the grievance committee is advisory to the parties only and shall be submitted in writing to the president or the chair of the Andrews University Board of Trustees with copies to the grievant, and the appropriate department head or comparable immediate supervisor or the president, within two (2) weeks following closure of the case.

Judgment on the Grievance (Step 6)

2:160:6

The president is responsible to make a judgment on the grievance, in the light of the findings of the grievance committee and to inform the committee and the involved parties in writing of the reasons for that judgment within ten (10) working days. (or, where appropriate, the chair of the Andrews University Board of Trustees), shall be final and binding in all cases.

RETRENCHMENT POLICIES

2:161

Guidelines for Retrenchment of Faculty

2:161:1

If, for reorganizational or financial reasons (see policy #2:175:1) the university finds it necessary to reassign or reduce faculty, it shall as a general policy follow the guidelines below with a view to remaining true to mission, being financially efficient, retaining a strong teaching/research faculty, and insuring quality in academic programs:

1. Personnel decisions shall favor retaining full-time faculty on tenure. Those not on tenure, would be retained on the basis of qualities such as:
 - a. Faculty with highest rank
 - b. Faculty with longest employment by Andrews University
 - c. Faculty with evidence of excellence in teaching and effectiveness in working with students.
 - d. Faculty with highest degrees
 - e. Faculty with longest employment by the SDA Church
2. Faculty members whose loads must be reduced shall be given preference in filling vacancies in a support or service area over individuals who do not have instructional capability .
3. The institution will make reasonable efforts to assist discontinued faculty in finding alternative employment or careers. Some options include:
 - a. Reassignment within the institution (sometimes in a lower-paying job) or other SDA institutions
 - b. Retraining within the institution for an alternate career, provided the cost is not extensive
 - c. Searches for non-denominational employment
 - d. Reduction from full-time to part-time.
4. The university will avoid filling vacancies or new positions with persons from outside the university if faculty who have been, or may be, terminated could fill such

a vacant position with little or no retraining. In such cases faculty and faculty spouses will be given retention preference over staff or student employees for such a salaried or hourly-rated position.

ARRANGEMENTS FOR SHORT ABSENCES OF ADMINISTRATORS AND FACULTY

2:162

Absence of Dean/Department Chair

2:162:1

When a dean is to be absent for a short period of time, the dean shall arrange for someone to care for the needs of the school and to make decisions during his/her absence from the campus and shall inform the Provost accordingly.

A chair of a department shall likewise make arrangements for another member of the department to care for the needs of the department and to make decisions during his/her absence. The chair shall similarly inform the relevant dean of the arrangements made. If the chair is to be absent for an extended period of time (a week or more) he/she must appoint a member of the department as acting chair during the period in question and inform the dean.

Communication technology (telephone, e-mail) should be used whenever possible to maintain regular contact with the school or department.

Absence of a Faculty Member: Teacher Substitutes

2:162:2

When travel takes a faculty member away from class appointments, clearance must be obtained from the department chair even if no reimbursement for travel is sought. A faculty member who is absent from the campus for an extended period should notify the chair and/or the dean as to how he/she may be reached in cases of emergency. Communication technology (telephone, e-mail) shall be used to maintain regular contact with the department whenever possible.

Normally, a faculty member may not miss more than ten percent of the class hours for professional meetings and off-campus professional appointments during a given semester. When a faculty member is authorized to miss classes the faculty member must make adequate provision acceptable to the department chair for the care of all classes, laboratories, and departmental responsibilities.

Tardiness of a Faculty Member

2:162:3

Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes, no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.

FACULTY OFFICES

2:163

Full-time faculty are assigned offices within their department for use in their academic responsibilities. These offices are generally provided with telephone and campus web access

and other items of equipment which the department may deem necessary. Faculty offices should be reserved for business and not be spaces for student recreation.

Personal Property

2:163:1

An employee may apply for insurance of personal property that must be kept on university premises and is mandatory to fulfill an employee's job responsibilities. Personal property that is not essential to an employee's job is not insured by the university against loss or damage. Employees are advised not to bring personal property of value to their workplaces unless it is covered by personal insurance.

Children at the Workplace

2:163:2

Children visiting their parents during working hours can be a disruption to the normal work activity of both the parent and others in the work environment. They may also be exposed to dangerous equipment or materials. For that reason, children should never be present in laboratories or clinical areas. Generally, children should be cared for away from the work place and in such a way as not to interfere with the activities of the university. This includes after school hours as well as vacations and holidays. However, this policy does not apply to brief or occasional visits to a faculty or administrative office which are not disruptive. In the event that the usual provisions for care of child(ren) should fail, appropriate arrangements should be made with the chair or administrator so that the parent can care for their needs.

If an exception to this policy is needed, a request should be made to Human Resources. Cause for an exemption may be based on age and capability of the child as well as input from the appropriate chair, dean, or administrator.

TEACHER ASSISTANTS

2:164

Student assistants are provided teachers to assist them in their assignments while at the same time also providing the student with research/teaching and other academic experiences in a collegial setting as part of a team.

The teacher's student assistants shall be provided by the manager of student employment within the departmental budget on the recommendation of the teacher and after consultation with the department chair and the dean.

The following categories of assistants have been approved:

1. **Laboratory Assistants:** Research assistants help in the preparation for and operation of the laboratories for given classes or assist in research projects.
2. **Readers:** Clerical assistants assist the teacher in correcting papers, examinations, special reports and other clerical duties.
3. **Graduate Assistants:** Within the department or research budgets, graduate students may be hired on stipends to assist faculty members for specific tasks such as laboratory assistants, teaching, readers or as research assistants assisting in specific research and teaching assignments that a faculty member or members may be engaged in (see also policies #2:310:3:2 and 3).

FACULTY ADVISING RESPONSIBILITIES

2:165

As part of the working obligations of a faculty member, he/she may be assigned to advise undergraduate and graduate students. As an advisor, a faculty member shall mentor the student(s) assigned to him/her, shall counsel them on their degree programs and career opportunities and seek to foster spiritual, personal, and social development. A crucial test of the faculty member's effectiveness as an advisor is to be found in the quality of his/her advising as perceived by the student and his/her availability to help a student.

Each undergraduate student shall have a faculty advisor assigned by the Advising Coordinator on the recommendation of the department chair. The number of students that shall be assigned to a faculty member as advisees shall be decided in consultation with the faculty member and the department chair with consideration of his/her various workload responsibilities.

Graduate students shall be assigned advisors by the dean of the school offering the program after having been advised by the graduate program director.

The faculty advisor shall in all cases be consulted before the student is subjected to major discipline or a change in registration. On the request of either the faculty member or the student, or for some other reason, the office of academic advising may change the student's advisor. Both the student and the advisors shall be informed of the change. The quality of faculty advising is evaluated annually and reviewed further, when the promotion of a teacher is considered (See policy #2:308:3).

OMBUDSPERSON

2:166

The ombudsperson is an impartial intervention agent available to help students, staff, and faculty resolve problems that remain unsolved after the normal channels for handling such matters have been followed. The ombudsperson may have access to all university offices and appropriate relevant records when assisting in the resolution of problems. The ombudsperson will advise the student, staff or faculty member on further steps to take, negotiate a solution, or determine why the problem is insoluble. No student, staff or faculty member shall suffer any penalty because of seeking the assistance of the ombudsperson, and all information presented to him/her by persons seeking assistance shall be confidential so far as possible.

The ombudsperson is alert to the chief causes for student, staff, and faculty concerns; and makes recommendations to the president for improvements in these areas (See also policies #2:685, the Employee Handbook http://www.andrews.edu/HR/emp_handbook.html, and the Student Handbook <http://www.andrews.edu/services/studentlife/handbook>).

The ombudsperson is appointed by, and reports directly to, the president or his designee.

Section 2 :167 is under revision. Please check with Campus Safety or Vice President for Financial Administration if you have questions.

CAMPUS AND WORKPLACE SAFETY

2:167

Faculty, staff, and administration share responsibility for maintaining a safe educational and working environment with the Campus Safety Department, which is charged with enforcing safety codes and protection measures (see policy #1:540:1). The following sections cover the policies that protect the well-being of the campus community. See also policy #2:150.

Institutional Policies Relating to Infectious Diseases

2:167:1

University HIV/AIDS Non-Discrimination Policy

2:167:1:1

Andrews University does not discriminate against an individual who is disabled because he/she is known to have AIDS, ARC or show laboratory evidence of HIV infection, with respect to admission, employment, residence hall or other housing if he/she otherwise is able and qualifies for such. The confidentiality of the health status of such infected persons shall also be maintained within university policy.

Severe Acute Respiratory Syndrome (SARS) Response Policy

2:167:1:2

Andrews University will; in accordance with recommendations from the World Health Organization (WHO), the Centers for Disease Control (CDC), and the Department of Community Health, take a proactive role in responding to the risks associated with the SARS epidemic.

Travel Restrictions: Because of the dynamic nature in fighting and preventing SARS world-wide, the provision of this policy may change on a daily basis, based on WHO and CDC recommendations. The CDC issues Travel Alerts and Travel Advisories for a variety of reasons. This policy applies to those alerts and advisories related to SARS. The CDC website is: <http://www.cdc.gov/ncidod/sars/travel.html>. See also policy #2:167:7.

Safety and OSHA Compliance

2:167:2

It is the intention of Andrews University to provide a safe teaching and learning environment and to comply with all applicable government safety and environmental regulations. While safety is by nature a responsibility of every department head and dean, caring for this can be time consuming and complicated. Appropriate members of the university's Compliance Committee (policy #1:601:4) are available to provide inspection, explanation of OSHA and EPA standards, consulting on implementation actions and to answer safety-related questions. The Compliance Committee will monitor safety or environmental reviews of the institution as needed.

The department chair or manager is responsible to:

1. Understand and apply the commonly accepted safety and environmental standards of his/her field.
2. Understand and comply with the specific government safety and environmental regulations that apply to his/her department.
3. Call upon the appropriate personnel for assistance as needed.

4. Act favorably upon safety recommendations received from the Compliance Committee or its representatives.

If a safety recommendation is not viewed as workable by the department chair, and if the appropriate administrator feels that this will pose a significant risk, the discussion should widen to include the school dean, supervising administrator, and other personnel as needed.

Campus Crime

2:167:3

In harmony with the requirements of The Crime Awareness and Campus Security Act of 1990, Andrews University through its Campus Safety Department shall annually publish in the Student Movement and by other means a report on major campus crime statistics (including the off-campus properties) for murder, rape, robbery, aggravated assault, burglary and motor vehicle theft, and disseminate the same to its campus community of employees and students as well as to the Michigan and U.S. Secretaries of Education. Interim reports are made to the campus community whenever a major crime has occurred.

The annual report on campus crime statistics shall also enumerate arrests for crimes involving prescribed violations relative to the liquor law, drug abuse, and weapons possessions.

From time to time, as deemed appropriate by the Campus Safety Department, students and employees shall be warned about potential risks for serious crime events. To prevent such occurrences, pertinent information will be disseminated by means of any of the following: direct mailings, voice mail, announcements at public gatherings, and/or publication in the Student Movement. Alleged victims of violent crimes shall also be informed by the Campus Safety Department of the results of any disciplinary proceedings against the alleged perpetrator.

Campus Crime Deterrence and Prevention Education

2:167:3:1

Law Enforcement Working Arrangements

2:167:3:1

Campus law enforcement at Andrews University shall be carried out by the Andrews University Campus Safety Department (see also policy #1:540:1) with the part-time contractual help of the Berrien Springs-Oronoko Township Police Department. Campus law enforcement shall be carried out on a twenty-four (24) hour, seven (7) days a week basis. Besides the fact that the services of the Berrien Springs-Oronoko Township police shall be contracted on a part-time basis, the Andrews University Campus Safety Department shall maintain a close working relationship with local and state police as evidenced by:

1. a continuous direct radio contact arrangement between the campus police and the local and county police
2. mutual information sharing (verbal and/or written) with respect to crime involving any Andrews University employee or student
3. attendance of campus safety personnel at Berrien Springs-Oronoko Township police group meetings and

- campus safety personnel serving as reservists in the local police department where additional in-service training and orientation shall be received from time to time.

Security and Access to Campus Facilities

2:167:3:2

All campus workplace and instructional facilities shall be regularly checked for code violations and shall be locked and unlocked daily in accordance with an authorized schedule. Plant Administration maintains a central key system which facilitates only authorized persons obtaining keys to any of the Andrews University physical facilities.

Coded cards issued to student residents shall provide access to the officially monitored entrances of their respective residence halls and rooms. Unofficial entrances and fire exits to residence halls shall be alarmed for safety to prevent any clandestine facilitation of illegal entry of residence halls. Andrews University shall also maintain a specified curfew for all student residence hall residents. Daily at a fixed time in the evening all major roads to the central campus of the university shall be closed except one which shall have a staffed gate and checkpoint.

Prompt Crime Reporting Arrangements

2:167:3:3

All students and employees shall annually receive a brochure from the office of Students Affairs and office of Human Resources respectively on the work of the Campus Safety Department, campus safety procedures and practices and the role that individual students and faculty are expected to play in safeguarding their own and other persons' safety and in reporting crime or threats of the same to the appropriate authorities.

Students and employees shall be advised to report incidents of crime or threats of the same personally or by phone to any of the following:

- Campus Safety Department
- Office of the Vice President for Student Life
- Residence Hall dean(s)
- Dean of a school of the university
- Chair of an academic department
- Any office manager or work supervisor

Drug-Free School and Workplace Arrangements

2:167:3:4

In harmony with the Drug-Free Schools and Communities Act as amended (Public Law 101-226), Andrews University provides education, prevention programs, and imposes penalties on students and employees who do not comply with its drug-free policies (see policy #2:153). The Student Handbook covers these policies in detail. The Andrews University Drug-Free Workplace Policy and Procedures is provided to each new employee (see policy #2:153 and the Employee Handbook http://www.andrews.edu/HR/emp_handbook.html).

Campus Fire and Safety Code Arrangements **2:167:4**

The Director of Campus Safety has been appointed as the Safety and Fire-code Enforcement Officer for Andrews University to enforce the National Fire Protection Association (NFPA) Life Safety Code as adopted by the Oronoko Township in whose jurisdiction Andrews University is situated. It shall also be his/her duty to educate university employees with respect to the safety and fire codes, conduct periodic safety checks, report violations of fire and safety codes, and recommend remedial and/or disciplinary measures.

Employees of the university who violate fire and safety codes are liable to discipline including possible termination of employment.

Prohibition of Hunting on University Property **2:167:5**

In order to provide a safe environment for the Andrews University community and protect the natural environment, Andrews University does not allow hunting or trapping of animals on its property. Anyone disregarding the prominently posted hunting prohibition signs by Campus Safety shall be prosecuted under the relevant statutes.

Disaster Response Plan **2:167:6**

The university maintains a Disaster Response Plan, which details the university’s plan for emergency response to a disaster. The Plan defines a disaster as any accident or incident that would interrupt a significant portion of the university’s normal operation.

The Plan seeks to minimize the immediate adverse effects of a disaster. It seeks to protect life and property of the university and its faculty, staff, and students. It encompasses the establishment of an emergency control center, emergency warning and communication, temporary shelter and Dining Services, emergency medical services and emergency maintenance.

Travel Safety Precautions **2:167:7**

For safety and security reasons faculty shall be required, when traveling overseas on official University business, or when taking students on university-sponsored tours abroad, to follow the U.S. State Department’s recommendations on travel. Any university-sponsored trips (academic tours and mission trips) that involve student groups, must receive risk management approval at least thirty (30) days before departure. Risk management approval may be obtained from the Risk Management Office in Human Resources (See also policy #2:167:1:2).

**E. TERMINATION OF A FACULTY MEMBER'S
EMPLOYMENT**

USUAL OCCASIONS FOR SERVICE TERMINATION **2:170**

The termination of a tenure or non-tenure faculty member's employment at the university takes place at any of the following times:

1. When the faculty member enters full retirement.
2. When the faculty member's resignation becomes effective.
3. When the faculty member's transfer to another entity of denominational employment becomes effective.
4. When a contract for service expires without renewal.
5. When a faculty member is dismissed on the basis of his/her professional fitness before the end of the contracted period of time (dismissal).
6. When a faculty member's service is terminated for reasons unrelated to the professional fitness of a faculty member before the end of the contracted period of time (separation).

ADEQUATE NOTICE FOR TERMINATION OF SERVICE 2:172

In order to protect the integrity and continuity of the academic programs of the university, notice for the termination of a faculty member's service for any of the reasons outlined in policy #2:170 above, should be negotiated in writing by both the faculty member and the institution at least three months prior to the effective date. (For exceptions see policies #2:135:1 and 2; #172:2; #2:172:3 below; and #2:180:9)

Notice of Retirements/Resignations/Transfers 2:172:1

Written notice from a faculty member with respect to a request for retirement, a resignation, or a transfer to another denominational entity should reach the dean of a given school with copies to the president and provost at least three months prior to the effective date. The appropriate time for such letters is April 1 of the last academic year in which a teacher intends to serve. Other dates may also be considered provided the three month lead-time concept is maintained. Where not enough lead-time is allowed, a teacher may be obligated to continue teaching until a mutually agreeable date can be negotiated.

Resignations are ordinarily effective at the end of spring semester, i.e. normally ten days after the last scheduled examination at the end of a term, plus vacation time due a faculty member.

Notice of Non-renewal of Appointments 2:172:2

Since the non-renewal of a faculty member's contract amounts to the termination of that faculty member's service, written notice of such non-renewal shall be given in adequate time (see policy #2:135:1 for details).

Notice of Termination of an Appointment Before the Due Date (Dismissal) 2:172:3

Andrews University may for adequate cause under certain circumstances, terminate a faculty member's service before a given appointment expires. The university may also for adequate cause terminate the services of a faculty member who is on tenure (see policy #2:175 below for further details).

Terminating the services of a faculty member who is on tenure or a non-tenure faculty member before his/her appointment expires requires a specified procedure followed by a termination notice as described in policy #2:180. The termination notice under such

circumstances should be made considerably prior to the effective date (for details see policy #2:180:9).

ADEQUATE CAUSE FOR TERMINATING THE SERVICE OF A FACULTY MEMBER

2:175

Adequate cause for the termination of a faculty member's services (also referred to as dismissal or separation of a teacher) is related to:

2. The ability of institution to finance its operation (financial exigency),
3. The discontinuance of a program, or
4. The fitness of the faculty member in his/her professional capacity as teacher/researcher or librarian

If the termination of a faculty member's contract before the date of expiration is for financial causes as listed in (1) or (2) above, it is referred to as a separation of a faculty member. Where the termination of a faculty member's appointment before the due date is for cause related to fitness as listed in (3) above, it shall be referred to as a dismissal of a faculty member. Such termination follows the due process procedures outlined in policy #2:180:1-9 below. The various elements of adequate cause are further described in policies #2:175:1 through 3.

Adequate cause shall not include an attempt to restrain a faculty member from exercising his/her academic freedom. Termination of a faculty member for any cause shall be eligible for grievance procedures.

Financial Reasons or Program Discontinuance

2:175:1

Where the separation of a person on tenure, or one without tenure before the end of a specified term, is based upon bona fide declared financial exigency or discontinuance of a program or department of instruction, regular termination procedures will not apply. A faculty member shall be able, to have the issues reviewed by the Grievance Committee of a given school, with ultimate decision made by the Board of Trustees on the recommendation of the president. In every case of financial exigency or discontinuance of a program or a department of instruction, the faculty member concerned will be notified as soon as possible, preferably not less than twelve (12) months' notice, but never less than is outlined in policy #2:180:9. The provision of salary in lieu of notice as outlined in policy #2:180:9 shall also apply.

Before terminating an appointment because of the abandonment of a program or department of instruction, the university will make every effort to place affected faculty members in other suitable positions (see policy #2:161). If an appointment is terminated before the end of a period of appointment, because of financial exigency or because of the discontinuance of a program of instruction, the released faculty member's place will not be filled by a replacement within a period of two years unless the released faculty member has been offered reappointment and a reasonable time within which to accept or decline .

Fitness of Faculty Member in Professional Capacity

2:175:3

Dismissal of a faculty member before the end of a specified term on grounds of fitness in his/her professional capacity can result from:

1. Gross and inexcusable incompetence was defined in a New York University Law Review study, 1979, (pp. 840-891) as a state of inability arising from a lack of talent, intelligence, training, motivation, or professionalism. Incompetence encompasses a teacher's classroom demeanor, teaching methods, physical ability, and ability to maintain an environment conducive to learning.
2. Failure to meet established obligations including, but not limited to, frequent absences from class, faculty committees, faculty meetings, or other official appointments; deliberate non-compliance with institutional policy requirements; boycotting specific official university events; keeping inadequate office hours; frequent tardiness or failure in filing required reports, grades or other agreements; failure to advise students adequately (see also policy #2:148 regarding outside work.).
3. Moral turpitude such as academic dishonesty in teaching and research, plagiarism (see policy #2:187), vulgarity, harassment or sexual misconduct.
4. Inability to develop and maintain collegial relationships with co-workers and others.
5. Repudiation or defiance of the standards and teachings of the Seventh-day Adventist church as contained in the statement of fundamental Beliefs, or persistence in teaching or activities which by their opposition to those doctrines and standards threaten the viability of the university as an institution of the Seventh-day Adventist church. (See also Appendix 2-A and Appendix 2-B which specifically deal with theological and academic freedom concerns in Seventh-day Adventist institutions.)

Dismissal of a faculty member for reasons outlined here in policy #2:175:3 is implemented according to the due process procedures and conditions outlined in policy #2:180 below.

SEPARATION PROCEDURES FOR A FACULTY MEMBER BEFORE EXPIRATION OF APPOINTMENT

2:180

Dismissal of a faculty member with continuous or regular appointment (before the end of the specified appointment term) because the person is deemed unfit in a professional capacity (see policy #2:175:3 above) may take place only after the following steps have been followed. These procedures recognize faculty employment rights and at the same time faculty obligations within the academic community. As such, they are asked as a matter of course to participate in the dismissal processes outlined below.

Informal Assessment of Problem (Step 1)

2:180:1

When complaints about the professional suitability of a faculty member are received by his/her superiors, the president, the provost, or his/her designee may make an informal assessment that includes the appropriate parties and deans that seeks to resolve the problem. If the problem has been resolved, no further steps will be taken.

Informal Assessment by Committee (Step 2)

2:180:2

Should the assessment in Step 1 reveal that the problem is serious, unresolved and worthy of further attention, the provost shall, by mutual agreement with the relevant faculty member and administrators, either appoint an ad hoc Committee of Inquiry of three persons uninvolved in the case or shall proceed directly to Step 3. (See also policy #2:155:7). Two alternates selected as reserves shall only serve when regular members are unable to participate.

If an informal inquiry is chosen, this committee shall determine and confidentially report whether dismissal procedures should be undertaken. Should the president receive a report from the provost that dismissal should be considered, the next step (Step 3) would be taken. No further action is taken if the president agrees that the problem was resolved or can be resolved without dismissal considerations. The report of the Committee of Inquiry will be made to the president only.

Formulation of Charges (Step 3)

2:180:3

The provost shall, at the request of the president formulate a statement of charges, using the findings of the Committee of Inquiry if available. This statement of charges will be given to the president for action after the department chair and dean of the relevant school have been informed of the action being anticipated.

Letter to Faculty Member Concerned (Step 4)

2:180:4

Should the president decide to institute formal dismissal procedures against the faculty member, he/she shall in writing inform the faculty member of the intent for dismissal, along with the following information:

1. The specific charges against the faculty member;
2. The faculty member's right to review his/her personnel file;
3. The right to an interview with the president before responding officially to the charges;
4. The right to appeal to the president in writing for a hearing by a Grievance Committee of peers. (The letter of appeal must reach the president within ten (10) working days from the receipt of the president's letter.)
5. The procedural rights accorded him/her during a grievance process, if requested;
6. The obligation to submit to the president and the Grievance Committee a written response to the charges made. (The written response to the charges must reach the president and the Grievance Committee five (5) or more working days before the date scheduled for the first committee meeting.)

If no request for a hearing by the Grievance Committee is received from the faculty member, dismissal procedures will be implemented.

Notification of Grievance Committee (Step 5)

2:180:5

Upon receiving a request from the person charged, the president shall notify the dean of the relevant school of the need for the school's Grievance Committee to hear the charges and evidence (see policy #2:160:3).

After notification, the Grievance Committee shall be granted twenty-five (25) working days (unless extended by mutual agreement by the accused and the president) within which to conduct a hearing of the grievance and render a written report to the president. The hearing shall not be open to the public and it shall consider only the specific charges leveled in writing against the faculty member.

Suspension or Reassignment of Faculty Member (Step 6)

2:180:6

Pending a final report by the Grievance Committee, the faculty member will be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to him/herself or others is threatened by his/her continuance. Suspension can be instituted by the president without prior Board of Trustees' approval. Any such suspension will be with pay.

Grievance Committee Procedures (Step 7)

2:180:7

Although circumstances may alter the procedures, generally the Grievance Committee will use the following procedures in the process of hearing a grievance:

1. Prior to the initial meeting of the Committee, the chair of the Grievance Committee will communicate with the parties in order to:
 - a. simplify the issues
 - b. effect stipulations of facts
 - c. provide for the exchange of documentary or other information;
 - d. achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective and expeditious; and
 - e. give notification of the date of the grievance hearing.
2. Service of notice of the grievance hearing will be made to the faculty member and the president at least ten (10) working days prior to the meeting.
3. During the grievance hearing, the faculty member in question may bring a colleague of his/her choice to serve as a non-speaking advisor and support. The president or his designee shall also be entitled to attend the hearing. Neither party shall be represented by legal counsel at the hearing. The chair of the committee shall set the order of argument and of presentation of evidence and may call an executive session at any time during the hearing for consultations among the members. An executive session shall mean that only the members of the Grievance Committee shall meet without the principals or witnesses present.
4. In consultation with the provost, the chair may arrange for a full stenographic or taped record of the hearing phase of the grievance procedure. Upon completion of the case, this record will be filed in the office of the provost.
5. The burden of proof that adequate cause exists rests with the institution and shall be satisfied only by clear and convincing evidence in the record considered as a whole. The faculty member will be afforded an opportunity to call necessary witnesses and submit documentary or other evidence. Typically, the faculty member will also have the right to question witnesses.
6. In hearings of charges of incompetence (see policy #2:175:3), the testimony shall include that of qualified faculty members of this or other institutions of higher education.

7. When the consideration of evidence has been completed the committee will enter an executive session to reach its conclusions. The findings of fact and the decision will be based solely on the record. The verdict should be reached and conveyed to the president and the faculty member within five (5) working days after the grievance hearing has been concluded.

If the grievance committee concludes that adequate cause for a dismissal has been established, but that a major academic penalty less than dismissal, such as suspension from service without pay for a period of time or a minor sanction such as a reprimand would be more appropriate, it will be so recommended by the grievance committee with supporting reasons.

If the president rejects the report, he/she will state the reasons for doing so in writing to the hearing committee and to the faculty member within five (5) working days and provide an opportunity for response before transmitting a recommendation to the Board of Trustees. The president's final decision shall be made known prior to making a recommendation to the Board of Trustees.

Public statements and publicity about the case by either the faculty member or any university employee involved with the case will be avoided so far as possible until the proceedings have been completed, including consideration by the Board of Trustees.

Action by the Board of Trustees (Step 8) 2:180:8

If dismissal is recommended by the president, the president will transmit to the Board of Trustees the written report of the Grievance committee and the complete record of the case. The Board of Trustees' review will be based upon the written report and the complete record of the Grievance committee. The Board maintains the right to grant a hearing of an appeal by the aggrieved faculty member before making its final decision.

Terminal Salary or Notice of Termination (Step 9) 2:180:9

If the appointment is terminated, the faculty member will receive notice of termination and may receive separation salary. See policy #2:175:1.

EXIT INTERVIEW AND PROCESS 2:181

On the termination of a faculty member for any reason, the faculty member concerned shall have an exit interview with the Director of Human Resources on the last day of his/her employment. At this interview the faculty member will:

1. Return his/her university identification card (ID), hospitalization insurance, PAC card or telephone credit card, classroom/office/building keys and copy of the Andrews University Working Policy.
2. Verify that any materials on loan from James White Library have been returned.
3. Record the reasons for terminating his/her employment at Andrews University and other matters of mutual interest.

II. ACADEMIC ORGANIZATION AND ADMINISTRATION

ORGANIZATION INTRODUCTION

2:201

Andrews University consists of seven constituent schools (the School of Architecture, Art and Design; the College of Arts and Sciences; the School of Business Administration; the School of Distance Education; the School of Education; the School of Health Professions; and the Seventh-day Adventist Theological Seminary). They are hereinafter referred to as the schools of the university. Post-baccalaureate degrees in the schools (except the ministerial professional training degrees such as the master of arts in pastoral ministry, master of arts in youth ministry, master of divinity, and doctor of ministry), are supervised by the governing body known as the School of Graduate Studies and Research.

For all academic affairs of the university, the chief administrative officer is the provost. The deans, as head administrative officers of their respective schools are spokespersons and chief executive officers for their schools and report directly to the provost, who in turn, works directly under the president of the university (see Figures 1:1 and 1:2). The duties and responsibilities of the provost and the deans are treated in more detail in Section 1 of the Andrews University Working Policy.

This chapter deals primarily with the roles that department chairs, faculty, and faculty committees play in setting academic policy and carrying out academic functions.

POLICY DEVELOPMENT

2:205

Academic policy is voted by the appropriate school faculty or the General Faculty, after study and recommendation by appropriate committees or councils. The application of policy to specific cases is the function of the appropriate administrator. When an administrator finds that a policy is so inadequately formulated that he/she cannot apply it, he/she shall recommend to the appropriate committees and councils that the policy be reformulated.

Policies which are university-wide or involve more than one school, as determined by the president on the advice of the provost, are voted by the General Faculty. A new policy may be created by a majority vote of the general faculty, but a change in a major policy from what presently exists as determined by the chair requires a two-thirds vote of the faculty present at a duly called meeting.

Policy making usually begins with a faculty committee, which studies a proposal and drafts a statement for discussion by the appropriate faculty. New academic policies may also be recommended by the president, the provost, or by a dean. Individual faculty members may make recommendations to a faculty committee, to the president, to a vice president, or to a dean but not directly to a faculty session by way of a substantive motion or amendment which makes a substantive change to policy, except by permission of the chair.

The Undergraduate and Graduate Councils of the university lay down minimum academic policy standards which apply university-wide such as requirements for admission and graduation, program review and development, curriculum requirements, policies on grading,

honors, class attendance, student loads, etc. (see also policy #2:250). The development of policy dealing with the work of faculty is the responsibility of the Faculty Policy Development Committee.

FACULTY MEMBERSHIP

2:210

Faculty membership is held within a department and school by appointment of the Board of Trustees (see policy # 2:121, #2:124). Faculty appointments to a school or joint appointments in one or more other schools may be made (see policy #2:124:1,3). Full voting rights accompany an appointment to a school. The faculty of a school is chaired by the Dean of the school. The president, the provost, and the dean of the school of graduate studies and research, are eligible to sit with all school faculty with full voting rights (see also policy #1:428).

SCHOOL AND DEPARTMENT RESPONSIBILITY

2:212

Each faculty member shall normally hold primary membership in one school and in one department. The faculty member is responsible to the dean of the school and to the decisions of the department and school in which primary membership is held. For service performed in another school or in another department, the teacher is also responsible to the dean of the other school and to the decisions of that department and school.

When another school desires the services of a faculty member, the dean shall file a request with the provost who shall obtain the approval of the dean of the school as well as of the department chair in which the faculty member holds primary membership.

MEMBERSHIP IN THE GRADUATE FACULTY

2:213

Members of the Graduate Faculty are annually appointed by the president upon the recommendation of the provost from faculty members at the university who are qualified, experienced, and productive scholars. The selection criteria and appointment procedures for graduate faculty are described in Appendix 1-G.

Responsibilities of Graduate Faculty

2:213:1

Graduate faculty members are categorized into groups according to their research experience and ability. Graduate faculty responsibilities include advising, teaching, guiding research as productive scholars, and serving on or directing students' thesis and dissertation committees.

Chairing Doctoral Committees

2:213:2

The responsibility of directing doctoral dissertations and chairing doctoral committees is limited to members of the Graduate Faculty who have been recommended by the Peer Review Committee of the Graduate Council to the dean of the School of graduate studies and research (see below) for their distinguished teaching experience and scholarly maturity. Criteria are found in the Graduate Handbook. This designation is reviewed and renewed on a periodic basis.

The School of Graduate Studies and Research **2:213:2**

The School of Graduate Studies and Research is comprised of the members of the Graduate Faculty. The school's major functions are to promote research, and to coordinate and to establish the minimum standards of graduate programs at Andrews University, (except the ministerial professional training degrees).

The chief spokesperson and executive officer for the graduate faculty is the dean of the school of graduate studies and research. He/she chairs the Graduate Council, which acts on behalf of the total graduate faculty membership.

The Graduate Council membership is determined by criteria in Appendix 1-G.

MEMBERSHIP IN PROFESSIONAL FACULTY **2:216**

The professional faculty is a body of selected graduate and undergraduate faculty charged with the delegated final authority in matters touching the operations of the Andrews University professional degree programs. (See Appendix 1-J and policy #1:620:1).

Officers and members of the professional faculty are annually identified and appointed by the president of Andrews University in consultation with the dean(s). The dean(s) shall be designated as chairs (co-chairs). The membership of the body shall be published in the bulletins of the university and shall include all the professional faculty of each professional program operating within the professional degree council system plus no more than an equal number of participating non-professional faculty selected from the participating departments. At present the social work, physical therapy, dietetics and medical laboratory science programs at Andrews University participate in the professional degree council system.

Meetings are called only when referrals are received from the respective graduate or undergraduate faculty. The meetings shall be chaired by the dean of the school involved.

EX-OFFICIO MEMBERSHIPS **2:217**

Ex-officio membership (membership by office held) with voting rights for all faculty sessions, councils, committees, and subcommittees is held by the president, provost, and the dean of the School of graduate studies and research (for graduate programs under his/her jurisdiction) Each academic school dean, associate and assistant dean are ex-officio members of each departmental session, each council, committee, and sub-committee within their school. (See also policy #1:428)

FACULTY MEETINGS **2:220**

School Faculty Meetings **2:220:1**

The agenda for faculty meetings in a school is developed by the dean in consultation with department chairs and faculty. School faculty meetings are usually scheduled monthly during each term of the regular school year and during the summer as necessary.

School committees responsible for developing and approving academic policies, courses and curricula changes act on behalf of the faculty of that school. The minutes of such committees are communicated to the faculty of the school within ten (10) days of the committee's work. Aspects of such minutes may be placed on the agenda of the school's faculty meeting for wider discussion by the dean of the school or by the request of faculty members.

Minutes of all school faculty meetings are circulated to all regular members. Copies of minutes are filed in the office of the dean, the registrar and the provost.

General Faculty Meetings **2:220:2**

All General Faculty meetings are scheduled by the provost. Meetings are usually called monthly within a term and in the summer as necessary. The agenda is circulated to all regular members of the General Faculty one week before the faculty meeting.

Rules for Faculty Meetings **2:220:3**

For the rules that govern the conduct of all meetings and the determination of a quorum see policy #1:752:2.

ACADEMIC DEPARTMENTS **2:225**

Organizing Instructional Departments **2:225:1**

Organizing or dissolving of an instructional department is voted by the Board of Trustees on the advice of the president after recommendation from the provost and the relevant dean. If a department shall serve more than one school, the recommendation of the deans of the schools involved are required.

Before the provost and the dean(s) decide to make a recommendation to organize a new department or to disband or reorganize an existing department, the faculty of the school(s) affected, and in the case of an existing department, the department faculty also shall be consulted as well as the Undergraduate and Graduate Councils.

The decision to organize or dissolve a department shall be done in harmony with the mission and priority of the university and school within the budget parameters available to the department. Faculty budgets may consist of regular budget positions (chairs), named chairs and endowed chairs (see policy #2:237).

Departments with Non-Adventist Faculty **2:225:2**

Departments deemed essential to the mission of the university and the church, but for which qualified Seventh-day Adventist teachers are not available, may be designated as exceptional case departments. For such designations and the concomitant authority to hire non-Adventist faculty the department must (1) justify itself as being important to the mission of the university and the church; (2) demonstrate the lack of qualified Seventh-day Adventist teachers for the program; and (3) provide evidence that such hiring of non-Seventh-day Adventists would not compromise the mission of the university. The Board of Trustees may then grant such a designation, which would be subject to review at regular intervals.

An exceptional case department (or division) must operate in harmony with these requirements:

1. The chair of the department (or director) is a Seventh-day Adventist.
2. At least half of the full-time faculty in the department are Seventh-day Adventists.

Faculty search committees, seeking to fill vacant faculty positions, are chaired by a Seventh-day Adventist; and more than half of the members are Seventh-day Adventist. Such search committees shall extensively seek, and demonstrate how they have sought, qualified Adventist candidates before considering candidates who are not Seventh-day Adventist. The advice of the dean of the school should be sought.

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.

Before hiring a non-Adventist faculty member, full disclosure will be made to him/her regarding the limited nature of the employment appointment and the Church's practice of hiring its own members.

The beliefs and practices of the Seventh-day Adventist Church are intentionally and fully explained to non-Adventist faculty upon their hiring to facilitate their contribution to the campus mission. The guidance of the Office of Human Resources and the vice president of academic administration shall be sought.

During the sponsorship of a Seventh-day Adventist for advanced study, a non-Adventist faculty member who is committed to Christian values and principles, and who is sympathetic to the religious concepts, philosophy, teachings, and culture of Seventh-day Adventism (see policy #2:101:1); may be employed on an annual appointment basis, provided there is full disclosure of the intent to hire a qualified Adventist upon completion of the sponsored studies.

The annual department report includes information on the plan to enlarge the proportion of Adventist teachers in that department

CURRICULUM COORDINATORS

2:230

Curriculum coordinators are appointed to give leadership to departmental programs which have specialized curricula or to any program or curriculum which includes more than one school or crosses departmental lines. The curriculum coordinator shall be an experienced teacher appointed by the dean(s) in consultation with the appropriate departmental chair(s), with the Graduate Dean (if appropriate) and with the Provost.

Among the duties of the curriculum coordinator shall be: to advise the department chairs and the dean(s) regarding the coordination and assessment of courses required within the curriculum; to advise Enrollment Services regarding promotion of the curriculum; to advise students or prospective students who are interested in or are following the curriculum, or if appropriate, to appoint a committee to advise students; to direct assessment, evaluation, and

improvement of the curriculum; and to foster interdepartmental cooperation regarding the curriculum. See also policy #2:440

The curriculum coordinator shall conduct conferences with teachers and officers individually or in groups, to consider plans for assessment of learner outcomes, for strengthening the curriculum, and for better coordinating the courses that are involved.

DEPARTMENT CHAIRS

2:235

In all matters pertaining to the department, the chair of an academic department is directly responsible to the dean of the school to which the department belongs. If a matter affects two or more schools in interdepartmental or interdisciplinary programs voted by the Board of Trustees, the chair shall seek counsel from the appropriate deans and where appropriate the dean of the school of graduate studies and research.

Role and Functions of the Chair

2:235:1

The duties of the department chair include the following:

1. Promote the well-being and effective functioning of the department.
2. Manage the department resources in a fiscally responsible manner.
3. Foster communication and faculty participation in departmental business including regular department sessions.
4. Counsel the members of the department regarding their employment conditions and faculty performance including annual reviews and plans for teaching, scholarship, and service including participation in professional societies and presentations of scholarly papers (see policy #2:143:2).
5. Give leadership to departmental improvement, including review of assessment results and the effect on curriculum improvement; annual reports, periodic self-studies, or program reviews; research agendas (see policy #2:244); recruiting and orienting new faculty, visiting professor, of guest faculty; student recruitment; and other activities that enhance departmental programs.
6. Provide a communications link between faculty and administration regarding departmental needs and recommendations. Communicate departmental decisions to students.
7. Ensure the enforcement of the applicable policies of the university.

Department Sessions

2:235:2

The chair of the department shall call regular departmental sessions, usually at least monthly, several times during the year, and shall invite all regular members of the department. Minutes shall be recorded and copies given to members of the departmental faculty, the dean of the school and, if appropriate, the dean of the school of graduate studies and research, the registrar and the provost.

The agenda may include any matters germane to the strengthening and good functioning of the department. Examples might include learning objectives and assessment of them, effective teaching techniques, faculty research, course offerings, prerequisites and course

requirements, decisions made in response to assessment findings, resources needed. Topics of general professional or departmental interest should be included. These discussions may lead to formulation of recommendations or requests to be presented by the department to the proper administrators or committees. See also policy #2:440.

ENDOWED FACULTY CHAIRS **2:237**

Approval Method **2:237:1**

The Andrews University Board of Trustees may institute endowed chairs on the recommendation of the president after appropriate consultation with all parties concerned and after a written agreement has been entered into between the donor(s) and Andrews University.

Written Agreement with Donor(s) **2:237:2**

The written agreement with respect to a proposed endowed chair shall contain the following elements:

Purpose **2:237:2:1**

The statement will indicate whether the endowed chair will: (a) fund an existing faculty budget or serve to add a budget, (b) honor a person or idea, create a disciplinary or special emphasis, assure the continuation of a particular teaching emphasis, or fulfill such other purposes as may be deemed appropriate within the mission of the university.

Nature of the Endowed Chair **2:237:2:2**

The statement shall indicate the following:

1. whether the endowed chair is assigned to the university, to a specific school or to a department;
2. which of specific purposes above has been selected;
3. what the criteria shall be to qualify the occupant for the endowed chair and for continuation in the chair.

The criteria developed are established by written mutual agreement of the donor(s) and university prior to seeking approval for instituting the endowed chair and shall mark the total involvement of the donor(s) in the endowed chair process and administration.

Dissolution of Endowed Chair: **2:237:2:3**

The statement shall also indicate what is to happen to the endowment principal in the event of the dissolution of the chair and the criteria for such dissolution.

Term of Occupancy of the Chair **2:237:3**

While the term of occupancy of the endowed chair shall be continuous in contrast to annual appointments, subject to evaluation by academic administration (by the department chair and/or the dean of the school), the continuation of the incumbent holding the endowed chair shall be contingent on fulfillment of the purposes and conditions specified.

Except where otherwise proscribed by the nature and purposes for a specific endowed chair, the evaluation for continuation of the incumbent of the endowed chair shall be done every five years in the year following the General Conference session.

If a faculty member, who already holds the tenure status, is appointed to an endowed chair position the tenure status of that faculty member remains unchanged and apart from the occupancy of the endowed chair position, provided the faculty member continues to meet the criteria for the tenure status.

Future of an Occupant Relinquishing an Endowed Chair **2:237:4**

When an endowed chair is vacated either voluntarily or as the result of an evaluation, the continued employment of the person who vacates the chair shall be given priority consideration subject to fulfilling the usual employment conditions and those governing tenure and retrenchment priorities according to qualifications, status and years of service.

Selection Process for Occupant of Endowed Chair **2:237:5**

The selection of the occupant of an endowed chair shall take place through an appropriate University search process (see policy #2:142:6:1). The method of announcing the occupant of the chair will be the usual way of publicizing the appointment of any faculty member.

Endowment Amount **2:237:6**

The university shall annually determine the minimum amount needed to fund an endowed chair. The amount shall be determined with consideration to such elements as the expected percentage interest return, percent inflation interest required to protect the principal, and the specifics of the chair package such as salary amount, travel allowance, benefits, research allowances and secretarial assistance.

Special Endowment Title **2:237:7**

The assignment of an endowed chair shall include the assignment of a special endowment chair title which shall be in addition to the rank the occupant already holds.

Departmental Funding for Endowed Chairs **2:237:8**

Before recommending departmental budgets to the Board of Trustees for final approval, the president also recommends to the Board of Trustees the policies that shall govern the endowment of endowed chair personnel budgets.

FACULTY SCHOLARSHIP: RESEARCH AND PUBLICATIONS **2:244**

Departmental Planning for Faculty Research **2:244:1**

The chair of a department, in cooperation with the associate Provost, the Dean of Scholarly Research, and the deans shall give high priority to discussion of and planning for research and professional publication projects within a department. Planning shall include the calculation of teaching loads on an annual basis to facilitate blocks of protected time for research and writing, and designation of space and facilities necessary for the project.

Continuing involvement of the members of a department in research and professional writing is a prerequisite for departmental participation in graduate instruction.

Faculty Research: Reports, Recognition

2:244:2

Annually faculty members shall give the provost and the Dean of Scholarly Research a report of the research completed or conducted and abstracts of articles and books published during that year. Such reports are used in accreditation reports, annual faculty performance reviews and portfolio development in applying for rank promotion and tenure.

Faculty Research: University Funding

2:244:3

Faculty grants for research projects are awarded annually through a process conducted by the Office of Scholarly Research. These grants are contingent on research proposals that are judged and screened by anonymous committees of selected faculty members. Faculty are expected to use university research grants as seed money to obtain external funding support for their research projects.

FACULTY COMMITTEES

2:250

The administration of the university creates the General Faculty committees that are deemed appropriate and necessary, and assigns terms of reference to these committees. Such committees may be standing committees or may be ad hoc committees with a limited linesman. Specific descriptions of committee organization and terms of reference are found in the University Committee Handbook. See also policies #1:601- 1:620 for the major standing committees of the university.

Functions

2:250:1

Standing committees reporting to the General Faculty are usually policy-recommending committees. Their function is to review of existing policies and to formulate new policies as may be necessary. Such committees may also be assigned specific administrative or decision-making functions.

A committee reporting to the General Faculty may make a recommendation to any other committee reporting to the General Faculty. Any administrative officer and any faculty member may make a recommendation to any committee reporting to the General Faculty and vice versa.

Committee Membership

2:250:2

University-wide standing General Faculty committees and councils are annually appointed by the president according to specified formulae after consultation with the provost and the deans. Representative members are elected by the relevant school for three year terms on a rotational basis. The president shall designate the chair. The vice-chair and secretary may be designated by the president or may be elected by the committee at its first annual meeting.

A faculty member generally does not chair more than one standing committee. The membership of a committee may include any or all of the following categories of faculty: professors, associate professors, assistant professors and instructors. Faculty loads ordinarily

carry no more than three major committee assignments. Generally, faculty in their first year of work at Andrews University are not appointed to university standing committees.

In special circumstances the provost or appropriate administrator may invite additional individuals to sit with the committee with the right to vote on a particular issue.

Standing committees within each school or college are usually appointed by the relevant dean.

Students on Faculty Committees **2:250:3**

After consultation with the undergraduate and graduate student associations and the deans, the president shall appoint student representatives to certain standing university committees. The deans of the respective schools and colleges may appoint student representatives to standing committees in their schools.

Faculty ad hoc Committees **2:250:4**

Items considered by a faculty member or administrator as needed for faculty action should be presented first to the appropriate standing committee. The question of which committee is appropriate decided by the president or provost or, within a school, by the dean. When justified, the president may appoint an ad hoc committee to which a matter may be referred. Such ad hoc committees report directly to the faculty. The membership and mandate of each ad hoc committee shall be announced to the faculty as soon as possible after it has been determined.

Committee Rules **2:250:5**

Robert's Rules of Order is used as a guide for all committee work. See policy # 1:752.

Committee Minutes **2:250:6**

Minutes of a committee are prepared by the committee's secretary, approved by the chair, submitted to the committee for adoption, and then distributed to the appropriate faculty. Official university committee minutes are maintained in the office of the vice-president for academic administration; school committee minutes are maintained in the office of the dean of the school.

Committee Directory **2:250:7**

A list of committees and membership is provided each faculty member, staff person, and administrator as an Annual Committee Directory at the web site:

<http://commdb.andrews.edu/> .

III. POLICIES GOVERNING THE PROFESSIONAL STATUS AND QUALITY OF FACULTY MEMBERS

Policies included in this section govern the professional recognition of faculty, assessment of the fulfillment of their accountability requirements and the provision of opportunities and service assistance for in-service growth and development.

A. ACADEMIC RANK

ACADEMIC RANK AS PROFESSIONAL STATUS

2:305

The granting of academic rank to a faculty member signifies peer and University recognition of the level of experience, professional expertise, academic achievement, and scholarly attainment of a person as researcher/instructor/community servant in the cause of education.

Initial academic ranks are recommended at the time of employment by the constituent schools of the University. With the assignment of rank a designation is usually made as to the area of expertise (see policy #2:306:2).

The provisions outlined in this section represent the regular minimum requirements for the various academic ranks for which a faculty member, another employee, or a non-employee of the University may be eligible.

For those persons engaged primarily in academic functions, the categories of academic rank are designated as approved by the provost in consultation with the dean of a school. The advancement of rank is not automatic and is not a matter merely of years of service, seniority, attainment of degrees or a prerequisite for administrative appointment.

Academic rank is given in recognition of intellectual power, sound spiritual influence, scholarly skill and competence, effectiveness in the classroom, citizenship, professional reputation, and devotion to the tasks of teaching and research.

DETERMINATION OF ACADEMIC RANK

2:306

The initial rank for a new faculty member as well as advancements in rank for faculty members are voted by the board of trustees upon the recommendation of the president, after consultation with the appropriate entities of the university.

For the assignment of rank to a new faculty member or to a faculty member transferring from one school to another (see policy #2:306:2 below), or for advancement in rank, the president shall receive a recommendation from the provost after he/she has consulted with the dean and the department chair of the relevant academic entity or the university Rank and Tenure Committee.

For purposes of the service record, the years of successful teaching or other academic experience are determined by a full-time equivalent of college or university academic duties. A person who performs academic duties full time for two semesters during a year receives

credit for a full year towards retirement. Persons who perform academic duties part time shall receive partial credit based on the fraction of a full load that constitutes their academic duties. The time spent in advanced study leave may be counted toward the number of years of successful teaching and research for advancement purposes.

Types of Academic Rank

2:306:1

The University assigns three types of rank to persons who qualify—regular, temporary, or special rank.

Regular rank is assigned to regular faculty members who teach or do research on a half-time to full-time basis for Andrews University and who do not hold rank at another institution. Regular ranks are assigned to persons on both non-tenure track as well as tenure track positions (see policy #2:310:1).

Academic Titles, Special Designations

2:306:2

When a faculty member is hired and assigned a rank by the Andrews University Board of Trustees, a designation is made as to the area in which the rank is held; e.g., English, Old Testament Theology, Economics, Architecture. A subsequent change in the area in which the rank is held, is also voted by the Andrews University Board of Trustees.

Professorial, instructional, or special titles such as endowed and named professorships, designating the field or fields of teaching and research, shall be determined by the Provost and recommended to the president after consultation with the dean of the school, the department chair, and the faculty concerned.

ADVANCEMENT IN ACADEMIC RANK AND TENURE

2:307

Andrews University is a community of scholars whose mission is guided by the classical tradition of the liberal arts, the professions, and the intellectual and spiritual heritage of the Seventh-day Adventist Church, which acknowledges God as the source of all truth. The University values academic freedom and responsibility, and encourages its faculty to pursue truth in ways that contribute to their disciplines, the University and its schools, and its communities. Andrews University policies, procedures, and practices for advancement in rank and tenure; are driven by the mission, purposes and objectives of the university. (See policies #1:101 and #1:102).

Overview of Advancement Policy

2:307:1

For purposes of this policy, "advancement" shall mean promotion to the rank of Assistant Professor, Associate Professor or Professor, or the granting of tenure. The provisions of this policy shall apply only to faculty who are eligible by policy or hiring provision for consideration for advancement. (See policies #2:310:1 and #2:136)

Advancement is granted to faculty who show promise of sustained development and professional growth based on a record of teaching, scholarship, and service that meets specified criteria.

The process of advancement consists of three steps:

1. The University develops differentiated advancement models each of which meets expectations set by this policy.
2. Each faculty member develops an individualized advancement plan, based on an approved advancement model and its criteria. When the individualized plan is approved, it forms the basis for advancement recommendations.
3. When eligible, a faculty member applies for advancement by submitting a portfolio, which is evaluated according to the model and criteria specified in his/her advancement plan.

Evaluators Involved in the Promotion Process **2:307:2**

Annual Schedule **2:307:2:1**

Advancement in rank will take effect on July 1 of a given year. The process for review by the University Rank and Tenure Committee, the entity concerned, and the administration of the University proceeds according to a pre-determined annual schedule and according to certain criteria. (See policy #2:308).

Committee Responsibility **2:307:2:2**

The advancement process is implemented through two committees. The Advancement Criteria Committee with wide representation from departments and schools across campus will develop standard advancement models and will approve or disapprove additional models proposed by schools or departments.

The University Rank and Tenure Committee will make faculty advancement recommendations. It receives the evaluations of department chairs, faculty members, tenure faculty, and others as appropriate and makes promotion recommendations to the president via the provost. The procedures for the Rank and Tenure Committee are detailed in *The Committee Handbook*.

University Schools **2:307:2:3**

The rank and tenure process for teachers of K-12 grades in the University Schools differs from the process using the University Rank and Tenure Committee. Because teachers in these schools have responsibilities in teacher preparation with the School of Education, candidates for rank promotion or tenure are reviewed and recommendations made by the School of Education to the Operating Board of the school. Recommendations voted by the Operating Board are sent to the provost, who provides them to the president for approval by the Board of Trustees.

Advancement Models **2:307:3**

Definition of Advancement Model **2:307:3:1**

An advancement model is a plan for faculty activities which apply toward advancement, and upon which individual faculty advancement plans are based.

Expectations for Advancement Models

2:307:3:2

All advancement models shall encourage vigorous, intellectual life exemplifying the highest standards of integrity and rigor, and shall require teaching, service, and scholarship.

Teaching is creating an educational experience in which students learn, develop critical thinking, and acquire knowledge, values, and skills in a discipline or profession. Assessment of learner outcomes is an essential function of teaching. See policy #2:440.

Scholarship is activity, which increases knowledge of a discipline or applies it in professional practice, disseminates this knowledge through learned conversation incorporating critical review and documentation by peers, and contributes important value to a community, a discipline, the University, its departments, or schools;

Service is activity other than teaching or scholarship, which directly benefits a community, a discipline, the University, its departments, or schools.

Varieties of Advancement Models

2:307:3:3

Different advancement models may give different emphasis to teaching, scholarship, and service, reflecting variations in roles played by faculty. A given department may use a multiplicity of advancement models.

The Advancement Criteria Committee will develop standard advancement models. Departments and schools are encouraged to propose such additional or alternative advancement models as may be appropriate to their respective disciplines, subject to approval by the Advancement Criteria Committee. All advancement models will be re-evaluated by the committee as needed.

Individual Advancement Plans

2:307:4

Each faculty member will develop an individual plan for advancement to the next rank and/or tenure, based on an approved advancement model, specifying goals and objectives that the faculty member should meet for advancement. The faculty member will be evaluated for advancement based upon this plan. The advancement plan and any substantial alterations; must be approved by the department chair, the school or library dean, and the provost.

The faculty member may change his or her individual plan, subject to approvals as specified above. Once a faculty member's plan is approved, the University may not invalidate the plan because it has changed the model upon which the plan was based, without the consent of the faculty member.

The advancement plan will take into account the interests and abilities of the faculty member while ensuring that the goals of the department, school or library and University will be met. The advancement plan and the long-term assignment of duties for the faculty member should be mutually supportive.

The faculty hiring process should include discussion of professional goals and advancement models. New faculty should choose a model and construct an individual advancement plan before their first annual review. Current faculty who will become eligible for advancement should develop an individual advancement plan within one calendar year after this policy becomes effective.

Annual Review

2:307:4:1

At each annual review, the department chair will evaluate progress toward the objectives detailed in the advancement plan, and will inform the faculty member whether satisfactory progress toward the long-term objectives is occurring. The annual review is the most natural time to make a major change in an individual advancement plan, or elect a different advancement model. See policy # 2:326.

The Portfolio

2:307:4:2

The recommendation for advancement is based upon achievement and performance as evidenced by a portfolio prepared by the candidate. This portfolio will be organized according to the candidate's advancement plan and will contain artifacts, peer evaluations of the artifacts, and any other materials which may be necessary for the committee to judge whether the plan has been fulfilled. The candidate is encouraged to seek advice from colleagues who can evaluate the adequacy of the portfolio and the candidate's case for advancement.

Applying for Advancement

2:307:5

When eligible to apply for advancement, the candidate, his/her dean and chair will be notified by the provost that the time has come when a portfolio may be submitted for evaluation.

The Rank and Tenure Committee will conduct a comprehensive review of the portfolio, its artifacts and peer evaluations, to determine if the candidate has fulfilled the individual advancement plan. Advancement will be recommended if the Committee decides that the candidate has satisfactorily fulfilled his or her individual plan.

Subsequent to the Rank and Tenure Committee process, the provost informs each applicant of the recommendation for approval or denial by the Rank and Tenure Committee. The faculty member may submit an appeal of a recommendation to deny by the Rank and Tenure Committee to the provost who may call for a re-evaluation by the Committee.

Following the recommendations made by the Rank and Tenure Committee, the provost makes a recommendation to the president on the merits of each case. The president presents the recommendation to the Board of Trustees for approval. The provost informs the faculty member of the decision of the Board of Trustees.

Supervisory and Administrative Roles

2:307:6

Role of Department Chair

2:307:6:1

The chair of an academic department has responsibility for the professional development of every faculty member in the department. This includes encouraging and directing the faculty members in that department to maintain a portfolio or record of teaching, research, and other professional experiences. However, the faculty member is responsible for the maintenance and updating of the portfolio.

Development of faculty advancement plans

At the time of hiring, the chair of a newly-recruited faculty member explains to him/her the available advancement models and criteria, and facilitates the new faculty member in preparing the advancement plan for the next appropriate rank and/or tenure. This plan will contain specific long - term expectations with respect to teaching, scholarly activity, and service, including service to the department, school and university (see also policy #2:307:4:1 above).

Approval of faculty advancement plans

The chair is responsible, in consultation with faculty colleagues, to review and approve individual faculty advancement plans and recommend them to the dean for approval.

Monitoring of faculty progress

The chair shall periodically meet with and inform the dean of the school of the status, goals, and progress of each of the faculty members in the department as well as situations in the department that help or hinder the reaching of established goals.

Portfolio Submission

During the promotion process the department chair submits to the Rank and Tenure Committee an evaluation and recommendation for the faculty member under consideration. The recommendation shall constitute part of the considerations for the promotion of a faculty member (see also policy #2:307:4:2 above).

Role of the Dean

2:307:6:2

The dean has overall responsibility for the professional development and advancement of faculty members and department chairs in the school.

1. Development and advancement of department chairs

The dean has responsibility for the professional development of every department chair in his/her academic unit. This includes encouraging and directing the chairs to maintain a portfolio or record of teaching, research, and other professional experiences.

At the time of appointment of a new chair, the dean reviews with the individual the changes, which may be needed in the existing advancement plan so that the chair may prepare for advancement and/or tenure as appropriate. On an annual basis, progress towards advancement is discussed with each chair and adjustments may be recommended.

2. Approval of faculty advancement plans

The dean is responsible, in consultation with the department chair, to review and approve individual faculty advancement plans and recommend them to the provost for approval.

3. Portfolio submission

The dean is responsible to periodically review with a department chair the status of the faculty in the department with regard to advancement in rank and/or tenure. The dean confers with the chair on the readiness for portfolio submission of faculty who are eligible to apply for rank promotion and/or tenure.

During the promotion process, the dean submits a recommendation on a candidate's submitted portfolio to the Rank and Tenure Committee for the committee's consideration.

Role of the Principal in the University Schools or the Dean of Libraries **2:307:6:3**

The principal or dean of libraries has responsibility for the professional development of every faculty member in their respective academic unit. This includes encouraging and directing the faculty to maintain a professional portfolio.

At the time of employment, the principal or dean of libraries reviews with the faculty member what the expectations and annual plan will be in preparation for the promotion process. Progress towards promotion is discussed with each person on an annual basis and adjustments may be recommended.

During the promotion process, the principal or dean of libraries submits a recommendation to the appropriate committee for consideration.

Role of Provost **2:307:7**

Approval of Faculty Advancement Plans **2:307:7:1**

The provost receives recommendations from chairs and deans for individual faculty advancement plans. After consultation as needed with deans and reviewing these for consistency with approved advancement models the provost approves the advancement plans.

Eligibility Notification for Application for Advancement **2:307:7:2**

The provost initiates the promotion process by providing notification to faculty of their eligibility to apply for advancement in the next cycle of review. Copies of this notification are provided to the deans and chairs to encourage consultation on readiness of the portfolio. Faculty considered ready are provided with appropriate forms by the dean's office for completion in a timely manner.

Portfolio Development **2:307:7:3**

The provost provides portfolio preparation in-service opportunities for interested faculty.

Administering the Advancement Process

2:307:7:4

Subsequent to the Rank and Tenure review process, the provost informs each candidate of the committee's recommendation for approval or denial of advancement.

Appeals, if sought are facilitated by the provost to the Committee (see Appendix 2-G).

After considering the recommendations made by the Rank and Tenure Committee the provost makes a recommendation to the president on the merits of each the case. The provost informs the faculty member of the outcome and the decision of the Board of Trustees.

As part of the provost's responsibilities to monitor the professional and academic growth of academic personnel, the provost maintains orderly academic/professional records for each faculty member in the University.

CRITERIA FOR PROMOTION

2:308

The minimum criteria for promotion in rank and assignment of tenure, were developed by the Advancement Criteria Committee; after consultation with the Faculty Policy Development Committee of the University (see Appendices 2-F and 2-G).

The criteria for promotion in rank and tenure aim at assessing the level of teaching expertise or professional practice of librarian where appropriate, service contributions and scholarly activity of a faculty member as well as his/her acceptability as peer and colleague. These criteria fall into three categories: teaching, scholarly activity, and service. The application portfolio shall present evidence of the faculty member's achievements in these categories.

Teaching Criteria

2:308:1

Andrews University is primarily a teaching university, and therefore expects its faculty to exhibit special dedication to teaching. In fulfilling the university mission and the motto to seek knowledge, affirm faith, change the world, the faculty strive to integrate faith in the learning process and demonstrate how both knowledge and faith can help change the world. Indeed, not only do the Andrews University faculty teach on campus, but also online, at extension sites, and at other off-campus venues.

Desired characteristics of the effective teacher

2:308:1:1

Philosophical Foundation for Teaching. An effective teacher implements professional practices guided by a clear philosophy of Christian teaching which advances the mission of the university and department.

- **Designs Credible Courses:** An effective teacher possesses core knowledge and understanding in the discipline which is evident in the ability to develop representative, rigorous courses and learning experiences.
- **Implements Effective Courses:** An effective teacher delivers well organized courses which engage students in active pursuits of the discipline through various, appropriate teaching approaches.

- **Assesses Student Learning:** An effective teacher assesses important student learning outcomes regularly in order to improve student learning and to provide data for decision making and to improve programs.
- **Reflects on Practice and Refines Courses:** An effective teacher reflects on personal teaching practices and experiences to thoughtfully refine and revise courses.
- **Builds Relationships With Students:** An effective teacher demonstrates a nurturing attitude towards students while building and maintaining appropriate relationships with a diverse student body.
- **Continues Professional Development and Receives Recognition:** An effective teacher maintains the active life of a learner by continuing to grow and remaining current in the discipline.

Description of Rating Scale for Teaching

2:308:1:2

GOOD: the teacher displays the desired characteristics in varying stages of development, some being more developed than others. As a result of assessment, professional reading and other professional development activities, and reflection, the teacher shows evidence of further developing and modifying teaching philosophy/theory and modifying and improving teaching practice.

VERY GOOD: The teacher displays the desired characteristics to a mature level by having successfully integrated the best practices of teaching into all aspects of his/her teaching. Nevertheless, s/he continues to refine philosophy, theory and practice through intentional changes and innovation.

EXCELLENT: The teacher displays the desired characteristics to a mature, creative and exemplary level, and is regarded as a leader, mentor or model in higher education practices. This is partly evidenced by some of the following: successful mentoring of: teachers in earlier stages of development, students in the discipline and/or students at risk; teaching awards voted by students and/or colleagues; requests for consultations, workshops, etc. having to do with teaching.

Percentage of Portfolio Weighting for Teaching

2:308:1:3

In regard to the evaluation of the portfolio for advancement in rank or to tenure, the weighting for teaching will normally be 70%. Some faculty, such as chairs, some program directors, and research professors may have lower weighting.

Scholarly Activity

2:308:2

One of the hallmarks of a Christian scholar is the development and pursuit of a scholarly agenda for new discovery, synthesis, interpretation or application of knowledge. The scholar's discoveries are disseminated and critiqued through publication and learned conversation with peers, and are made available as appropriate to the general public. These activities continue throughout the scholar's professional life. Recently, higher education has described and recognized four categories of scholarship (scholarship of discovery, scholarship of teaching, scholarship of integration, and scholarship of application). Some

scholars may focus exclusively on one of these categories while others may work with two or more. Regardless of the type of scholarship, its culmination in peer-reviewed presentations and publications is what marks the scholar.

Desired Characteristics of Scholarly Activity

2:308:2:1

- **Originality.** Endeavors contribute new, creative activities/productions, expanding knowledge and/or techniques within the discipline
- **Discipline-related.** Activities are connected to the scholar's discipline(s) and area(s) of teaching.
- **Rigor & Integrity.** Scholarly activity must embody structure, thoroughness and careful reasoning and inquiry according to the standards of the discipline. It must be done with scrupulous honesty, attribution, and adherence to high ethical standards.
- **Peer reviewed.** Peer review is the process by which scholars judge the correctness, rigor, and significance of the work of other scholars according to discipline standards, thus ensuring its integrity and value.
- **Sustained.** A pattern of on-going activity is maintained over the scholar's academic career.
- **Variety.** Publication in appropriate journals and other resources or media, and presentations at regional, national, and international venues, including appropriate SDA sponsored events.

Definitions

- *Ongoing*—some dissemination of research/creative activity at least every other year.
- *Peer review*—there are several kinds:
 - Collegial peer review—both scholar and reviewer know one another
 - Anonymous peer review—scholar doesn't know the identity of the reviewer
 - Blind peer review—neither the scholar's nor reviewer's identity is known by the other

Collegial peer review usually yields a less objective evaluation than anonymous peer review, and blind peer review yields the most objective; therefore the latter two are more desirable evaluations.

Examples of Different Kinds of Scholarship

2:308:2:2

Scholarship of Discovery is the traditional search for new knowledge, ranging from laboratory or field research in the natural sciences to the study of ancient manuscripts in the humanities. It also includes original creation in writing (e.g. poetry), as well as creation, performance or production in the fine arts, performing arts, architecture, graphic design, etc.

Scholarship of Teaching is reflective and critical study into the art and practice of teaching and learning and may include philosophy and research in pedagogy, curriculum development, and the integration of faith and learning, etc.

Scholarship of Integration is the exploration of the connections within a discipline or across disciplines. It may consolidate knowledge from different parts of a discipline, provide new exposition which clarifies or unifies knowledge, or put knowledge in intellectual, social, and ethical perspective, and may include meta-analysis or synthesis of literature or materials from two or more disciplines.

Scholarship of Application is the practice of a discipline, in which its insights are used to solve problems in the professions, government, industry, church, and society. The products of such scholarship may include peer-reviewed consultation reports, patents, and clinical research.

Scholarly Activity Rating Descriptors

2:308:2:3

The primary way the applicant is evaluated as a scholar is by the documentation of scholarly activity, but the evaluation may include other forms of recognition, such as awards and prizes for scholarly products or activity. In the evaluation of scholarly activities, both the quality and quantity of the dissemination are considered.

GOOD: Applicants have a developing scholarly activity agenda/portfolio with dissemination in more than one venue.

VERY GOOD: Applicants demonstrate a maturation in their scholarly activity agenda with increased activity in a variety of venues.

EXCELLENT: Applicants are scholars of repute within their areas of expertise and display leadership in their fields through an outstanding record of scholarly contributions in a variety of venues. Examples of such recognition: editing a scholarly journal, chairing peer review (jury) panel, awarded grants and/or fellowships for research, awards or prizes won in area of research, and where discipline-appropriate, collaborating with junior faculty and student scholars in research.

Percentage of Portfolio Weighting

2:308:2:4

In regard to the evaluation of the portfolio for advancement in rank or to tenure, the weighting of scholarly activity will be at least 10%.

Service Criteria

2:308:3

As a Christian institution of higher education, Andrews University takes seriously the need for and desirability of service both within and outside its academic community. The professional expertise and spiritual gifts of its faculty can bless and enrich a variety of communities. Service for purposes of promotion or tenure may be provided to four types of communities:

- University Community
- Church Community
- Scholarly Communities
- Other Communities

While all four types of communities are worthy, faculty members are expected to provide substantial service to the university community, i.e. their department, school, and/or the university in general.

Desired characteristics of service

2:308:3:1

- Reflects Christian care and concern for others
- Advances the mission of the University
- Advances the mission of the department
- Connects to the faculty member's area of academic/professional expertise
- Is voluntary, when outside the university

In general, activities outside the University for which one receives compensation are not considered service, though honorarium or incidental compensation is acceptable. An exception to the voluntary criterion may be made by certain departments with clinical/practice service expectations.

Examples of service to the four communities

2:308:3:2

- **University Community** includes departmental, school, and university-wide levels. Examples of this kind of service would be student academic advising, student and peer mentoring, department chairship or program director, student club sponsor, committees, councils, task force, recruiting, etc.
- **Church Community** includes the local, union, division and GC or international levels. While the primary church community would be the SDA church, this category also includes other religious or spiritual organizations, including ecumenical ones. Examples would include holding a church office or position, intensive if temporary assistance in a special program/series, committees, taskforce, writing articles in lay church periodicals, etc.
- **Scholarly Communities** include professional and scholarly groups/societies. Examples would include serving as a board member or officer in a society, organizer or moderator of a professional session, planning committee member, etc.
- **Other Communities** include civic life, community service agencies, and local, national and international humanitarian efforts. Examples of this type of service would include everything from helping with a soup kitchen to being a member of a national or international task force appointed by a head of state.

Service Rating Descriptors

2:308:3:3

GOOD: Majority of the service contributions must exhibit the above desired characteristics and must meet department/school expectation of service. Documentation: participation, contribution, and impact particulars should be documented by letters, citations, evaluation forms, etc....

VERY GOOD: Majority of the service contributions must exhibit the above desired characteristics; and must meet department/school expectation of service. The service must include successful leadership of committees or other units which have done significant

work. Documentation: contribution and impact particulars should be documented by letters, citations, etc....

EXCELLENT: Majority of the service must exhibit the above desired characteristics and must exceed department/school expectation of service. The service must be considerable and noteworthy with an extraordinary/outstanding impact. Documentation: this level of merit must be documented through official letters, citations and/or awards received, newspaper or journal articles, etc....

Some individuals, such as chairs of academic departments, program directors and librarians, may choose to make service their area of excellence. Documentation of excellence for a chair should include items such as: a successful accreditation report, approval of a new program or renewal, evaluation forms from his/her faculty and/or students showing he/she has nurtured or served them in an outstanding way, etc....

Percentage of Portfolio Weighting for Service **2:308:3:4**

In regard to the evaluation of the portfolio for advancement in rank or to tenure, the weighting of service will be at least 10%.

FACULTY RANKS IN THE UNIVERSITY SCHOOLS **2:309**

Recognizing the special educational partnership between Ruth Murdoch Elementary School, Andrews Academy and Andrews University, especially with the School of Education in the training of educators, Andrews University, assigns appropriate regular ranks to faculty in the above two schools. Advancement in rank for faculty in the Andrews University K-12 system is processed with the advice of the faculty of the School of Education (see policy #2:307:1:2). Except where otherwise indicated, rank titles are given to identify the area of expertise according to the relevant departmental/school rules (see policy #2:307:2).

Assistant Instructor **2:309:1**

Eligibility **2:309:1:1**

To qualify for this rank a person must hold a bachelor's degree. Limited or no teaching experience is expected. The assistant instructor rank is assigned to beginning faculty in the Andrews Academy and Ruth Murdoch Elementary School who hold entry level denominational and state certification in harmony with the K-12 education code of the Lake Union Conference of Seventh-day Adventists, but who do not otherwise qualify for higher rank. Because of involvement in the training of educators, the rank title shall be Assistant Instructor in Education.

Length of Term **2:309:1:2**

Promotion of an assistant instructor will not be considered until the fourth year of service in this rank or later.

Appointment Period **2:309:1:3**

Faculty holding the assistant instructor rank qualify only for an annual appointment.

Expectations **2:309:1:4**

Assistant instructors who are employed in regular and permanent positions are expected to show evidence of promising and improving skills in teaching; scholarly activity by attendance at scholarly meetings/workshops/in-service training sessions; community involvement; and engagement in further study. Assistant instructors fulfill the requirements for promotion to the next rank or should make substantial progress towards such promotion within the minimum years allowed in this rank.

Instructor **2:309:2**

Eligibility **2:309:2:1**

To qualify for this rank a person must hold a master's degree or the equivalent OR must hold a bachelor's degree with a minimum of three years of successful teaching or other academic or practical experience. Teaching experience below the college level may be taken into consideration for the Instructor rank. A faculty member in the K-12 system will be considered for this rank on the recommendation of the relevant principal, the school's operating board, and the teacher preparation faculty of the School of Education.

When this rank is assigned to faculty in the University K-12 system because of involvement in the training of educators, the rank title shall be "Instructor in Education".

Length of Term **2:309:2:2**

Promotion of an instructor will not be considered until the fourth year of service in this rank, or later.

Appointment Period **2:309:2:3**

Faculty holding the instructor rank qualify only for an annual appointment.

Expectations **2:309:2:4**

Instructors are expected to show evidence of promise and improving skills in teaching, appropriate scholarly activity by attendance of scholarly meetings/workshops/in-service training sessions, attendance and participation in professional societies, research activities, community involvement, and engagement in further study. After the first year in this rank the faculty member may be assigned committee, advising, or other responsibilities as deemed appropriate by his/her principal, or provost.

Instructors in the K-12 system should fulfill the requirements for promotion to the supervising instructor rank OR should make substantial progress towards promotion to the supervising instructor rank within the minimum years allowed in this rank AND retain the

confidence of the patrons of the school as revealed by formal evaluations (see policy # 2:326 for information on faculty evaluations).

Supervising Instructor **2:309:3**

Eligibility **2:309:3:1**

To qualify for this rank a faculty member must be employed on a full-time basis for instructional purposes in either the Andrews Academy or the Ruth Murdoch Elementary School. The faculty member must hold the master's degree, work at the Professional Certificate 6 level, earn credit in at least one graduate course in the area of supervision of instruction, and participate in supervision of student teachers enrolled in the Andrews University School of Education for a minimum of three years. The rank shall be "Supervising Instructor in Education" and shall be recommended to the president by the Provost after being advised by the dean of the School of Education in consultation with the relevant principal, the operating board of the relevant K-12 school, and faculty of the Department of Teaching and Learning.

Length of Term **2:309:3:2**

Promotion of a Supervising Instructor of Education will not be considered until the fourth year of service in this rank or later and the accumulation of six years of teaching. Completion a doctor of philosophy degree or its equivalent prior to the end of the term for this rank also justifies consideration for promotion.

Appointment Period **2:309:3:3**

A faculty member who holds the rank of Supervising Instructor in Education and who has not attained the tenure status, (see policies #1:712, #2:135, and #2:320); shall qualify for a one year appointment or, after six years of successful teaching experience, for a three-year appointment.

Expectations **2:309:3:4**

The Supervising Instructor in Education is expected to show appropriate scholarly involvement by activities such as attendance at scholarly meetings/workshops/in-service training sessions; attendance and participation in professional societies; participation in research activities; community involvement; willingness to use appropriate experimental methods in the classroom; and continued involvement in the supervision of student teachers. Completion of at least three graduate courses beyond the master's degree is expected. The Supervising Instructor in Education should improve his/her modeling expertise, and knowledge of supervision of instruction while ALSO maintaining the confidence of the patrons of the school as verified by formal evaluation (see policy #2:326).

FACULTY RANKS IN THE UNIVERSITY **2:310**

The eligibility, length of term, appointment period, and expectations for each of the regular, temporary, and special ranks are described below.

Regular Faculty Rank **2:310:1**

Instructor **2:310:1:2**

Eligibility **2:310:1:2:1**

To qualify for this rank a person must hold a master's degree or the equivalent OR must hold bachelor's degree with a minimum of three years of successful teaching or other academic or practical experience. Teaching experience below the college level may be taken into consideration for the Instructor rank..

Length of Term **2:310:1:2:2**

Promotion of an instructor will not be considered until the fourth year of service in this rank, or until completion of a doctoral degree.

Appointment Period **2:310:1:2:3**

Faculty holding the instructor rank, qualify only for an annual appointment

Expectations **2:310:1:2:4**

Instructors are expected to show evidence of promise and improving skills in teaching; appropriate scholarly activity by attendance of scholarly meetings/workshops/in-service training sessions; attendance and participation in professional societies; participation in research activities; community involvement; and engagement in further study. After the first year in this rank the faculty member may be assigned committee, advising, or other responsibilities as deemed appropriate by his/her chair, dean, principal, or provost.

Instructors should fulfill the requirements for promotion to the assistant professor rank or should make substantial progress towards such promotion within the minimum years allowed in this rank.

Assistant Professor **2:310:1:4**

Eligibility **2:310:1:4:1**

To qualify for this rank a faculty member must hold a doctor of philosophy degree or its equivalent. Candidates may apply who hold a master's degree or equivalent and have either three years of successful teaching or academic experience as an instructor or supervising instructor, additional graduate study, or practical/clinical experience in the faculty member's specialty. Teaching experience below the college level may be taken into account.

Length of Term **2:310:1:4:2**

Promotion from assistant professor will not be considered until the fifth year of service in this rank or later in this rank.

Appointment Period **2:310:1:4:3**

Faculty holding the rank of assistant professor qualify only for an annual appointment.

Expectations

2:310:1:4:4

Assistant professors are expected to show scholarly activity by attendance and participation in professional societies, participation in research, consulting, exhibitions and competitions, or professional artistic performances; community involvement; efforts to improve teaching, and engagement in further study where possible. The faculty member must also fulfill his/her committee, advising, and other responsibilities at the University. An assistant professor should fulfill the requirements for promotion to the associate professor rank. Within the minimum years allowed for this rank, the faculty member should make substantial progress towards such promotion.

Associate Professor

2:310:1:5

Eligibility

2:310:1:5:1

The doctor of philosophy degree or equivalent is required for this rank, together with at least four years of successful teaching or other academic experience as an assistant professor, and evidence of continuing scholarship; OR in special cases, a master's degree or for other justified reasons. The holder of a master's degree should manifest significant professional attainment with four years of successful teaching and professional experience while at the rank of assistant professor along with evidence of continuing scholarship.

Note: The disciplines and special cases where a doctoral degree is not considered necessary will be designated by the dean of the school and the provost upon the recommendation of the department chair.

Length of Term

2:310:1:5:2

Promotion from associate professor will not be considered until the fifth year of service or later in this rank.

Appointment Period

2:310:1:5:3

Faculty holding the rank of associate professor and who have not attained tenure status shall qualify only for a one year appointment.

Expectations

2:310:1:5:4

While an associate professor, the faculty member should be in the process of establishing a reputation of significant accomplishment in teaching and scholarly endeavors.

An associate professor who holds graduate faculty membership but who does not progress in scholarly activity may jeopardize promotion, may lose such graduate faculty membership, or even re-employment.

Professor

2:310:1:6

Eligibility

2:310:1:6:1

To achieve the rank of professor a faculty member must have four years of successful teaching or other academic experience as an associate professor; and recognition from colleagues, professionals in the field and the university as regards the faculty member's dedication and achievements in teaching, scholarly activity, service to the university and

community, and support of the ideals of the university and higher education. Significant achievement is expected in two of the categories of faculty performance, and excellence in the third category.

Appointment Period

2:310:1:6:2

A faculty member holding the rank of professor who has not attained the tenure status shall qualify only for a one-year appointment.

Expectations

2:310:1:6:3

The rank of professor is not considered a final plateau. Indeed, the honor of this rank brings new responsibilities as a senior faculty member, a mentor and role model for younger colleagues. There is an obligation to continue the pursuit of excellence in academic matters, to maintain a portfolio of scholarship and professional experiences, and review this periodically with the department chair and the dean of the school.

A professor who holds graduate faculty membership but who does not progress in scholarly activity may jeopardize graduate faculty membership or (as a non-continuous faculty member) re-employment.

Emeritus Ranks

2:310:1:7

Emeritus rank is assigned to persons who reach retirement after a minimum of ten (10) years of full-time service to the University and have distinguished themselves in two or more of the following areas: (a) distinguished teaching record, (b) outstanding scholarly publication record; (c) professional achievement in administrative or other duties, (d) acclaimed creative work, (e) recognized advising and mentorship for students, and (f) distinguished volunteerism in service to the community and church. The emeritus status is assigned at the commencement of retirement in the rank held by the individual at that time. The recommendation for emeritus rank is made by the relevant department to the dean of the school and thence to the provost who makes recommendation to the president. The Board of Trustees votes the rank of Emeritus.

Emeritus faculty, who are listed in the annual bulletins of the University, are granted the following faculty privileges:

- Notification of departmental, school, and General Faculty meetings as well as minutes for the same.
- An academic account on the campus' computer network.
- Invitations to Board of Trustees/Faculty/Staff banquets and special convocations.
- Invitations from the Grand Marshall to march in the academic procession for graduation.
- An I.D. card with the concomitant privileges of a faculty member.
- The privilege of a faculty member or spouse to take one free class per semester as allowed by policy.
- Inclusion in the Andrews University telephone directory as Emeritus Faculty.

The provost shall be responsible for ensuring that the above privileges are assigned to emeritus faculty.

Non-Tenure Track Faculty Ranks

2:310:2

Regular Ranks

2:310:2:1

Faculty who are hired on the non-tenure track (see policy #2:135:2), but who fulfill a full range of academic role expectations normally found in a regular faculty position, will be appointed to a regular rank such as instructor, assistant professor, associate professor, or professor. Eligibility and length of term for promotion will be the same as for the parallel ranks on the tenure track (see policy #2:310:1), but tenure status is unavailable. The evaluation for promotion in rank will use the same system as for faculty on tenure (see policy #2:307).

Lecturer

2:310:2:2

This rank is assigned to teaching faculty hired in the non-tenure track category (see policy #2:135:2) who fill only a limited range of expectations. Lecturers are hired on renewable annual contracts for positions with specific role expectations outlined in the annual hire letter. They are not eligible for promotion or expected to meet the research, service, committee, and advisement expectations which tenure track faculty must meet unless such expectations are part of the annual hiring contract. To be considered for promotion to a regular rank, lecturers must first be appointed to a regular rank position.

Under special circumstances, lecturers may be hired on an emergency basis. Circumstances that may qualify as an emergency include: a faculty member becomes ill during the course of the semester; a faculty member assigned to teach a class unexpectedly becomes unavailable a day or two before the class is scheduled to begin; etc.

Temporary Faculty Rank

2:310:3

Temporary ranks are assigned to part-time or full-time faculty for a specific but relatively short periods of time or until the completion of a certain academic or research task. Temporary ranks are not assigned to tenure track positions.

Such temporary ranks play an important role in the life of a university by infusing fresh academic talent to the University while giving qualified individuals recognition for their scholarship and potential.

Temporary ranks are assigned by the Andrews University Board of Trustees on the recommendation of the president; after consultation with the provost, the dean, and the department chair of the relevant school. A faculty member holding a temporary rank enjoys the same privileges as a faculty member holding a regular rank.

Andrews University awards the temporary faculty ranks of visiting professor, senior research fellow, and research associate.

Visiting Professor**2:310:3:1**

This rank is for a full-time position, usually lasting no more than two years, provided to one who holds academic rank elsewhere and is temporarily teaching at Andrews University.

Senior Research Fellow**2:310:3:2**

This rank is assigned to a post-doctoral researcher affiliated with the University to fulfill a research assignment. The person must have sufficient experience for assuming the role of principal investigator if necessary, and usually will have a doctoral degree.

Research Associate**2:310:3:3**

This rank is given to a full-time person engaged in the planning, implementation, and supervision of independent research as an associate to one or more Andrews University faculty members for the duration of the project. A terminal degree in the field is usually expected. This position could also be filled by a Post-Doctoral Fellow (see policy #2:371).

TENURE**2:320**

The status of tenure is recommended by the University Rank and Tenure Committee. The peer review process is similar to that described in policy #2:307. Faculty in the K-12 system are recommended for tenure by the relevant school Operating Board.

A university faculty member is considered for tenure only when he/she:

- is appointed for employment in a tenure track position (see also policy #2:135).
- holds a doctorate or terminal degree in the area of appointment
- holds the associate professor rank
- and has been employed by Andrews University in a faculty position for at least six (6) consecutive years

OR

a faculty member in the K-12 schools is considered for tenure only when he/she:

- has been employed as a faculty member in the Andrews University K-12 system for at least six (6) consecutive years
- holds the master's degree,
- and has been holding the rank of Supervising Instructor in Education or higher rank for at least three (3) years.

The evaluation of a faculty member for tenure takes place after six (6) years as pointed out above.

The evaluation is made within the greater context of achievement and promise with respect to a faculty member's: (a) thorough knowledge of a field as well as its related disciplines, (b) positive collegial relationship to peers and administrators, (c) positive mentoring relationship to students; (d) responsible contribution to the needs, reputation and activity of

the department, school, and university, and (e) the promise of the teacher's sustained role and productivity in the department, school, and university. Relevant material for the evaluation shall be collected from the candidate, peers, department chairs, students, and administrators (see also policy #2:135 for criteria and other details).

For tenure arrangements for administrators, see policies #1:712 and #2:135.

B. EVALUATION OF FACULTY PERFORMANCE

ANNUAL FACULTY EVALUATION 2:326

Purpose 2:326:1

High quality professional performance depends on constructive and appreciative feedback, which is given on a regular basis. To facilitate the professional and personal development of each faculty member, department chair, and dean; an annual faculty evaluation is provided by the immediate supervisor. This evaluation is done regardless of a faculty member's status (annual or tenure) and continues throughout the faculty member's career at the university.

Evaluation Process 2:326:2

Criteria representing satisfactory performance are found in Appendix 2-F. The criteria cover the three primary areas of faculty work: Teaching, Scholarly Activity, and Service. Separate sets of criteria are used for each faculty rank with special applications for chairs at the Associate and Professor ranks.

These criteria are used by the faculty member, as a framework to create an Annual Plan of Work on the evaluation forms provided by the Office of Human Resources.

At the annual evaluation the chair (or the dean for the chair) reviews the faculty member's achievements during the past year of the previous Annual Plan of Work, and where appropriate, progress towards rank promotion review and application for tenure. The chair (dean) may invite other faculty colleagues to participate in the evaluation process. See also policy #2:307. Advancement by steps within the rank is contingent on a satisfactory performance on the Annual Plan. A new Annual Plan is then developed for the coming year.

Relationship to Rank Promotion and Tenure 2:326:3

Annual performance evaluations are designed to prepare a faculty member for the periodic peer review relating to rank promotion and tenure. Minimum standards are set at a satisfactory level for the year in question. However, to achieve the expected level of accomplishment necessary for rank promotion, an accumulated pattern of achievement is necessary. More than the minimum years stated for a given rank may be necessary to reach the expected levels. Thus, annual ratings of satisfactory would not guarantee rank promotion or tenure. Accordingly, discussion of progress towards readiness for rank promotion or tenure as stated in the faculty member's advancement plan is also a feature of the Annual Performance Evaluation (see also policy #2:307:4).

Use and Record of Faculty Evaluations **2:326:4**

Verification that the Annual Performance Evaluation occurred and that a satisfactory level of achievement of the Annual Plan was reached, is sent to the Office of Human Resources where remuneration changes due to step advancement are processed. The Annual Plan and details of achievement are filed with the immediate supervisor.

Faculty members should maintain copies of their performance evaluation records and professional portfolios. Such annual files will be useful for periodic portfolio preparation for rank promotion review and application for tenure.

EVALUATION OF ADMINISTRATORS **2:330**

Department chairs and officers of schools and the university and the James White Library director are formally evaluated every five years following the General Conference session. The office of the president shall be responsible for coordinating the evaluation of the James White Library director, department chairs and officers of the schools and the university (see also policy #2:140:2). Administrators shall also annually at the beginning of the school year be required to present to their supervisors their plans for their areas/schools/departments for the year to come, and shall at the same time be assessed for goal achievement for the previous year (see general approach for such planning/evaluation meetings as outlined in policy #2:307:1:2 and 3).

RETIREMENT **2:332**

Faculty and officers of the university are no longer expected to retire after forty years of service or when eligible for social security or retirement benefits. Faculty who continue regular employment after having qualified for retirement and social security benefits may do so on conditions outlined in policy and provided they continue to meet the usual and periodic employment competency evaluations. The university may offer early retirement incentives for faculty who qualify (for retirement benefits see also policies #2:789 and 2:790).

C. OPPORTUNITIES FOR FACULTY DEVELOPMENT

LEAVES FOR SELF-IMPROVEMENT **2:346**

The university grants the following kinds of leaves for faculty self-improvement: advanced study leave, sabbatical leave, research leave and personal leave of absence.

Advanced Study Leave **2:346:1**

Purpose **2:346:1:1**

A faculty member may receive paid time off from the university in order to pursue studies leading to an advanced degree.

Eligibility

2:346:1:2

Faculty are eligible if:

1. they are full-time faculty members holding regular rank in the university (see policy #2:310 on types of ranks);
2. they are recommended by the relevant department chair and;
3. they sign a contract committing the person to return to the university for a minimum specified period of service;
4. they have been admitted to the study program proposed.

While currently employed, a faculty member with the rank of assistant professor or higher may not earn a doctoral degree at Andrews University within the school in which he/she holds a primary appointment.

Application and Approval Process

2:346:1:3

A written application must be submitted by the faculty applicant no later than December 1 of the year preceding the proposed onset of the study leave.

The provost gives approval for all advanced study leaves lasting less than one year after having been advised by the relevant department chair and dean, and after completing review of the proposed contract. Study leaves extending for longer than a year must be approved by the Board of Trustees at the recommendation of the president in consultation with the provost.

Written Conditions for Advanced Study Leaves

2:346:1:4

The approval letter written by the provost outlines the conditions on which the advanced study leave is granted:

1. The length of time approved for the advanced study leave;
2. The planned post-degree amortization schedule (usually five years);
3. The financial arrangements including support (scholarships, assistantships) expected from the university to be attended as well as the salary, benefits, and/or stipends provided by Andrews University.
4. An agreement that job offers from other denominational institutions will not be passed on to him/her during the first two years of the agreed amortization period;
5. The expectation that the faculty member will supply the dean of the school and the office of the provost with the final transcript as evidence of the completion of the advanced study program.

Required Period of Amortization

2:346:1:6

Support of a faculty member for advanced study is regarded by the university as an investment for future service. Thus, a faculty member receiving financial support from the university is expected to return after advanced study to serve the university for one year for every term of advanced study leave granted 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.

Where a faculty member is granted only one term of advanced study leave within a given year, the next two terms of service to the university by the faculty member are counted as amortization for the one term of advanced study expenses. For the purposes of amortization, the entire summer session is considered one term.

Amortization for advanced study leave, which exceeds one term in a given year, begins one month after the conferral of the degree for which advanced study leave was granted. Where a faculty member elects not to complete an advanced study program or is barred from continuing the approved study program, amortization shall begin from the beginning of the term in which the advanced studies ended.

Obligation for Unamortized Study Expenses **2:346:1:7**

If a faculty member with unamortized graduate expenses transfers to another church organization, the new employing organization must pay the unamortized balance.

Should a faculty member leave denominational employment prior to full amortization of the advanced study expenses, the faculty member is responsible by contract to reimburse the university in full for the unamortized portion of the graduate study expenses.

Sabbatical Leave **2:346:2**

Definition and Purpose **2:346:2:1**

Sabbatical leave may be granted a full-time faculty member for a specific purpose such as research, writing, postdoctoral study, curriculum development, or other related creative endeavors. Such leaves are granted for a specific period of time. During the sabbatical the faculty member does not carry the usual full-time university responsibilities. The general intent of a sabbatical leave is professional development for greater usefulness, effectiveness and productivity. Sabbatical leave is periodic in contrast with annual (or equivalent) protected periods of time free of class teaching responsibilities in the regular academic year for scholarly work and other professional activities (see policy #2:143:2).

Length and Frequency of a Sabbatical Leave **2:346:2:2**

An eligible faculty member or administrator may apply for a one-semester sabbatical leave after seven semesters of service to the university. Time off for advanced study is not counted towards eligibility for sabbatical leave purposes.

Eligibility for Leave **2:346:2:3**

A sabbatical leave is available for a qualified full-time faculty member or administrator/officer from any constituent school of the university who meets the following eligibility criteria:

1. The candidate is employed full-time by Andrews University either as a faculty member or as an administrator and holds the rank of associate professor or higher;
2. The candidate holds an earned doctoral degree or terminal professional degree.
3. He/she has been employed by Andrews University for at least seven semesters as an associate professor or higher prior to commencement of the first sabbatical leave, or seven semesters since the last sabbatical leave;
4. He/she presents a proposal that is recommended by the chair and the dean of the respective school and approved by the provost or, where appropriate for administrators, the president.

Application and Approval Process

2:346:2:4

Application for sabbatical leave must be made in writing to the department chair or appropriate administrator by December 1 of the year prior to the academic year in which the leave is requested. After preliminary discussion and clearance by the dean of the school, the application goes to the office of the provost for processing. Applications from administrators are submitted to the president for processing.

The written application includes among other things the nature of the academic activity to be pursued, the financial support proposed to supplement university support, and invitations relevant to the sabbatical where applicable. The proposal for sabbatical leave also discloses how any thesis/dissertation supervision responsibilities will be met during the person's absence. (see policy #2:346:2:6 below for further details).

Timing of Sabbatical Leaves

2:346:2:5

Sabbatical leaves require budgetary provisions and satisfactory staffing arrangements.

When it is not possible to schedule a sabbatical leave as requested, the parties involved seek a mutually acceptable alternative arrangement, the conditions of which are recorded and filed in the applicant's department and in the offices of the dean and the provost.

Conditions for Sabbatical Leave

2:346:2:6

During the sabbatical leave a faculty member shall be eligible to receive full salary and benefits. The faculty member is excused from all regular duties except that thesis/dissertation guidance must not be reduced to the detriment of the student(s) involved.

Required Report After Sabbatical Leave

2:346:2:7

During the term following the leave the faculty member must report in writing to the provost, the dean, and the department chair on the use made of the leave. Administrators will report to the president.

Research Leave

2:346:3

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, or foundations. Application and approval processes are the same as those outlined above for sabbatical leave.

Personal Leave of Absence **2:346:4**

Definition and Purpose **2:346:4:1**

A personal leave of absence, which is authorized time off without salary within the parameters of university appointment, is granted a full-time faculty member for personal reasons such as the following: to teach at another institution, to pursue non-Andrews University sponsored advanced study, to pursue non-Andrews University sponsored post-doctoral studies at another university or for other personal reasons.

A leave of absence may be from one semester to three years in length depending on the circumstances. A request for a leave of absence for one year or longer requires approval by the Andrews University Board of Trustees. Such long leaves of absence are usually granted without obligation to renew a faculty member's employment relationship on his/her return. Leaves of absence will not normally be granted for longer than three years.

Eligibility **2:346:4:2**

After a faculty member has worked as a full-time employee for at least two years, he/she is eligible to apply for a personal leave of absence. Ordinarily, such applications should be made twelve months in advance.

Application Procedure **2:346:4:3**

Leaves of absence for less than a calendar year may be granted by the provost on the advice of a department chair and dean. A faculty member must complete the appropriate leave of absence application form and submit it to the provost.

Leave of Absence Policies **2:346:4:4**

University policies governing leaves of absence are the following:

1. Salaries are not paid during the employee's absence and vacation and sick time do not accrue. Any accrued vacation time must be used before a leave of absence begins.
2. The university may retain the faculty member on negotiated benefits.
3. Extensions of a leave of absence must be approved in writing prior to the expiration of the employee's original leave.
4. Failure to return to Andrews University after expiration of the leave of absence renders the employee liable to termination whether on tenure or annual appointment.

AMORTIZATION OF ADVANCED STUDY EXPENSES

2:347

Amortization Schedule

2:347:1

All expenses incurred on behalf of a faculty member for purposes of advanced study, are amortized by service to the university as follows:

1. Advanced study leave expenses incurred over two consecutive terms or more are amortized over five years (see also policy #2:346:1:6).
2. Advanced study leave for one term at a time followed by two consecutive terms of service to the university are deemed to have been amortized with service (see also policy #2:346:1:6).
3. Where released time is given to lighten the teaching/research load (calculated on the basis of faculty loads as outlined in policy #2:376) amounts to the equivalent of a faculty load for two terms or more, it shall be amortized over five (5) years.
4. Where the study/tuition expense assistance to a faculty member remaining in full service (without leave), amounts to more than the Andrews University tuition cost for twenty-four (24) semester credits it shall be amortized over three (3) to five (5) years as follows:
 - 25 to 29 credits taken = 3 years
 - 30 to 40 credits taken = 4 years
 - 41 or more taken = 5 years

Amortization of advanced study expenses in general, is in accordance with policies #2:346:1:6-7 for advanced study leave.

Advanced Study Expense Account

2:347:2

In order to receive any type of university assistance (financial, released time or advanced study leave) towards advanced study the faculty member applies in writing to the relevant department chair and the dean, who will within budgetary provisions advise the provost and the president with respect to the request. A letter from the provost will report the decision made by administration or the Board of Trustees to the faculty member in question.

When a faculty member is approved for advanced study assistance an Advanced Study Expense account is created by the Controller in the business office for that person and forms the basis for future amortization or pay-out by the faculty member or other institutions (see also policy #2:346:1:7).

EMPLOYMENT AS AN ELIGIBILITY FACTOR

2:348

Employment as defined in connection with eligibility for sabbatical and other absences is a period of time during which the teacher engages in regular duties for the University. Professional leave for research purposes is also included. Such employment is recorded as time in faculty service. Advanced (pre-doctoral) study leave is not service but the subsequent period of amortization is included in the teacher's service. Faculty service is included in the count of years of denominational employment (as shown on the Employee

Service Record) but eligibility for sabbatical leave is specifically related to time spent in a faculty role at Andrews University (see also policy #2:346).

PROFESSIONAL MEMBERSHIPS AND MEETINGS **2:349**

Professional Memberships. Faculty members are encouraged to join associations of professional interest and attend their meetings. The university provides a stipend towards reimbursement of these costs. Administrators are also eligible for reimbursement under this policy.

Attendance at Professional Meetings. Faculty members are encouraged to attend scholarly meetings or workshops and to cultivate professional contacts. Professional travel funds are allocated in the university budget for each school. Authorization for reimbursement of such travel is made by the chair with consultation, if appropriate, with the dean. Priority may be given to travel to present papers at such meetings. International travel should be planned well in advance and funded from travel allocations saved for such purposes.

D. RESEARCH ASSISTANCE

INTERNAL RESEARCH GRANTS **2:361**

Andrews University annually funds an internal research grant competition to assist faculty with seed funds for well-designed research projects. Proposals submitted by faculty are read by a panel of peer referees; who then make recommendations on funding to the Office of Scholarly Research.

Trips for research or other professional purposes to nearby libraries, universities, or other centers each year; may be financed from internal research grants received from the office of scholarly research and publication.

E. PROVISIONS FOR POSTDOCTORAL ACTIVITIES

POSTDOCTORAL SCHOLARSHIPS **2:371**

Provision for Postdoctoral Fellowships **2:371:1**

Andrews University may provide postdoctoral fellowships to persons seeking to participate in postdoctoral research studies at Andrews University. Such postdoctoral positions carry the rank of Research Associate (see policy #2:310:3) and are awarded for one year at a time for research projects proposed to the Office of Scholarly Research.

Financial arrangements for postdoctoral fellows usually include a stipend and housing allowance, and may include partial or complete participation in the faculty benefit package plan. Approval of a specific financial plan and the number of fellowships per year are determined by the Director of the Office of Scholarly Research in consultation with the Dean of the School of graduate studies and research, the Provost, and the President.

Manner of Selection and Appointment **2:371:3**

The recipient of a postdoctoral scholarship is selected by a department chair in consultation with the department faculty, school dean, Dean of the School of graduate studies and research and the office of the Provost. Appointments of postdoctoral fellows are made by the Provost.

Duties of Postdoctoral Fellows **2:371:4**

Postdoctoral fellows are expected to perform scholarly work under the supervision of a faculty mentor or Senior Research Fellow (see policy #2:310:3).

POSTDOCTORAL FACULTY STUDY **2:372**

Purpose **2:372:1**

A faculty member may, upon application, be granted permission to pursue postdoctoral study at another approved institution for up to one (1) year in order to:

1. conduct research with a view to initiating a specific line of research at Andrews University, OR
2. connect with the academic research community in a specific area of study and update methods and concepts necessary for a successful research program, OR
3. make a substantial directional change in his/her research, OR
4. re-establish a research program.

Eligibility for Postdoctoral Study **2:372:2**

A faculty member becomes eligible for leave to pursue postdoctoral studies after a minimum of two (2) years of successful service to Andrews University following completion of a doctoral degree.

Frequency of Leaves for Postdoctoral Studies **2:372:3**

Generally a faculty member is granted leave for postdoctoral study once during his/her career.

Arrangements for Postdoctoral Study **2:372:4**

Scheduling of postdoctoral study leave is planned in conjunction with the relevant department chair and dean to ensure coverage of the faculty member's regular responsibilities. Application for the leave must be made in writing to the dean of the relevant school one (1) year in advance and should include a rationale for the leave and a general description of the work planned. Upon being recommended by the department chair and dean and voted by the Andrews University Board of Trustees, the leave is approved in writing by the provost.

Financing of Postdoctoral Study **2:372:5**

Faculty members are expected to obtain external support for their postdoctoral study leave, but full service credit and benefits may be continued by prior arrangement.

F. EXPECTATIONS OF FACULTY

SUMMARY OF EMPLOYMENT EXPECTATIONS

2:375

The University seeks to employ and support quality Christian faculty in a positive work environment. To achieve this, it recruits faculty of excellent qualifications who are committed to service in a Seventh-day Adventist institution. It also provides regular professional development and evaluation.

Faculty are expected to model Christian behavior and attitudes, support the mission of the University and the fundamental beliefs of the Seventh-day Adventist Church, participate actively in faculty and University affairs by way of faculty meetings and committee appointments, competently fulfill their assigned teaching and advisement tasks including assessment of learner outcomes, engage in scholarship that advances knowledge through research and supervision of learner-scholars, and contribute to the community through service.

FACULTY INSTRUCTIONAL, RESEARCH, SUPERVISION AND SERVICE LOAD

2:376

Considerations for Determining a Faculty Load

2:376:1

In the determination and assignment of a faculty load for an individual faculty member, Andrews University will:

- assign responsibilities in an equitable manner, recognizing the talents of individual faculty members;
- provide for balance between work expectations and the personal well-being of the faculty member;
- seek to maintain the economic viability of each of the University's academic programs.

The mix of instructional, research or service expectations for a given faculty member's load is determined by the academic and administrative needs of a given program or department. As a rule graduate programs require faculty to be involved in research to a greater degree than do undergraduate programs. For that reason graduate faculty loads will reflect a corresponding reduction in direct instructional assignments.

Standard Faculty Load

2:376:2

For undergraduate faculty, the annual course load is twenty-four (24) semester credits with a limit of 5 different course preparations per year. Teaching represents 70% of the standard faculty load. The work load also includes student advising, up to three (3) major school/university committee memberships, other service activity and scholarly activity including research. 30% of employment time is involved in service and scholarly activity, with a minimum of 10% in each.

For graduate faculty the annual course load is 16 semester credits. Teaching represents 70% of the work load. The remaining work load includes up to three major school/university committee memberships, other service activities, and scholarly activity including research. Thirty percent (30%) of employment time is involved in service and scholarly activity, with a minimum of 10% in each. Faculty carrying a mixture of undergraduate and graduate assignments, have their teaching load determined by the proportional credit assignment.

Regular course work involves one 50 minute period of instruction per week per semester credit in a group setting. However, because variations exist with respect to laboratories, clinical activities and research oversight, load calculations are made by the department chair and reviewed by the dean according to guidelines mandated by different accrediting groups and as assembled in Appendix 2-D.

Adjustments to Standard Faculty Load

2:376:3

The dean of the school where a faculty member holds primary appointment is responsible to determine the mix of faculty load components for a particular faculty member's faculty load after having been advised by the relevant department chair on the needs of the department and the faculty member involved.

A faculty member with a scholarly project which requires greater attention than the normal teaching load permits may request a reduction in teaching assignments for a certain term. Such a reduction must be proposed in written form to the chair and dean prior to preparation of the class schedule for that term. Approval will be given by the dean of the school after consultation with the chair provided funding is available for a substitute teacher.

Final Assignment of Faculty Loads

2:376:4

When class schedules are being planned, the department chair proposes to the department faculty in session the course assignments and other faculty activities for the coming year. Faculty are expected to participate in an equitable way in departmental assignments and projects. After the department votes its plan, the plan is submitted to the dean for final approval.

With consultation from the provost and the deans, the president annually designates each faculty member's participation on University-wide committees and other special University assignments.

Teaching Loads for the Andrews University K-12 Division

2:376:5

Teaching loads and the responsibilities of faculty in the Andrews Academy and the Ruth Murdoch Elementary School are prescribed by the Lake Union Educational Policy and are approved by the respective operating boards after having been advised by the respective board personnel committees and the principals.

PROFESSIONAL DEVELOPMENT

2:378

In order to encourage professional development, the university provides the following incentives to keep faculty members current in their disciplines:

Professional Memberships

2:378:1

Faculty are reimbursed to an annually stated maximum for professional memberships. A receipted bill or other evidence of payment should be submitted with the membership expense report form provided.

Licensure

2:378:2

Where professional licensure, either state or national, is required, the full cost of such fee is reimbursable to the teacher upon submission to the treasurer's office of the proper form signed by the appropriate dean. The responsibility for determining the need for licensure rests with the dean of the school in which the teacher is based.

Denominational Journals

2:378:3

1. All full-time teachers receive a free subscription to the *Journal of Adventist Education*.
2. A teacher who has been ordained to the ministry or who teaches in religion or ministry will receive a free subscription to *Ministry* magazine

The list of those eligible for subscriptions is maintained by the provost.

G. PUBLICATIONS

UNIVERSITY PUBLICATIONS

2:381

To maintain a distinctive identity and quality that is representative of the university, all publications, printing, and other graphic reproductions bearing the name and logo, emblems, or trademark of the university or any of its units must be approved by the director of university relations.

Exceptions in this policy include professional or scholarly journals, books, and articles produced by university faculty or staff members; publications of the University Press or departmental newsletters; contributions in which the name of the university is used merely for address or identification; and publications issued by the student association.

The director of university relations also processes Andrews University Focus, certain alumni publications, and various non-technical films and promotional exhibits.

The originating department, office, service, or officer needing the printed or other materials included in this policy is responsible for (1) gathering the facts and preparing the copy for publication or production in a suitable manner, (2) obtaining the approval of the respective officer, (3) presenting a requisition along with the material, (4) planning with the director of university relations to insure adequate time in the production schedule.

The provost is responsible for the publication of the University Bulletin. In all other promotional publications, the director of university relations is responsible for (5) establishing and maintaining editorial style, (6) providing editorial and typographical analysis and conferral, (7) scheduling the production of the work, and (8) placing the order

and conducting all business and communication (including the obtaining of cost and time estimates) with production agencies.

PROFESSIONAL JOURNALS PUBLISHED BY THE UNIVERSITY

2:382

Upon the recommendation of the faculty of a school, the Board of Trustees may authorize publication of a scholarly journal devoted to one or more disciplines in which the school is conducting research. In such cases the editor is appointed by the Board of Trustees after nomination by the president on the recommendation of the provost and the dean. Before the dean makes a recommendation, the chair of the departments and the (full) professors within the school are consulted. One or more associate editors recommended by the editor are appointed by the board of trustees in the same manner.

The editor is responsible for the content of the journal. All manuscripts are judged by the editor in consultation with the associate editors. The editor reports to the Scholarly Publications and Andrews University Press Board.

The budget of the journal, including its subscription price and other financial arrangements, shall be approved by the Scholarly Publications and Andrews University Press Board.

OWNERSHIP RIGHTS OF INTELLECTUAL PROPERTY

2:383

Andrews University encourages creativity, research, scholarship, and invention among its employees, resulting in the creation of intellectual property, and encourages the commercial development of such property. This policy shall govern the ownership rights of intellectual property and the disposition and use of any monetary proceeds derived therefrom.

The terms “intellectual property,” “work” or “works” shall include any product and productions which may or may not be enhanced by patents and copyrights, including lecture notes and outlines, papers, laboratory or practicum instructions, scholarly and professional manuscripts, books, articles, works of art, inventions, computer hardware and software, media productions, and similar products, whether or not they are produced in the normal course of discharging an employee’s duties of employment.

WRITTEN AGREEMENTS

2:383:1

1. **With Funding Agencies:** If a work is created as a result of or in a manner directly traceable to a grant or contract from an external source such as a governmental agency or a foundation, the terms and conditions of the grant or contract shall be the primary determiner of the ownership of the work, and the provisions of this policy shall be invoked where these terms and conditions do not apply.
2. **With the University:** The University encourages its employees to notify it of the creation or intended creation of works comprising intellectual property, and to enter into written agreements which, when ratified by the university, will govern the ownership rights thereof, and the disposition and use of any monetary proceeds derived therefrom. Such written agreements are the best method for rewarding the

employees' creative efforts, protecting the University's interests and equitably sharing any income derived from the resulting works.

OWNERSHIP

2:383:2

Ownership shall depend on the conditions under which the work was created.

1. **Work on “one’s own time”:** If it can be determined clearly that the work was created outside the scope of the employee’s employment by the University, and was “done on the employee’s own time,” the University shall have no claim on the ownership of the work or on its monetary proceeds and the employee creating the work shall be the sole owner of the same.
2. **Works created without substantial University resources:** If the work is created within or grows from the regular course and scope of the creator’s duties as an employee of the University, or from an extension or continuation of such duties, or if it is an extension, enhancement, elaboration or improvement of a work so created, and if it is created without substantial expense to the University over and above salaries and other compensation normally paid to the employee, and without the use of substantial technical resources of the University, then all intellectual property rights are ceded by the University to the employee as a matter of policy and tradition. If the creation of the property has been supported by internal released time or other grants from the University, such grants shall be acknowledged in any publication disseminating the work.
3. **Works created with substantial University resources:** The use of University resources is substantial when it entails the use of University resources not ordinarily used by, or available to all, or virtually all, members of the faculty. If the work was created by an employee of the University as a result of substantial University (internal) funding for the project, or if substantial resources of the University, including technical resources such as audio, audiovisual, computing, video and television media are used in its production, the work is owned by the University, and the employee creator(s) will be provided a royalty-free, non-exclusive license to use the materials for a specified time. The creator(s) of the work will receive attribution for their work and have the right of first refusal to make revisions, provided they are still employed by the University.
4. **Use of monetary proceeds:** Absent a written agreement, any monetary proceeds accruing to the University including funds from royalties on copyrights or patents, will be received in trust by the Office of the Provost and used to enhance and support the creative, research, and scholarly activities of the faculty, as deemed appropriate by the Office of the Provost.

GENERAL CONDITIONS

2:383:3

1. **Reversion of copyright:** If the University elects not to copyright a work in which it has a proprietary interest, it may convey the copyright to the original author. If the University, by virtue of policy, tradition or agreement cedes or grants ownership in intellectual property to one or more employees, the University shall be granted a royalty-free, non-exclusive license to make adaptations of, and to transmit,

distribute, perform, reproduce, or display such work to its students, regardless of the employee's location.

2. **Reversion of patent rights:** If the University elects not to file a patent application for an invention in which it has a proprietary interest, the University may release its rights to the invention to the inventor who may file for a patent subject only to restrictions that may be imposed by prior agreement.
3. **Procedure:** Written agreements between the University and employees pertaining to intellectual property will be coordinated through the Office of the Provost. In the event of a dispute between the University and an employee's interpretation of such a written agreement, the employee should first consult with their dean who will make a recommendation to the Office of the Provost.
4. **Obligations and Responsibilities:**
 - a. Authors governed by this policy shall have the obligation to make themselves aware of and adhere to restrictions on anticipated copyright or copyrighted material deriving from agreements between the University granting agencies or other interested third-parties pursuant to this Policy. The Office of the Provost shall assist in making authors aware of their responsibilities.
 - b. Students/contractors working collaboratively, with or without pay, on projects that may be copyrighted shall have signed agreements relating to assigning of copyrights to either the author or the University. Such agreements shall clarify the rights of students with regard to copyrightable materials included in their thesis or dissertation.
 - c. The Office of the Provost is to be notified of material that should be copyrighted in the name of the University. Authors are to cooperate with the University in obtaining such copyright protection.
 - d. Academic staff and other authors have the obligation to obtain permission from the Office of the Provost to publish Andrews University works in journals, other media, or materials to which the University owns the copyright pursuant to this Policy.
 - e. The Office of the Provost has the obligation to respond within 45 days to a written request pursuant to this Policy.

SCHOLARLY MANUSCRIPTS FOR PUBLICATION

2:384

Faculty who prepare manuscripts for scholarly publication may request word processing at university expense. Funds to support the cost of publication may be requested from the Office of Scholarly Research if departmental funds or external grant support are unavailable.

H. OTHER FACULTY LEAVE ARRANGEMENTS

MEDICAL LEAVE

2:391

Faculty and salaried personnel ordinarily remain on the payroll for up to six weeks within a given twelve month period for temporary absences from work due to illness, injury,

hospitalization, or pregnancy. Arrangements for absences due to medical reasons should be made with the department chair or supervisor. See policy # 1:710.

Where deterioration in an employee's work performance may be due to a physical or mental condition the department chair in consultation with the dean of the school and the Office of Human Resources may counsel the employee to take sick leave.

Before returning to work, the faculty or salaried staff member may be required to submit a physician's statement stipulating any temporary restrictions or limitations placed on his/her work program.

FAMILY MEDICAL LEAVE

2:391:1

Employees with 12 months employment with the University may be entitled to an unpaid leave of up to 12 weeks per year under the Family and Medical Leave Act. Such a leave will be unpaid. Where both spouses are employed by the University, the leave will be a total of 12 weeks for both spouses unless the leave is for the serious illness of the employee or a child. During the term of a leave, the employee is entitled to regular benefits as applicable. The employee is required to pay the contribution to health care assistance which falls due during the leave. Upon return to work after the leave, the employee is reinstated to the original job, or if that is not possible, to an equivalent job. For further details, see the Employee Handbook (http://www.andrews.edu/HR/emp_handbook.html) and contact the Office of Human Resources.

DISABILITY LEAVE

2:392

When a faculty member is found by a physician to be medically or psychologically unfit to return to full-time employment after an absence from work of six weeks, he/she shall be granted a temporary disability leave for up to six months. A temporary disability leave can only be granted by the president after counsel with the appropriate administrators and the provost. Should a faculty member remain disabled after six months coordination with long term disability insurance coverage will be considered. Continuation of employment will require the approval of the Financial Management Committee and the Board of Trustees.

FUNERAL LEAVE

2:393

Faculty members attending the funeral of a member of the immediate family are allowed a funeral leave of up to three regular working days with salary or pay. Immediate family includes grandparents, parents, husband, wife, brother, sister, mother-in-law, father-in-law, and children, stepchildren and grandchildren of the employee or spouse.

VACATIONS AND HOLIDAYS

2:394

Each teacher is eligible for an annual vacation on the following basis: two weeks' vacation after one full year of service, three weeks annual vacation after seven full years of service, or four weeks annual vacation after fifteen full years of service. Travel time is counted as vacation time. A vacation week equals five working days. Faculty members should inform

the chair of their itinerary and how they may be contacted in an emergency when traveling away from the campus.

Vacation time should be taken annually. However, up to two weeks of unused vacation time may be carried to the succeeding academic year when requested by the faculty member and approved by the director of Human Resources. Any remaining unused time does not accumulate. Not more than six weeks' vacation may be taken in any one year. A request to transfer unused vacation time to the following year must be submitted to the Office of Human Resources by June 30.

The number of paid holidays granted in any one year is limited to nine. Leave beyond the paid holidays is treated as a part of the annual vacation.

During the breaks between academic terms (other than paid holidays) faculty not on vacation are to engage in professional work.

UNIVERSITY CONVOCATIONS AND SPECIAL OCCASIONS 2:395

Attendance 2:395:1

Attendance is required of faculty and certain administrative personnel at designated convocations of the university such as graduation, inauguration of a president, the annual Fall University Convocation and any other special convocations called by the president of the university (see also policies #1:711 and 2:450:3). Permission to be absent from any such required convocations shall need to be obtained from the relevant vice presidents.

Academic Garb 2:395:2

It is required that academic garb be worn by officers of the university, officers of the constituent schools, faculty, administrative associates, and administrative assistants for:

1. the annual Fall University Convocation;
2. convocations such as the inauguration of a president; and
3. any other convocations identified by the president as requiring the wearing of academic garb, such as inaugural professorial lectures (see policy #2:450:3) where the relevant professor and those officiating are expected to be in academic garb.

IV. ACADEMIC POLICIES

OFFICIAL PUBLICATIONS 2:401

University Bulletin 2:401:1

The Andrews University Bulletin contains essential academic, financial, and personnel information including admission standards, graduation standards, description of curricula and courses, rosters of faculty, accreditations, tuition costs, financial policies and available financial aid. , Bulletin copy is reviewed for accuracy by the provost in consultation with the deans, department chairs, curriculum coordinators, and financial personnel.

Working Policy Handbooks 2:401:2

The president publishes the *Andrews University Working Policy* which contains handbooks for the administrators (Section 1), faculty (Section 2), students (Student Handbook; <http://www.andrews.edu/services/studentlife/handbook/>) and staff employees (Employee Handbook; http://www.andrews.edu/HR/emp_handbook.html) of the university. These handbooks include the policies that have been recommended by the faculty and administration and approved by the board of trustees. Other procedural handbooks referred to in the Working Policy show how these policies are implemented.

Student Handbook 2:401:3

The university publishes a Student Handbook that summarizes policies and expectations relating to student life. The Student Handbook is based on policies voted by the faculty and implemented by the vice president for Student Life after consultation with the president, committees and staff in the Student Life division, faculty, and others.

CALENDAR PLAN 2:402

The calendar plan is voted by the Board of Trustees on the recommendation of the general faculty. The current academic calendar consists of two semester terms, each fifteen weeks in length, and a summer program of twelve weeks divided into four sessions of three (3) weeks each.

ACADEMIC YEAR 2:403

The academic year begins with the summer terms and ends with the following spring semester. The new schedule of fees takes effect at the beginning of the second summer session.

ACADEMIC CALENDAR 2:404

The academic calendar is set during January by the president after consultation with the provost and the Cabinet. Each school follows the same policy governing the beginning and length of academic terms except by prior approval by the provost. Courses are measured in credits; one credit represents a course that has been conducted for at least one session of 50

minutes each week of the semester or a laboratory meeting for three to four hours each week of the semester (or equivalent).

SCHEDULES **2:405**

The time and room schedules for classes, examinations, university chapels, convocations and forums, and other regular appointments shall be determined by the registrar's office in consultation with the deans and department chairs. These schedules are published well in advance of the beginning of the term to which the schedule applies.

CHANGES IN THE CLASS SCHEDULE **2:406**

Interruptions of Published Scheduled Activities **2:406:1**

Interruptions in the daily or weekly class schedule after it has been published may not be implemented except as announced by the president for major emergencies.

Closure of the University **2:406:2**

Certain conditions may delay the beginning of a school day or even closure of the university. Such conditions include severe weather or a natural disaster when travel to and from the campus is (or is predicted to become) impossible or dangerous or when highways are closed by the police. Disruption of a vital utility service may also require closure. See policy #1:726:6 regarding closure of the university for various situations.

The decision to close the university is made by the President (or the designated office in his/her absence) in consultation with the provost or the person designated to operate in his/her absence.

Leniency in Class Assignments **2:406:3**

Recognizing that the weather conditions may be variable for students traveling from some areas so that travel would not be advisable, faculty are encouraged to exercise leniency in rescheduling of tests and submission of assignments during such times. See policy #1:726:6 regarding closure of the university for emergency situations.

Section 2:410 is under revision. Please check with the Associate Provost/University Registrar if you have questions.

FIELD TRIPS AND CLASS TRIPS **2:410**

A field trip or similar trip involving absences from classes, must be approved by the chair one week before the time of departure. Trips taking longer than one day require the approval of the dean. Approval is not given for trips involving all-night driving (except by public, chartered, or university transportation) nor are field trips approved during the last two weeks of the semester.

Faculty organizing field trips are expected to announce the proposed trip at the beginning of a new term and to respect the student's obligation to other courses. Students who choose not

to participate in a proposed field trip because of class or work schedules must not be penalized for non-attendance.

The university pays accompanying teacher's regular per diem and hotel expenses. All other expenses must be distributed among the participating students unless the purpose of the trip is to represent the university. All such trips must use adequately insured cars and experienced, competent drivers.

APPROVAL OF CURRICULA POLICY MAKING 2:411

Minimum standards for all university curricula and the procedures for creating new curricula and reviewing existing curricula are determined and published by the Undergraduate and Graduate Councils. See the Undergraduate Manual and the Graduate Programs Manual for details.

Approval for New Curricula 2:411:1

Typically a curriculum coordinator or department chair presents to the dean a draft proposal prepared by the faculty that outlines the curriculum requirements, describes courses, and lists the faculty and library resources needed for a new program. The dean presents the draft outline to the other department(s) most directly concerned with the curriculum for comments. Next the dean presents the draft outline and pertinent comments to the school's committee on courses and curricula for its recommendation, which in turn is submitted to the school faculty for recommendation to the appropriate Council.

The Undergraduate or Graduate Council then reviews the recommended proposal for compliance with minimum standards against the duplication of courses and programs already offered by the university. The Council also ensures that relevant faculty personnel, library, support systems, financial resources, etc., have been assessed within the potential of the targeted markets. Implementation of approved curricula is subject to adequate funding as determined by the administration. Final approval of the appropriate Council is required before the curricula are made available to students.

Changes of Current Curricula 2:411:2

Authority for changes in an approved curricula, which do not substantively change the degree lies with the department and school faculty through decisions made by the school courses and curricula committee or appropriate Professional Degree Council (see 2:412 below and Appendix 1-J). However, substantive changes that redirect the entire curriculum, and in effect create a different degree from what was initially approved, must be submitted to the appropriate Undergraduate or Graduate Council before implementation (see also Appendix 1-G).

Review of Current Curricular Programs 2:411:3

Departmental and School Review 2:411:3:1

Each year the dean reviews with the department chairs and/or curriculum coordinators the overall curricular offerings of the college/school. Information provided by the Annual

Department Report on assessment results (see also policy #2:440), department needs and student achievements through the curricula offered is used. Recommendations from this review are discussed with the department faculty. A course not offered for two consecutive academic years is considered for deletion from the bulletin unless a decision has been made to offer the course during the period covered by the ensuing bulletin.

Periodic Program Review

2:411:3:2

Further self-study and program review of current curricula occurs within policy provisions prescribed by the Undergraduate and Graduate Councils. Review at the departmental level includes peer evaluation of the quality, currency, sustainability and resources of the programs. Such reviews are done on a scheduled basis by an elected faculty committee representing both Councils. The advice of the deans and the provost is considered before recommendations are made for program improvement, expansion, or deletion.

APPROVAL OF COURSES

2:412

Department faculty recommend courses to be offered, courses to be withdrawn, and courses to be changed. The faculty also recommend minor curricular changes to improve the degree program(s) offered. Such recommendations are made by the department in session and then presented to the school committee on courses and curricula. The course and curricular changes recommended by the school's committee then go before the school faculty for a vote of approval or denial.

The faculty of a school may vote to delegate its authority for course and minor curricular approval to its committee on courses and curricula; such a decision to delegate is valid only for one academic year. In years when such a delegation of authority is voted, the minutes of the committee on courses and curricula are circulated to the members of the faculty for review and implemented only ten days after the faculty review period. If within that ten days a department chair or a curriculum coordinator or ten percent of the members of the faculty request a school faculty session to discuss the minutes of the committee, the committee action is held in abeyance until the faculty discussion has taken place. An action by the faculty will override an action by the committee.

COURSES, COURSE OUTLINES (SYLLABI), STUDENT MANUALS

2:415

The chair of each instructional department counsels with the members of the department regarding each of the courses offered as to its scope (area or aspect covered), the way in which the content will be presented (pedagogical design), the manner in which the course requirements and schedule are announced (syllabus or student manual), the system for assessing learning outcomes, and the reasonableness and clarity of the course requirements and assignments, etc.

Guidelines for the minimum content of a course outline or syllabus are provided by the provost and available from the dean of the school. Each syllabus is to contain the minimum information described in these guidelines.

A copy of the syllabus (course outline or student manual) prepared by the teacher is to be filed with the chair of the department and with the dean of the school by the first day of regular registration. All students are to receive the course outline or syllabus by the teacher of the course on the first day of class or laboratory.

ONLINE COURSES

2:416

All online courses will meet the standards described in the Distance Learning and Instructional Technology (DLiT) Guidelines for online courses. They must be endorsed for adherence to online course standards by the appropriate DLiT entity, and approved by the faculty member's department chair and dean.

Section 2:420 is under revision. Please check with the Associate Provost/University Registrar if questions.

OFF-CAMPUS EDUCATIONAL EXPERIENCES

2:420

Well-planned off-campus academic activities can significantly enrich a student's educational experience. Departments and schools have the opportunity to provide such activities by offering study tours, extended field trips, and practicum experiences off-campus.

Detailed requirements and planning guidelines for such off-campus educational experiences are available from the Associate Provost.

The following general policies apply:

1. Off-campus educational experiences should be proposed to the Associate Provost and approved by the Tours Committee (policy #1:610:6) before the off-campus experience is announced and fees are collected from students.
2. An approved faculty sponsor must be present during the full-time the group is off-campus. This may be a regular faculty member, an adjunct faculty member, or a designated professional qualified to give supervision.
3. If credit is offered, the course assignments and anticipated student preparation time must be at least equivalent to on-campus courses.
4. Protection from safety hazards must be planned for the students and sponsors. The approval of Financial Administration is required. The directives of the U.S. State Department for foreign travel must be adhered to.
5. If countries to be visited have health risks, the recommendations of the Center for Disease Control and the university Medical Center must be followed.
6. Financial plans must be designed to cover all expected costs of the faculty sponsor(s), students, contingency for emergencies, and administrative overhead charges.
7. A detailed final itinerary with an address list for overnight stays must be filed with the Associate Provost's office before departure.
8. Within two weeks of the sponsor's return to campus, a report of the experience must be provided to the department chair, the dean of the school, and the Controller with a copy to the Associate Provost's office.

9. Trips not included in these guidelines are field trips, which have no overnight stay, recruitment or university-relations trips, or evangelistic field schools.

Study Tours

2:420:1

A Study Tour is defined as an off-campus educational experience that takes place outside a regularly scheduled semester session and for which credits offered are not related to a course taught during such a semester, and for which a student has not or will not in the future register and pay regular tuition within a semester's financial plan. For this type of educational experience full tuition will be charged the student, with a portion being applied to the overall off-campus study tour expenses.

The following policies apply:

1. Requests should be approved at least two semesters in advance of the proposed activity.
2. Learning experiences for credits offered in conjunction with tours shall be comparable in quality and extent to similar courses offered on-campus. Adequate facilities must be provided if private studio or music lessons are offered.
3. Auditors are permitted to participate, at the instructor's discretion, space permitting. Auditors must pay fees to cover travel costs of the faculty sponsor(s) as well as other tour expenses.
4. Students wishing to receive credit for a tour course must apply, be admitted, and be registered before departing on such a tour.
5. Full payment for tour costs and tuition, as well as financial clearance of the student's current account with the university, must be made at least three weeks before departure.
6. Tours which include performances at Seventh-day Adventist churches and institutions, must be approved in advance by the division headquarters of the regions toured. If tours expect to use church institutions for lodging purposes, appropriate evidence that the institution has invited the group or agreed to provide lodging must be supplied in the tour proposal.

Off-Campus Field Trip

2:420:2

An off-campus Field Trip is defined as an extended educational experience of more than one day that is related to a course for which the student has registered and paid tuition during a regular semester, has attended or will attend course-related sessions during the semester, and for which this educational opportunity is included to fulfill course requirements and enhance the student's learning experience.

Course requirements for credit for field trips are included in the hours registered for the regular course for which this off-campus learning experience is offered.

A portion of the tuition obtained for the course under which this experience is sponsored may be applied towards the field trip expenses of the student and the faculty sponsor(s) but not to exceed 50% of the tuition paid.

Group Practicum Experience:

2:420:3

A Group Practicum Experience is defined as an educational experience that is located at a specific off-campus location that allows a group of students to study and apply knowledge under the guidance of an Andrews University faculty member or a practicing professional approved by Andrews University. This category does not include clinical experiences, internships, or practica which are scheduled as a one-on-one experience under a supervisor.

The guidelines for Practicum Experience with regard to expenses and use of tuition funds are the same as those used for Study Tours.

ADMISSION AND REGISTRATION OF STUDENTS

2:425

Admission Policy

2:425:1

Admission to Andrews University is available to any student who meets the academic and character requirements of the university and who expresses a willingness to cooperate with its policies. Because Andrews University is operated by the Seventh-day Adventist Church, the majority of its students are Seventh-day Adventists. However, no particular religious affiliation is required for admission; any qualified student who understands and respects the religious, social, and cultural atmosphere of the university may be admitted. The university does not discriminate on the grounds of race, color, creed, national or ethnic origin, sex, marital status, or physical challenge.

However, admission to the university is a privilege and not a right, and may be withheld or withdrawn by the university at its discretion and in harmony with its mission and its function.

Admission to one of the schools of Andrews University does not guarantee admission to a specific department or program within a given school. Transfers from one school to another are allowed if the student meets the admission requirements for that school and has the consent of the deans involved.

General admission standards for the university are established by the Undergraduate and Graduate Councils and are published in the annual University Bulletin as well as the Undergraduate and Graduate Handbooks.

Individual degree programs within a school/department may set their own admission standards. These may not be lower than the general admission standards prescribed by the Undergraduate or Graduate Councils. Such specific school/departmental/degree program admission standards are known as specific admission standards and are published in the appropriate sections of the bulletin.

Admission Procedures

2:425:2

Applications are processed on the basis of the general admission standards and the specific admissions policies for the college/school or department to which the applicant seeks admission. Undergraduate admissions are handled by the undergraduate admissions officer;

applications requiring special consideration are decided by the Admissions Committee of the Undergraduate Council.

Graduate school applicants are channeled through the office of the graduate dean to the appropriate graduate program for approval.

Eligibility certification and other information required by international students wishing to enter the country is provided by the international student office on the recommendation of the admissions officer and the student finance officer.

Registration

2:425:3

Registration of accepted students depends upon admission to the university and satisfactory financial arrangements as determined by a student financial services officer.

The Registrar determines whether an individual's registration conforms to established policies, including the policies governing study load, both at the time of regular registration and at each change in registration. Students must be properly registered to receive course instruction, library services, and other academic and technology support services.

Once a student registers in any school of the university, the student may continue to register for courses in that school from term to term as long as the required academic standards are maintained, the financial obligations are met, and the university regulations of student conduct are followed.

Before the beginning of each new term, students who do not meet the academic standards for continued enrollment, are notified by the dean, who also notifies the Registrar. Students who do not qualify financially for registration are notified by the director for student financial services who also notifies the Registrar.

Students may not register who are separated from the university for disciplinary reasons or for other reasons are not eligible to continue their studies. In such cases, notification to the student is issued by the president or vice president for student affairs. The fact of such a decision is communicated in writing to the director of admissions and the Registrar, without explanation as regards the merits of the case.

Course Registration

2:425:4

A student is not a member in any course or class until officially registered for that course or class through the office of records. The registered student remains a class member until the Registrar receives a grade report or until an official drop is processed through the office of records. Exceptions appear below.

Change of Course Registration

2:425:4:1

A course change requires approval through the drop/add process. A student who wishes to change any course or class first obtains the required approval signatures on the Change of Registration form. Completed forms are then submitted to the office of the Registrar within the time published in the schedule for the term.

Auditing Privilege

2:425:4:2

A student may change from credit to audit registration and vice versa for any course within the published time schedule. To change credit status to audit the student must present the Registrar's office with a Change of Registration form with the appropriate signatures. Undergraduate audit students pay the same tuition as students enrolling for credit except that Honors Scholars may audit one free class per semester if registered for at least twelve (12) credits for that semester.

ENGLISH PROFICIENCY LEVEL OF STUDENTS

2:433

Most class work at Andrews University is done in English. Applicants whose primary language is other than English are required to submit scores from a standardized English proficiency exam (unless their English proficiency is otherwise satisfactorily documented). The standardized tests accepted are the MELAB (Michigan English Language Assessment Battery) and the TOEFL (Test of English as a Foreign Language). Regardless of tests taken elsewhere, students may be retested at Andrews University.

Applicants can present any of the following as evidence of the applicant's proficiency in the English language:

1. all studies from at least the seventh grade through the twelfth grade (or equivalent) in English in an English-speaking country
2. TOEFL scores of 550 or better on the written test with no section score less than 52 OR a score of 213 or better on the computerized TOEFL test with a score of at least 20 on the English section and no score less than 19 on the other sections.
3. a score of 80 or better on the MELAB with no section score less than 72. Minimum scores may be higher for some programs.

An applicant whose scores are less than the proficiency standard is normally advised to study English on an intensive basis at home or through the Andrews University Intensive English Program.

The Intensive English Program considers MELAB or TOEFL scores and placement test results and adjust the student's course load accordingly. Some students may be required to take English language studies full time for one or more semester(s) in residence until English language skills are acceptable.

CLASS LOAD FOR VISA REQUIREMENTS

2:434

For visa purposes, a full class load is 12 semester credits of undergraduate or 9 semester credits of M.Div. courses or 8 semester credits in other graduate programs. Students whose loads drop below these levels are out of status with U.S. immigration and are ineligible to work.

Undergraduate international students who take less than 9 credits per semester and who work less than 20 hours per week are exempt from FICA taxation. Graduate international

students who take less than 6 credits per semester and who work less than 20 hours per week are likewise exempt from FICA taxation.

CANDIDACY FOR DEGREES, GRADUATION **2:435**

Progress towards completion of a degree is monitored by the student advisor and the Registrar. When a student applies for graduation, the Registrar informs the department chair and the dean of the school in which the student is registered (and the dean of the school of graduate studies and research where appropriate) whether an applicant for a degree or diploma meets the requirements for candidacy. The dean brings the list of acceptable candidates to the appropriate faculty for approval at least three weeks before graduation.

EXAMINATIONS **2:436**

Until the last two weeks of the semester examinations and tests are given at the discretion of the teacher. No exams are scheduled in the week before final examinations. During the last week of the semester final examinations are scheduled by the provost. All faculty members are required to give examinations or to conduct an equivalent evaluation activity during the time assigned unless excused by the dean of the school. Only the dean may change the schedule for any student or excuse a student from the scheduled examination or activity.

EVALUATION OF STUDENT ACADEMIC PERFORMANCE **2:437**

Students earn degrees by completing the prescribed number and kinds of credits for the relevant degree. Credits are earned only if all the requirements for the course are completed and an acceptable grade is received. A student earns no credit for a course in which he/she obtains an unacceptable grade.

The academic performance of students is primarily determined by the level of achievement in courses and programs. For some courses or programs, however, students are also evaluated in the related non-academic areas of professional suitability, lifestyle and clinical proficiency (see also policy #2:437:2:6 for more details).

Grading System **2:437:1**

The authority to determine grades rests with the teacher of the course. Quality points (on a 4.00 scale) are given to each letter grade (A-F) for use in computing a student's grade-point average (GPA). The GPA is the average number of quality points earned per credit hour in all courses which are assigned grades A-F. The grading system follows:

Grades and Quality Points **2:437:1:1**

Grades shall be given as symbols with quality points per symbol as outlined below:

Grades	Quality Points	Definition
A	4.00	
A-	3.67	
B+	3.33	
B	3.00	Overall average required for graduate degrees; except the M.Div. and MA Pastoral Ministry
B-	2.67	
C+	2.33	
C	2.00	Overall average required for undergraduate degrees. Majors and some minors require a higher grade point average.
C-	1.67	
D	1.00	Unacceptable grade level for any graduate credit.
F	0.00	Unacceptable grade level for any academic credit.

Acceptable Grade Levels

2:437:1:2

A minimum GPA of 2.00 (C) is required in all credits, and in credits earned at Andrews University that are used to meet undergraduate degree requirements. A minimum GPA of 2.25 is required in all transfer credits, and in all credits earned at Andrews University that are counted for an undergraduate major. No course with a grade below C- may count toward a major or minor. Individual schools or departments may have higher minimum GPA requirements.

A minimum GPA of 3.00 (B) is required in courses that apply to a graduate degree. No course with a grade of D or F (or U) may count towards a graduate degree. Some departments or schools may require a higher satisfactory grade in certain courses.

Additional Grades and Definitions

2:437:1:3

Additional grades may appear on a student's academic record as defined below.

AU Audited Classes (Including HN, UA, and UH)

2:437:1:3:1

A grade of AU is given for an audited course if the student has met the obligations of the audit agreement.

It is possible to audit any class except private music lessons and independent study courses, provided (1) there is room in the class, (2) the student has an adequate background, and (3) permission to attend is granted by the instructor. The term audit refers to registration for attendance only, and all auditors, including Honors Auditors (HN), are expected to attend class appointments as agreed upon with the instructor who grants the auditing privileges. Auditors are expected to attend at least 80 percent of the class periods. Those who fail to do so are assigned a notation of UA (Unsatisfactory Audit); Honors auditors a UH (Unsatisfactory Honors.)

A student may change from credit to audit registration and vice versa for any course within the published time limits. To make this change the student must present the Registrar's Office with a Change of Registration form with the required signatures including that of the instructor (see policy #2:425:4).

“DG” Deferred Grade (Including DN)

2:437:1:3:2

A DG may be given in courses for which the requirements are not likely to be completed within one semester. It may be given for tours, field/clinical experiences, internships, project and independent study courses, courses including research requirements, and courses where mastery level learning is required.

The Registrar's Office records a DG only for courses previously approved for such a grade by the relevant school courses/curricula or programs committee.

An instructor may stipulate a time limit for changing the DG to be changed to a grade. An instructor may change the DG to a DN, (DN B- Deferred and Not Completeable) signifying that the course has not been completed and no longer can be completed due to the elapsed time.

A DG may remain on a student's transcript at graduation if the course does not count toward the degree.

I Incomplete

2:437:1:3:3

An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance.

An I may be given when the instructor and the student agree to terms stated in an Incomplete Contract and signed by both. In exceptional cases, the signature of the student may not be required. The I is given to a student and a contract signed only when the major portion of the work for the course has been completed. The contract states the work to be completed, a plan with timelines for completion of the work, and the grade the student will receive if the work is not completed by the agreed-upon time. The signed Incomplete Contract, along with the semester grade sheet, is filed with the Registrar's Office by the faculty member at the appropriate time.

Ordinarily an I is removed during the following semester. However, an I contracted in the spring semester may be extended to the autumn semester. Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of Incompletes on a student's record affects the student's class and workload.

Restrictions on undergraduate students: a student with eight (8) credits of Incompletes may not register for more than twelve (12) credits of new courses. The load of an undergraduate student with twelve (12) or more credits of Incompletes, will be limited by the dean of the college/school in which he/she is enrolled. All Incompletes must be removed before graduation.

R Reregister**2:437:1:3:4**

Assigned only for designated remedial courses.

S/U Satisfactory/Unsatisfactory**2:437:1:3:5**

The standard grades for lecture and lecture/laboratory courses are A-F. Certain designated courses, such as individual study/readings, independent research, research projects, workshops, seminars, field/clinical experiences, and practica may be graded with either an S/U or A-F pattern as the school/college determines. Completed theses/dissertations (except for undergraduate theses) are always graded on an S/U basis. Grading patterns may not be mixed within a given course for any grading period. For an undergraduate student an S means that a C (2.00) or higher was earned; for a graduate student, a B (3.00) or higher. The letter grade U signifies unsatisfactory performance. Credit is earned only for S grades. No quality points are assigned S/U courses and an S/U notation does not affect the grade point average.

W Withdrawal**2:437:1:3:6**

Withdrawal is recorded when a student withdraws within the date limitations indicated by the Academic Calendar. The designation of W is also given in cases where a student who has previously registered for theses or project credit and obtained a Deferred Grade subsequently decides not to complete the work for the thesis or project and instead selects another option for completing the degree. In other circumstances the institution may initiate withdrawal.

Factors Influencing the Grades of a Student**2:437:2**

Several factors are used to compute the final grade in a particular course. These include such items as scores in oral or written examinations, quizzes, practical and written projects, papers, reports, laboratory practica, skill demonstration, clinical performance, and class attendance/participation. The teacher selects the grading components for a given course according to the nature of that course and to reflect assessment of the intended outcomes of the course.

Faculty members may not use a single grading element or grading event during a course to determine the final grade of a student even where the objectives for the course are narrow and focused. A faculty member's syllabus must clearly state how the final grade of a student will be computed (see also policy #2:437:3:3, #1.). Faculty must be able to explain and document the grading system and the calculations used to arrive at a final grade.

Evaluation of Papers/Reports/Projects/Theses/Dissertations**2:437:2:3**

Written work such as papers, reports, projects, theses, or dissertations may be graded by letter grades or by Satisfactory/Unsatisfactory (S/U). Performance on written work for courses using a letter grade method will form part of the final resulting grade. Wherein the S/U grading system is used and a student obtains the U (unsatisfactory) grade designation, the student shall not receive credit for that course. Where the course is needed to fulfill degree requirements, the student shall not graduate until the S (satisfactory performance) grade has been received.

Evaluation of Clinicals, Laboratory Practica, and Skill Demonstrations **2:437:2:4**

Clinicals, laboratory work, practica, and skill demonstrations may be graded by letter grades or by Satisfactory/Unsatisfactory (S/U). The instructor's course outline will inform students what grading system is to be used when these forms of learning are evaluated:

- a. Clinicals
- b. Laboratory work
- c. Practica
- d. Skill demonstration

Student Attendance/Absences **2:437:2:5**

Regular attendance at all classes, laboratories, and other academic appointments is required of each student. Faculty members are expected to keep regular attendance records and may use attendance as a basis for determining the final course grade. The instructor's course outline alerts students to the attendance requirement within the understanding listed as follows:

Class Absences **2:437:2:5:1**

Regular attendance at classes and laboratories is required. Whenever the number of absences exceeds 20 percent (10% for graduate courses) of the total course appointments, the grade of "F" may be recorded. The fact of being absent from campus is not considered an excuse from fulfilling the requirements of the course.

Absences incurred because of late registration, suspension and early departures or late returns from holidays or vacations are not considered excused. The instructor is not obligated to allow the missed work to be made up under such circumstances.

Non-attendance does not suffice to indicate that the student has dropped the course. The student is counted as a member of the class and is charged tuition until a drop voucher is filed in the Registrar's Office.

Tardiness **2:437:2:5:2**

Three (3) tardinesses are the equivalent of one absence

Excused Absences **2:437:2:5:3**

Excuses for absences due to illness are granted by the individual instructor upon written verification of illness. Residence-hall students are required to see a nurse the first day of any illness which interferes with class attendance. Non-residence hall students should seek such written verification from their own physician before returning to class.

Excuses for absences not due to illness, such as immigration hearings, court appearances, or death in the immediate family of the student, are given by the respective instructor.

Requirement to Complete Work **2:437:2:5:4**

Excused absences do not alter the responsibility to complete all requirements of a course. Work is made up at the discretion of the instructor.

Performance in Related Non-Academic Areas **2:437:2:6**

Professional programs may require such things as appropriate personality traits, acceptable lifestyle, satisfactory clinical aptitudes and other published special requirements and competencies. For programs where these requirements are stipulated, evaluations are made of students in terms of these requirements (see also policy #2:437:7:2 regarding a failure to achieve in these areas).

Academic Dishonesty and Plagiarism **2:437:2:7**

Grade penalties or a failing grade result from academic dishonesty or plagiarism (see policies #2:444 and #2:445).

Determination of Grades **2:437:3**

Authority of Faculty Member **2:437:3:1**

The authority to determine grades rests with the faculty member(s) teaching the course or substitute instructor(s) assigned by the relevant department chair in consultation with the dean where the regular instructor is unavailable.

Authority of the Department Chair and Dean **2:437:3:2**

The department chair and dean of the school have general oversight responsibility through counsel with each faculty member to ensure that a carefully crafted grading policy including assessment of specific learning outcomes is used and that students are fully informed of the policy and its application.

Only when a grade complaint is lodged or a grading grievance petition is filed by a student will the department chair and dean become involved with decisions on grading.

Method of Grade Assignment **2:437:3:3**

In order to avoid a charge of carelessness, arbitrariness or capriciousness, the faculty member should assign grades in a professionally responsible way by taking into account the criteria of his/her department and the following safeguards:

1. Describe the grading method in the published course outline given to each student enrolled for the course on the first day of class.
2. Use a written key that clearly indicates how points will be assigned to mark examinations, tests, etc.... The written key constitutes evidence that grades are assigned on the basis of certain criteria, not capriciously or through favoritism. A copy of such a key should be kept in the course file for at least a calendar year after the test or examination.
3. Ensure that graded material returned to students such as tests and other written assignments shows the assignment of points according to the key (or where appropriate, adherence to published guidelines).
4. Keep a record of any changes to course requirements and special accommodations or provisions for exceptional students.

5. Inform students in the course outline what review and remediation opportunities are provided for all the students during a given term.
6. Consistently apply officially published grading policies on Incompletes, Deferred Grades, and retaking of examinations/courses.
7. Place the instructor's grade record on file.

The instructor's record of grades for a given course should indicate how the final grade for every student was computed.

The instructor is expected, when requested, to provide appropriate feedback to students on their progress in the class. It is usually appropriate for the instructor to warn a student whose progress suggests he or she may fail the course.

Changes of Grades **2:437:4**

Updating Grades **2:437:4:1**

Grade changes are made for "I" and DG symbols at the Registrar's Office. These are to be changed in the appropriate grade book, initialed and dated by the instructor of record (or relevant dean if the instructor has left the employment of the university).

Correction of Errors in Grades **2:437:4:2**

To protect the integrity of the grading system, alterations to the official grade record occur only where instructor error is discovered. Grades are not changed because additional work has been completed since the grade was assigned. Errors are reported on the official grade change form provided by the Registrar's Office and must be signed by the instructor and the dean. On this form, which becomes the basis for a corresponding correction in the record, a written statement of explanation must be provided.

Other Grade Changes **2:437:4:3**

Grade changes require authorization in writing by the faculty member who is the instructor of record. Only in the case of the faculty member's departure from the university or the death of a faculty member may grade changes be effected without the specific signature of the faculty member on the official grade form or appropriate official change of grade form. In such an event, the dean of the relevant school signs for the instructor.

Timing of Grade Changes **2:437:4:4**

Any change of grade must normally be made within the semester following the term for which the grade was assigned for any class taken on campus. In no case should grades be revised after two (2) semesters. Graduate grade changes may not be made after one semester without the permission of the dean/program coordinator following the term in which the course was offered except as allowed by a specific policy. In the case of classes offered on an extension campus, the grade change must occur within two semesters following the term in which the course was taken. Resulting changes in the grade point average subsequent to the issuing of the diploma shall not result in withdrawal of the diploma.

Grade Reporting

2:437:5

Grades for a given course are recorded through the online reporting system. Deadlines for reporting grades are announced by the Registrar's Office.

Course instructors must protect the privacy of their students relative to their grades. They may not display or rank student grades in public during or at the end of a term by the use of ID numbers, social security numbers, or names, except as a student may authorize the instructor in writing to display his/her grades under a number system. Tests, examinations, or other graded material containing the names of students involved must not be left in a public place for student collection except by written permission of the student. Without uncoerced written student permission, any of the above practices constitute violations of the privacy rights of individuals as contained in policy #2:151.

Andrews University issues grades to students as well as to parents, sponsors, and others identified by the student at registration and who are thus entitled to such according to policy #2:151:2:3:1, 2, 4 and 5.

Because of the contractual nature of the university's arrangements with students and parents, faculty are obligated to ensure that grades are filed on time at the Registrar's Office according to the published deadlines.

Resolution of Grade Disputes

2:437:6

Students who dispute the grade received for a course are to be encouraged, by any faculty member or administrator who is approached, to seek a resolution through the following procedural steps. Succeeding steps should be taken only as failure is experienced in the previous step:

Informal Resolution in Person

2:437:6:1

A student reporting dissatisfaction over a grade received in a course should be counseled to first seek a resolution in person with the instructor. Should such a meeting not succeed, the student may seek a resolution through the instructor's immediate supervisor, the department chair or, in the absence of the chair, the dean of the school. The supervisor may arrange a joint discussion between the student and the instructor. When such attempts at resolution of the grade problem fail, the student may file a written grade complaint with the relevant instructor's immediate supervisor.

Grade Complaint

2:437:6:2

A student may request an investigation of a grade through a written grade complaint to the supervisor of the instructor which explains the reasons for the student's belief that the grade was assigned as a result of: carelessness, arbitrariness, or capriciousness.

If the chair is also the instructor in question, the chair should direct the grade complaint to the next highest officer for processing. The written grade complaint must be filed within the semester (not counting the summer terms) after the grade was given and/or a grade report card had been issued. Complaints filed after a full semester has elapsed since a grade was

given and/or a report card issued, or a written grade complaint that does not detail the evidence called for above, shall not be investigated.

A department chair or the instructor's immediate supervisor can recommend or make a grade adjustment only if his/her findings reveal clear evidence of carelessness, arbitrariness, or capriciousness on the part of the instructor. The department chair or the instructor's immediate supervisor is to render a written report on his/her findings within a week (if school is in session; if not, within the first week after school reconvenes). If the student does not receive a report or remains dissatisfied, he/she may file a written grade grievance with the dean of the relevant school.

Grade Grievance

2:437:6:3

A student may file a written grade grievance with a dean of a relevant school to resolve a grade problem. The grade grievance must be filed within three weeks of receiving a response to the original filing of the written grade complaint. The written grade grievance shall provide evidence for the claim that the grade was assigned as a result of arbitrariness, capriciousness, or carelessness. Should the dean be the instructor in question, the dean shall direct the grade grievance to the provost. A written grade grievance that does not detail the evidence called for above, or that is filed more than three weeks after the response to the original filing of the complaint, will not be investigated.

Providing the student has met the conditions for filing a grade grievance, the relevant dean or his/her immediate supervisor as noted shall appoint a Grade Review Committee of three (3) faculty members with authority to investigate the matter further and to recommend a resolution.

The dean's or his/her supervisor's shall issue a written verdict in response to a specific Grade Review Committee within one week after having received the written recommendations of the Committee that shall be final and binding on both student and faculty member. The verdict may necessitate a grade change.

Consequences of Failing Grades

2:437:7

Academic Program Failure

2:437:7:1

Grades considered to represent an unsatisfactory level of achievement by a student in a given class are defined as failing grades.

A student may be dismissed from a particular program during a given semester because of failing grades. Where a student fails to meet the published professional and lifestyle requirements for some programs referred to in policy #2:437:2:6 he/she may be refused a degree even when all the other academic requirements have been satisfactorily completed (see also policy #2:437:7:3 below).

Communication of Consequences of Course Failure

2:437:7:2

Students should be informed verbally or in writing (via the relevant bulletin or departmental handbook) about the consequences of achieving failing grades for a given degree program. Advisors, department chairs and deans are responsible to ensure such communication. Where applicable, a course syllabus should contain a warning that dismissal from the program may follow the receipt of a failing grade in the course in question.

Advisors are responsible to warn, verbally and in writing, the student who is failing a program. A student shall be considered for dismissal from a program for poor achievement only on the basis of ample written evidence of repeated warnings filed by the advisor in the student's file.

Instructors, advisors, department chairs and deans are responsible to avoid charges of negligence, misrepresentation and contract liability by:

1. Consistent application of specific and established criteria;
2. Early identification of students at academic risk;
3. Careful retention of advising records; and by
4. Reminders to students of their obligation to study the university bulletins and relevant publications.

Failure in Non-Academic Areas

2:437:7:3

Where the requirements for a particular professional degree as published in the Bulletin include personality, lifestyle, clinical aptitude and other special traits, a student may be deemed fail in that program if he/she does not measure up to those requirements. Such a student may be denied a degree and may be dismissed from the program if the dismissal decision is well-documented by the faculty advisor and reviewed by the departmental faculty in session noting the process and criteria used. The decision to dismiss must be filed with the minutes of the meeting (see also policy #2:437:5).

Rights of Students to Due Process

2:437:7:4

Students who are dismissed on the basis of failing performance have a right to appeal and to due process through consultation with the vice president of academic administration.

General Adherence to Published Deadlines for Grading

2:437:8

In order to avoid liability for contract breach, misrepresentation, unfairness, capriciousness, negligence, or favoritism, faculty must adhere to the Bulletin and schedule deadlines for completing admission, course, program, and degree deadlines including theses/dissertation defenses.

ASSESSMENT OF STUDENT LEARNING

2:440

Philosophy of Assessment

2:440:1

Andrews University believes that assessment is an integral part of good educational practice. Assessment occurs at admission, in the classroom, in departments, in schools, and at the administrative level. Routine assessments are made of faculty and staff effectiveness, and quality of services offered across the university. Assessment is also conducted within non-academic programming and residence halls.

The ultimate goal of assessment at Andrews University is the improvement of student learning. This includes not only competence and skills in one's field, but also goals relating to spiritual and ethical development, service, and the ability to work with people of diverse backgrounds. Results from a well thought-out assessment plan provide evidence of how well students are learning what is expected of them. They also identify areas where students may not have learned as well as intended. This information provides a starting place for useful discussions among faculty to inform teaching and improve learning. Assessment results also assist administrators as they develop strategies and policies to help ensure an institutional culture and environment that facilitates improvement and change.

Effective assessment is cyclical in nature. Assessment of student learning is an ongoing process of:

- Establishing clear, measurable, expected outcomes
- Ensuring that students have sufficient opportunities to achieve those outcomes
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches expectations
- Using the resulting information to understand and improve student learning; (Suskie, 2009, p. 4)

Effective assessment utilizes a variety of methods. These methods may be quantitative or qualitative, direct or indirect, objective or subjective, embedded within courses or add-on assessments, and may be formative or summative. There is a place for standardized tests and for the informed professional judgment of faculty.

Assessment at Andrews is integrated across all levels. Assessment in courses includes routine measures such as assignments, quizzes, and tests. The aggregation and examination of these measures provides comprehensive information about students' progress towards mastery of key points of instruction. At the program level, assessments indicate not only students' mastery of knowledge and skills learned in courses, but also the ability to apply what they've learned to the broader context. Program assessment, the assessment of co-curricular programs and campus environment, and university-wide assessments, such as major field tests and student surveys, inform the institution how well it is achieving its mission that students will Seek Knowledge, Affirm Faith, and be prepared to Change the World.

Andrews University believes that assessment information should be shared at several levels. Student learning outcomes are shared with students in course outlines, program handbooks, and in program descriptions in the bulletin. Assessment results are shared with program faculty to facilitate discussions on program improvement. Program goals, outcomes, and results are evaluated during regular program reviews by external reviewers. Assessment results that span entire schools are shared with school faculty, who discuss what improvements may be needed. Institutional assessments are shared in committees, general faculty meetings, and board meetings, as well as electronically with all faculty. Through an electronic recording system, all assessment information is available for review by the Office of Institutional Assessment, the deans, the provost, and our external accreditors. Highlights of assessment results and improvement initiatives are shared on the university's assessment website, and more details are available on request.

At Andrews University, the systematic collection and analysis of data on student learning in order to improve the instructional experience is part of our routine practice. Andrews believes that assessment is an important part of good teaching and learning. Assessment results substantiate the quality of an Andrews education so that students, parents, employers, and other stakeholders can feel assured that their investment in the institution is of value.

Bibliography

Suskie, L. (2009). *Assessing student learning* (2nd ed.) San Francisco: Jossey-Bass.

Walvoord, B. E. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass.

Assessment Policies

2:440:2

Assessment Validation Process

2:440:2:1

The University's assessment processes are linked to the mission and goals of the University. Assessment plans of programs across the University are periodically evaluated for relevance to the University mission, as well as for reliability, validity, and usability, by the Committee for Institutional Assessment. Assessment plans of academic programs are also evaluated through the routine academic program review process facilitated by the Program Development and Review Committee. Proposals for new programs are submitted to the same committee, and are required to include an assessment plan. These committees include faculty from across the University at both the undergraduate and graduate levels. In addition, the Committee for Institutional Assessment includes representatives from administration, Student Life, and other support services. Recommendations are sent to program faculty and/or staff for their review, input and where appropriate, implementation.

Annual Assessment Cycle and Data Collection

2:440:2:2

Assessments of personnel, students, courses, programs, and the University follow a regular cycle. Staff, faculty, and administrators undergo a review each January, with staff evaluated by their supervisors, faculty by their department chairs, department chairs by the Deans, Deans by the Provost and faculty in their schools, and administrators by their peers. Areas Working Policy, Section 2: Faculty

for improvement and personal goals are noted in faculty files, and are reviewed the following year. Faculty and courses are assessed by students at the end of each semester through course evaluations. Throughout the year, faculty evaluate assessment data in courses for student achievement of course and program outcomes. Course outcomes are in harmony with program outcomes, and program outcomes are linked to University goals. Support programs and offices assess indicators of how well they are supporting the operations of the University, in order to facilitate student learning. Data for each program are aggregated and compiled by the departments at the end of each school year. Assessment summaries are reported in the University's assessment management system by the end of summer or shortly thereafter, and are shared with and reviewed by program faculty and/or staff. Any changes for program improvement are drafted and voted on by the appropriate group in early fall. Academic changes are included in the new Andrews University Bulletin.

Feedback Loop Process

2:440:2:3

The feedback loop consists of formative feedback, plans for improvement, summative feedback, evaluation decisions, and revisions and renewal. The sequence of these elements leads toward improved student outcomes and may be recursive. For example, summative feedback leads to making evaluation decisions, which may lead back to further plans for improvement. The decisions may also lead to student advancement through a program, faculty/staff members' advancement on the salary scale or in rank, administrators' advancement on the salary scale, or revisions of University programs or operations. In any case, these evaluation decisions are treated as steps on the path to re-visioning and renewing University persons and programs. After action plans are developed for re-visioning or renewing, these plans are shared with key stakeholders in the programs. These stakeholders may provide corrective feedback that leads to re-thinking these plans. Eventually the feedback from the University's partners helps ensure that the University maintains quality programs for the preparation of qualified graduates.

Follow-up Studies

2:440:2:4

The University gathers follow-up information on all graduates and programs through such means as exit interviews or surveys, alumni surveys, and employer surveys. Exit interviews or surveys are conducted by some programs or departments prior to students' graduation. The University regularly conducts surveys of alumni after they graduate from their programs. Some programs also conduct their own alumni and employer surveys at intervals determined by the program faculty or their own external accreditation requirements. Follow-up studies gather information on job placement and the attainment of University goals, as well as information related to program quality.

Assessment of Unit Operations

2:440:2:5

Three different entities are responsible for managing the assessment of unit operations: the Provost, the school Deans, and the Director of Human Resources. The Provost is responsible for managing the processes related to evaluation of the Deans and directors of academic support units or programs. The official records for the relevant administrator Performance Reviews are kept in the office of the Provost. The School Deans are responsible for

managing the processes related to budget accountability and chair evaluations. Department chairs are responsible for managing the processes related to faculty evaluations. Official budget records and the Faculty Annual Report documentation for chairs and faculty are kept in the offices of the School Deans. The Director of Human Resources is responsible for managing the processes related to support staff evaluations. Official records of support staff evaluations are kept in the Human Resources Department.

The Deans are also responsible for monitoring the assessment of unit operations that relate to overall program quality in their schools. The Assessment Director, in cooperation with the Deans, assists department chairs and program coordinators in developing and refining program assessment plans, and reviewing results. The Assessment Director monitors assessment activity and makes regular reports to the Deans regarding the progress of each of the programs in their schools. Department chairs and program coordinators submit annual assessment reports to their Deans each fall, including any recommendations program faculty have made for areas for improvement. The Deans take these recommendations into consideration as they prepare the budget for the upcoming year. The School Deans submit major recommendations for their schools to the Provost. Together in Dean's Council, the Provost and Deans make decisions for improvements to be made at the University level. (See Academic Assessment Process Map, Figure 2:1)

Similarly, directors of academic support units and programs are responsible for the assessment of their areas, with the support of the Assessment Director. The Assessment Director reports the progress of these units to the Provost. Directors submit their assessment reports to the Provost annually each fall, along with recommendations from their faculty or staff for program improvement. Major improvements and budget decisions are made in consultation with the Provost.

CLASSROOM DISCIPLINE: RIGHT TO LEARN

2:443

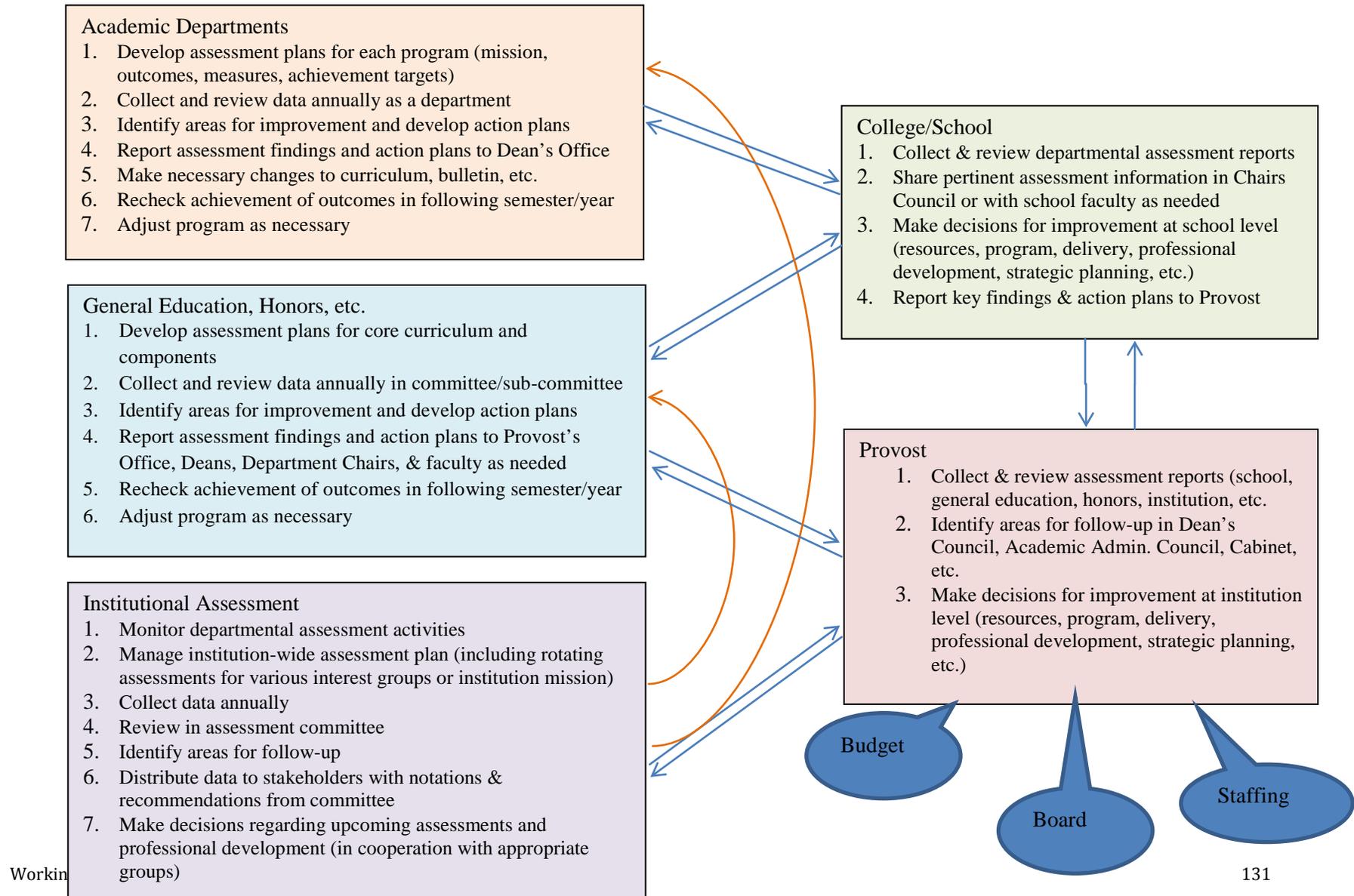
All students have the right to learn in an environment conducive to learning. Maintenance of classroom discipline shall be the responsibility of the faculty member. A student may be suspended from the class by the faculty member for serious or repeated disorderly and disruptive behavior. The faculty member shall then report the situation to the department chair and the dean. The dean may, upon the recommendation of the faculty member, disallow the student to continue being enrolled in the class. Problems of discipline which are particularly serious or involve an area wider than the classroom shall be reported to the vice president for student life by the dean of the school.

STUDENT ACADEMIC INTEGRITY

2:444

In harmony with its mission statement, Andrews University expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity, which explains why breaches in academic integrity principles, are taken seriously by the university.

Figure 2:1



Scope of Academic Dishonesty

2:444:1

Academic dishonesty includes but is not limited to the following:

- Falsifying or presenting falsified documents;
- Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators;
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University);
- Using media from any source or device, including the internet (e.g., print, visual images, music), with the intent to mislead, deceive or defraud;
- Presenting another person's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination, other than those specifically allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student or any other source during a regular or take-home test or quiz;
- Assisting others in acts of academic dishonesty, such as falsifying attendance records or providing unauthorized course materials;
- Acting deceitfully in any other academic matter.

General Principles

2:444:2

The university is committed to principles of trust, accountability, clear expectations and consequences. It is also committed to redemptive efforts, which are meaningful only in light of these principles. Students will be granted due process and the opportunity for an appeal (see student grievance procedures in the Student Handbook; <http://www.andrews.edu/services/studentlife/handbook/>).

Academic dishonesty offenses generally are subject to incremental disciplinary actions. Some first offenses, however, receive severe penalties, including dismissal from the university or degree cancellation. Some offenses are subject to legal action, in addition to university disciplinary action. Discipline may be retroactive if academic dishonesty becomes apparent after the student leaves a course, a program, or the university. If evidence of academic dishonesty becomes apparent after a degree has been granted, the degree may be annulled and a notification affixed to the student's official transcript record.

General Disciplinary Actions

2:444:3

The following is a non-comprehensive list of possible actions apart from dismissal from the university: denial or revocation of admission; warning from a teacher, a department chair, program director or academic dean; a lower or failing grade on an assignment, test or course; suspension or dismissal from the course; suspension or dismissal from the academic program.

Disciplinary Actions for Specific Offenses

2:444:4

Some academic dishonesty offenses call for specific disciplinary actions. The following have been identified:

- Falsification of documents: Students who falsify or present falsified documents may be dismissed.

Prospective students who are discovered to have presented falsified admission documents prior to admission shall be denied admission to any of the programs of the university. Should it be discovered after admission that a student had presented falsified documents for admission, such admission may be annulled and the record of academic achievement removed from the academic record, with appropriate notations. Such annulments or denials may be reviewed after one year.

- Dishonesty in course requirements: Course work (a quiz, assignment, report, examination, research paper, etc.) in which a student has been dishonest generally will receive zero points towards the grade in fulfillment of a course requirement, and/or the student may receive a failing grade for the course. The professor of the course determines the appropriate consequence.
- Final degree assignment: When a student cheats in a major or final degree assignment such as a comprehensive examination or presents plagiarized material in a major or final degree assignment such as a senior project, honors thesis, master's thesis or doctoral dissertation/project; that student shall be dismissed and barred from completing or receiving the degree.

Committee on Academic Integrity

2:444:5

A standing committee on academic integrity appointed by the provost shall consider and decide cases of repeated and/or more serious academic dishonesty. This committee shall include faculty representatives from the schools of the university. The Vice President for Student Life or his/her appointee shall be a regular member of the committee, which shall also include student representation. See policy # 1:610:8.

The committee on academic integrity shall develop and maintain a table of levels of infractions and potential penalties or a set of principles and guidelines to direct their work.

Process

2:444:6

Faculty members who believe an act of dishonesty has taken place in one of their classes shall make all reasonable efforts to first address the situation with the student(s) in question. Discussions with the relevant academic advisor, department chair(s), program director(s) and/or dean(s) are also encouraged. Faculty members are advised to keep written records of such discussions and copies of relevant documents.

If evidence confirms that a significant infraction indeed occurred, the faculty member shall write a report of the incident, which is signed by the chair and dean; and sent to the office of the provost.

When an academic dishonesty report is received in the office of the provost, a file shall be created and a case number assigned. A letter of censure signed by the provost shall be sent to graduate and undergraduate upper division students upon the first offense and to undergraduate lower division students upon the second offense. When a graduate or an undergraduate upper division student incurs a second offense or an undergraduate lower division student incurs a third offense, the committee on academic integrity shall be called to consider the matter. When an infraction is serious enough to require it, the case shall be immediately sent to the committee.

All cases sent to the committee on academic integrity; shall be identified by case number. The student's name shall not be provided to committee members, to provide confidentiality and facilitate objective decisions.

When the committee determines that suspension or dismissal from the university is appropriate, such recommendation shall be forwarded to the provost. Upon examination of the relevant evidence, the committee action; and in consultation with the Vice President for Student Life and the appropriate academic dean(s); the provost shall make a decision and proceed with implementation.

PLAGIARISM DEFINED

2:445

Plagiarism is a serious form of academic dishonesty for which a student may be expelled. Plagiarism may occur whenever a student fails to properly indicate direct quotations or credit the source of material used, including use of material in paraphrased form, or when presenting another's line of thinking and ideas as if they were one's own.

The university therefore endorses the following requirements of the *Publication Manual of the American Psychological Association, 5th Ed.*, pages 349, 350, and 395; for avoidance of plagiarism:

- Quotation marks should be used to indicate the exact words of another.
- Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased, a credit for the source needs to be included in the text.
- Substantial portions or elements of another's work or data should not be presented as one's own, even if the other work or data source is cited occasionally.
- Students who in the presentation, distribution, or publication of written material in their own name for academic credit neglect to specifically or generally acknowledge their indebtedness to sources used, shall be guilty of plagiarism and liable to discipline.

SCHOLARSHIP AWARDS, FELLOWSHIPS, AND ASSISTANTSHIPS

2:447

Scholarship awards, fellowships, and assistantships are made by the relevant dean on the basis of donor specifications (if appropriate) and policies voted by the faculty of the school,

upon the recommendation of the department chair in whose department the student will be studying. The dean will also confer with Student Financial Services to confirm financial need. The implementation of all financial aid is done by Student Financial Services.

DEGREES, DIPLOMAS, CITATIONS, CERTIFICATES **2:449**

The Registrar is responsible for preparing diplomas, certificates, and citations, including honorary doctorates, which are awarded at graduation exercises.

GRADUATION EXERCISES **2:450**

The Purpose and Nature of Graduation Exercises **2:450:1**

Public ceremonies are scheduled by Andrews University to recognize students who have completed certificate or degree programs or to award appropriate honors to persons who have notably represented the mission and ideals of the university.

On Andrews University's main campus these graduation ceremonies extend over a weekend and consist of a Consecration service, a Baccalaureate sermon, and degree conferral ceremonies known as Commencement.

The Commencement service is a celebration that:

1. recognizes and honors a Divine presence and guidance for all who seek truth;
2. acknowledges the successes and achievements of various individuals; and
3. affirms the community of scholars' public endorsement of the ancient traditions of industry and excellence, and their recognition of their Alma Mater's continued role in fostering these traditions.

Commencement includes a processional and recessional of students, faculty, and administrators in traditional academic garb, guided by a grand marshal and assistant marshals who display appropriate symbols, insignia, and colors of authority pertaining to Andrews University.

Candidacy for Degrees **2:450:1:2**

Except for honorary degrees, which are voted by the faculty, degrees shall be conferred on persons who (a) have completed all the requirements for the degree by announced deadlines; (b) have been advanced to degree candidacy; and (c) have been approved for degrees by the faculty of their school.

(See also policy #2:485 for further details on honorary degrees.)

Marching Without Completion **2:450:1:3**

Students who are nearly completed with their degree requirements are permitted to march and participate in the graduation ceremonies with the following limits designed to maintain integrity of the degree awarding process:

1. Undergraduate students must lack no more than 6 semester credits for completion and meet both overall and major GPA requirements;

OR

2. Students must lack only completion of a practicum or internship or student teaching requirement which would be completed before the next graduation event;

OR

3. Graduate students must lack only completion of a practicum or internship or student teaching requirement which would be completed before the next graduation event.

Masters or Specialist students with a thesis or project option must have completed all coursework, passed comprehensive exams (if required), and obtained the final approval signature of the appropriate graduate committee.

Doctoral students must have completed all coursework, have met all graduate degree requirements, including passing comprehensive exams, and have the final approval signature of the appropriate graduate committee following successful defense for meeting thesis/project/dissertation requirements (if required in the program).

Any student wishing to march using one of the above provisions must complete an application to march without completion that includes the endorsement of the chair/program director and school dean and file this application with the Records Office by the last day to change letter grades to AU or W marks.

Candidates marching before completion will receive diploma covers and, if doctoral students, will be hooded with other candidates.

A list of graduates who have completed all requirements and received degrees for each commencement will be made public through a posting on the Andrews University website.

Graduation Exercises 2:450:2

Authorization and Scheduling of Graduation Exercises 2:450:2:1

On the recommendation of the president, the Andrews University Board of Trustees determines and approves the number of graduations scheduled by Andrews University per year. Graduation exercises currently fall in May and August.

Conferral of Degrees 2:450:2:2

Conferral of degrees without ceremony may also occur at the end of the fall semester as approved by the Andrews University Board of Trustees. Such candidates are listed in the commencement bulletin of the following May. Students who had received conferral of

degrees after the fall semester may participate in the May commencement services, provided they have applied to do so with the office of the Registrar within the announced deadlines.

Graduation Exercises Elsewhere **2:450:2:3**

Andrews students are not granted an Andrews diploma or diploma cover at any other Adventist institution in a graduation ceremony unless that institution is formally connected in some official manner with Andrews.

The president, accompanied by the provost, confers degrees at affiliated institutional sites or extension sites according to prescribed policies, provided the candidates are approved for graduation by the resident faculty of Andrews University. Such graduates are named in the bulletin of the next graduation ceremony. Where commencement exercises are scheduled at an extension site, the usual on-campus procedures shall be followed with the usual university officers officiating.

Students may participate at other colleges in a graduation ceremony at that institution, if that institution agrees, but such participation is not official and the Andrews diploma, or diploma cover, will not be a part of the ceremony.

Arrangements for Graduation **2:450:2:4**

Overall arrangements for graduation exercises fall under the direction of the president who appoints speakers and other participants such as the grand marshal and assistants to direct the ceremonial features of the exercises. The printed program is also coordinated by the president's office.

Requests for Guest Participation in Graduation **2:450:2:5**

Requests from students from other institutions (not formally affiliated with Andrews University), to participate in the Andrews University graduation ceremony on a guest basis will be denied.

Academic Garb for Andrews University **2:450:3**

All participants in the graduation exercises wear academic regalia in harmony with academic tradition for conferral of degrees (see policy #2:450:4). The approved garb may also be worn in various university convocations, and for the induction of a president.

Authority to Determine Academic Garb for Andrews University **2:450:3:1**

Matters pertaining to academic garb are decided by the president on the recommendation of the provost, the Registrar, and the Undergraduate and Graduate Councils.

Gowns, Hoods, and Caps Approved for Andrews University Degrees **2:450:3:2**

Andrews University has adopted the guidelines of the American Council of Education on the use of academic gowns, hoods, and caps.

Colors Approved for Andrews University Degrees **2:450:3:3**

The colors of the velvet borders on hoods and on doctoral gowns are based on the traditional representations of the academic and professional fields of learning,

Cords and Medallions **2:450:3:4**

Andrews University candidates may wear cords, or medallions to signify membership in a National Honor Society and/or graduation Summa Cum Laude, Magna Cum Laude, or Cum Laude.

Approved Academic Garb for Participants in the Commencement Ceremony **2:450:4**

Academic garb for participants in the weekend graduation exercises such as the President's party, faculty members, or graduates may not be adorned beyond the following limits:

1. two cords officially issued either by Andrews University or the national honor society in question;
2. one medallion officially issued by the national honor society in question.

Commencement Bulletin **2:450:5**

General Contents of the Commencement Bulletin **2:450:5:1**

Besides listing the program details for the commencement ceremony, the commencement bulletin shall list include the following:

1. The Andrews University school song, Our Dear AU;
2. An explanation of the university seal;
3. The university mission statement
4. An explanation of the degree colors;
5. An explanation of graduation with honors and/or graduation with distinction for undergraduates;
6. A biographical resume of any candidates for honorary degrees;
7. The names of the constituent schools, their graduates, and the degree to be received by each;
8. The title of dissertations; and
9. The President's charge to the graduates.

Graduation with Honors **2:450:5:2**

Graduation with Honors indicates that an undergraduate student has completed the requirements of the Honors Program including an honors research project. The title of this project is listed after the name of such individuals.

Graduation with Distinction **2:450:5:3**

Summa Cum Laude, Magna Cum Laude or Cum Laude indicate that an undergraduate student has accumulated the following minimum overall GPA earned on the A, B, C, D, F Working Policy, Section 2: Faculty

scale (A=4). The current academic bulletin lists the timing and conditions of the computation.

Summa Cum Laude	3.90 - 4.00
Magna Cum Laude	3.75 - 3.89
Cum Laude	3.50 - 3.74

ACADEMIC REGALIA **2:451**

ARRANGEMENTS FOR FACULTY MEMBERS **2:451:1**

While graduating students purchase appropriate academic regalia for graduation, the university will, subject to available funds, purchase on an amortization basis academic garb for faculty to use at commencement exercises and other academic occasions. A faculty member who holds a doctor's degree and for whom regalia has been purchased, will own the doctoral regalia after five (5) years of subsequent amortized service at the university. Should a faculty member leave before the period of amortization is up, he/she is to pay the unamortized portion in full.

THE PERMANENT ACADEMIC RECORD **2:454**

The permanent academic record is a complete, unabridged, chronological educational record of all course work taken through Andrews University. The permanent academic records are maintained by the Registrar and his/her staff. All courses taken or attempted through programs of Andrews University are listed.

OFFICIAL TRANSCRIPTS **2:455**

Official transcripts are computer printouts of the permanent academic record on official watermarked security paper with the signature of the Registrar. Such transcripts are issued only upon the written request of the student or graduate. They are issued to the student personally or to any person or entity the student or graduate designates.

An official transcript is prepared upon receipt of the student's written request. A transcript will not be released if the student has an outstanding balance with the University. Exceptions to this rule are made on an individual basis, upon authorization by the Office of Student Financial Services.

UNOFFICIAL TRANSCRIPTS OR LIST OF STUDENT'S GRADES **2:456**

Unofficial transcripts or list of students' grades are not issued to the student or third parties. Students can view their own records online, and university personnel with a legitimate educational interest have access to such records under FERPA.

RELEASE OF STUDENT INFORMATION **2:457**

The University reserves the right to release directory information in harmony with FERPA (see policy #2:151:3:1.

ACADEMIC AND DISCIPLINARY RECORDS **2:459**

Academic and citizenship records are separate. Records on disciplinary actions are retained by the vice president for Student Life. They are communicated to the Registrar or the appropriate dean only if they affect the student's eligibility to remain on campus. Such notification is made in writing by the vice president for Student Life.

CLASS STANDING **2:461**

On the basis of established policies, the Registrar's Office determines which students are eligible for membership in the undergraduate first year, sophomore, junior, and senior classes.

UNDERGRADUATE SENIOR EXAMINATIONS **2:465**

All seniors in undergraduate baccalaureate degree programs are required to take a senior examination comprised of objective measures assessing general education knowledge and skills in such areas as the critical thinking, reading, writing, math, humanities, social sciences, and natural sciences. The test is administered each term at dates announced in the academic calendar. Attitudes and satisfaction of seniors are assessed in a survey administered on the same date. The data from these exams and surveys are reviewed on a group basis only and are not the basis for individual student evaluation for graduation. Major Field Tests may be required in some disciplines.

This information is examined by the assessment and general education committees for improvement of general education requirements for undergraduate degrees. See also policy # 2:440.

TEXTBOOK ORDERS **2:471**

Textbooks and other materials to be used in each course or section are to be chosen by the faculty member and/or the department as a whole. Textbook Requisition Forms for textbooks are sent by the University bookstore directly to faculty members. After securing the department chair's signature of approval, the faculty member returns the completed order forms to the bookstore ninety or more days before the beginning of the term in which the books are to be used. Orders not placed on the Textbook Requisition Forms cannot be accepted. The following are the current requirements of the bookstore.

1. A Textbook Requisition Form must be filled out for the total amount of books needed in any given class. The form must also indicate whether the books are **REQUIRED** or **OPTIONAL**.

2. Reorders requiring immediate attention will be telephoned to the publishers at the bookstore's expense. Telephone and return shipping expenses may be charged to the department when textbooks are ordered and then not used for the course.
3. When a new textbook is being adopted for a class, the faculty member should ascertain whether or not the text is under revision. The bookstore can only order the newest edition; thus the older edition may or may not become unreturnable.
4. Faculty desk copies are ordered by faculty or administrative assistants by contacting the publisher directly.
5. Since it is imperative that all textbooks not being used be returned to the publisher, the faculty member or the department chair must notify the bookstore (a) when a class is canceled, or (b) when a faculty member has over-ordered. Note that the bookstore under orders textbooks, because many students purchase their textbooks online.
6. Please let students know they must purchase all required textbooks by the first 4 weeks of class, as the bookstore will return overstock books at that time.
7. Syllabi, course outlines, student manuals, etc., to be sold in the bookstore, must be ordered on a regular Textbook Requisition Form.
8. Syllabus course outlines, and similar materials prepared on campus for sale to students are to be sold through the university bookstore. Currently, the bookstore sells the item and, upon presentation of evidence that the student purchased the syllabus, the faculty member distributes it. Prices for such materials are to be determined by the faculty member (who prepared the material) and the bookstore. Inasmuch as the production of such materials for one's own class is a part of the faculty member's preparation for and procedure in teaching, no royalties are paid.
9. The bookstore will endeavor to have available any special supplies for class use upon a faculty member's request. The supplies buyer must be notified 60 days before the beginning of the semester so that supplies will be available for students.
10. Even if a textbook is not to be ordered by the bookstore, the Higher Education Opportunity Act requires that the book be listed on the website.

CLASSROOM MATERIAL

2:473

Up to 20 pages of duplicated/offset material per student per class may be provided free to students or sold at the bookstore at a minimum charge of \$1.00. All other classroom materials are to be sold to the students. Faculty members should not sell classroom materials directly to students for personal profit.

INSTITUTES, WORKSHOPS, EXTENSION SCHOOLS, ETC.

2:475

All off-campus programs and courses, which do not fit the pattern of regular on-campus quarter-length courses, come under the supervision of the dean of the school of distance education and the director of off-campus programs. Such programs include institutes, workshops, seminars, special tours, extension courses offered at other locations, and affiliated programs with colleges and universities overseas. Plans and policies regulating these programs come under the control of the committee for off-campus programs. (See also policy #1:610:2).

VISITING PROFESSORS

2:481

Departments wishing to invite a visiting professor are to request this through the dean to the provost. In the case of an international visitor, Human Resources should be involved in arrangements at an early stage for visa and work permit considerations. Final arrangements for visiting faculty are approved by the provost. See also policy # 2:782.

ACADEMIC HONORS AND AWARDS

2:485

Andrews University periodically grants academic honors and awards to qualified persons. The Council on University Honors and Awards, makes appropriate nominations to the president. Its composition, work, and sub-committees are described in policy #1:601:7.

The academic honors and awards that Andrews University grants fall into the following groupings:

1. Honorary Doctoral Degrees
2. Medallions and Citations
3. Faculty Awards (Teaching, Research, and Advising)
4. The naming of Buildings/Facilities in honor of persons
5. Staff Awards

The procedural and selection criteria for the respective honors and awards are described below.

Honorary Doctoral Degrees

2:485:1

Honorary doctoral degree candidates are recommended to the president by the General Faculty upon receiving nominations from the Council on University Honors and Awards.

Criteria

2:485:1:1

The Andrews University Honorary Doctoral Degree recognizes merit and excellence, and is bestowed on persons who in the judgment of the faculty deserve their meritorious contributions publicly acknowledged.

Honorary degrees are awarded to individuals who have made a particularly outstanding intellectual contribution (regardless of whether they have earned degrees) internationally, nationally, or denominationally over an extended period of time. Individuals are recognized who endorse and reinforce the mission, aspirations and ideals of Andrews University, in the fields of education, scholarship or in service to church or society, and individuals who in a significant way have supported some worthy cause with their resources, influence, or talents. The university, therefore, uses the following general criteria when selecting candidates for honorary doctoral degrees:

Scholarship contributions; cultural contributions; notable public service; achievements exhibiting large intellectual powers; outstanding expression of the high ideals of Christian character and service; and philanthropy. Finally, the University must be satisfied that the recipient possesses recognized integrity and has contributed signally to the Bonum

Commune Communitatis and that the award will bring honor to both the individual and the university.

Range of Honorary Degrees Granted

2:485:1:2

Andrews University shall grant the following Honorary Doctoral Degrees:

- Doctor of Divinity (D.D.): For distinguished and influential church leadership in administration, writing, or preaching at the national or international level. Denotes excellence in the areas of theology/divinity.
- Doctor of Fine Arts (D.F.A.): For creative, original contributions receiving wide recognition in the fields of architecture, design, painting, sculpture, and related fields.
- Doctor of Humane Letters (L.H.D.): For scholarly achievement in writing in the humanities, liberal arts, library science and liberal arts education, and also for unusual service to society in public health, social work, nursing, and international development.
- Doctor of Laws (L.L.D.): For distinguished leadership in administration and public service in business, education, finance, government, law, public administration, and public life.
- Doctor of Letters (Litt.D.): For a significant body of creative literature and writing, although not confined to literature in the narrow sense of that word.
- Doctor of Music (D.Mus.): For composition, theory, or music performance of rare and lasting importance.
- Doctor of Pedagogy (Ped.D.): For service in education especially as an honored teacher or achievement in professional education.
- Doctor of Science (D.Sc.): For demonstrated investigative achievement in the natural or physical sciences or major contributions to medical science, engineering, and/or agricultural science.
- Doctor of Business Administration (D.B.A.): For notable achievement in business, business administration, economics and accounting.

Number of Honorary Degrees per Year

2:485:1:3

While Andrews University is not obligated to award honorary degrees every year, it normally awards one (1) and sometimes two (2) honorary degrees per commencement service. It observes a limit of annual degrees to be one (1) percent average annual number of earned degrees over the previous five (5) years.

Approval of Candidates and Honorary Degrees

2:485:1:4

Nominations presented to the Council on University Honors and Awards (policy #1:601:7) for review must specify the degree suggested and be supported by a dossier on the nominee. A recommendation to the president requires the majority affirmative vote of a quorum of the Council before the president presents the name to the General Faculty.

Nominations are recommended by the General Faculty as a result of a majority affirmative vote taken by postal or electronic ballot. The president confers the honorary doctoral degree at a regular commencement exercise. Honorary doctoral degrees are not granted in absentia.

Medallions and Citations

2:485:2

Andrews University also recognizes the significant contributions of individuals by awarding the John Nevins Andrews medallion, the alumni medallion, or an official citation. The Council on University Honors and Awards in collaboration with the Alumni Board where appropriate, makes recommendations after appropriate research, with a majority vote on the names of suitable candidates and the specific honor proposed.

The Council may recommend individuals as worthy of the presidential medallion, but the decision is the prerogative of the president.

Recipients of medallions and citations are listed annually in the appropriate commencement bulletin. Appropriate publicity to denominational and local media is provided by the Office of Integrated Marketing and Communication.

John Nevins Andrews Medallion

2:485:2:1

The John Nevins Andrews Medallion recognizes significant achievement in the advancement of knowledge and education by Seventh-day Adventist teachers, scholars, writers, and administrators who exemplify the spirit and service of the pioneer Seventh-day Adventist scholar after whom the medallion is named.

The award is made on the basis of excellence in teaching, significant published research, creative work in fine arts and/or humanities as well as excellence in contributions made to the advancement of knowledge and education through positions held, influence exerted, or support given to the educational enterprise.

The John Nevins Andrews Medallion is generally reserved primarily for faculty members, alumni, or others who may have a special relationship to the university.

The presentation of the medallion and a typed citation shall be made to the candidate by the president of the university, or designee, at an appropriate time.

The University President's Medallion

2:485:2:2

The President's Medallion for Andrews University is awarded to any individual who has excelled in any area of service to society, the university, or the church on the national or international level and/or is seen as a successful champion or philanthropic supporter of a cause or causes that the University views as congruent with its own mission.. The following three areas are represented in the design of the President's Medallion.

A	Bridge-building:	International Relations; Cross-cultural Endeavors; Diplomacy; Endeavors for Justice, Equity and Peace; Leadership.
B	Compassion:	Philanthropy; Humanitarianism
C	Enablement:	Missionary service; Creativity; Promotion of Christian Education; Cultural Enrichment; Student Life

The presentation of the President’s Medallion and citation is made to the candidate by the president of the university, or designee, at an appropriate time.

The Alumni Medallion

2:485:2:3

The Alumni Medallion is given each year to selected alumni on the basis of outstanding service to the University, unusual achievement in a profession or occupation, and contributions to the community or church. The medallion is presented to recipients during Alumni Homecoming weekend by the director or designee of the Alumni Association.

Any member of the Alumni Association may nominate candidates for the award, providing information supporting the nomination.. In most instances, these awards are given to graduates of Andrews University selected from the honored classes each year.

Citations

2:485:2:4

Citations are the university’s enumeration of the contributions of an individual read from a scroll, plaque, or printed page at an appropriate convocation or occasion by the president of the university or designee.

Citations are awarded to persons whose contributions in service and moral leadership to the university or community have been significant.

Faculty Awards

2:485:2:5

Andrews University makes annual awards to recognize the teaching, research, and advising work of faculty. Nominations for such awards are made to the provost by the appropriate committee or office following approved guidelines. Faculty awards include a citation of achievements and may include a cash stipend.

Daniel A. Augsburg Excellence in Teaching Award

2:485:2:5:1

With more than sixty years of faculty service at Andrews University, Daniel A. Augsburg provided an example of excellence in teaching, student advising and development, collegial encouragement and mentoring. These awards are presented to faculty who, in the judgment of their peers in the respective schools, are recognized in those schools for upholding and continuing the Augsburg tradition.

These awards are made at the annual Faculty-Board Banquet and recognition is also given before the undergraduate student body at a spring Awards Assembly.

Research Creativity Award

2:485:2:5:5

Faculty awards for research and creative efforts are presented for outstanding accomplishments in scholarship and creativity. The Scholarly Research Council selects individuals for these awards according to its guidelines. The Office of Research and Creative Scholarship distributes these awards.

Advising Award

2:485:2:5:6

The Office of Student Success uses appropriate input from students and faculty to select candidates to receive the Faculty Advisor of the Year Award. Recognition is made of these faculty before undergraduate students at a spring Awards Assembly,

Naming of Buildings/Facilities in Honor of Persons

2:485:2:7

In the naming of buildings, special rooms and campus areas, Andrews University seeks to recognize persons and organizations who have enhanced the mission and objectives of Andrews University by their philanthropy or professional service and personal contributions to society and the University.

A subcommittee of the Honors and Awards Council, is constituted as the Naming University Facilities Subcommittee to review and make recommendations on nominations for naming of university physical facilities (see policy #1:735). This sub-committee shall make its recommendations to the Council on University Honors and Awards.

V. LIBRARY SERVICES

JAMES WHITE LIBRARY

2:510

Mission

2:510:1

The James White Library System supports the mission of Andrews University (AU) by providing bibliographic, physical, and intellectual access to recorded knowledge. Library service is a part of the university goal to provide an academic learning community for students and faculty. The library has the responsibility to support the instructional, service, and research programs of Andrews University through the acquisition, organization, and maintenance of necessary information resources, including access to appropriate electronic resources. A primary goal of the library is to teach students to obtain, evaluate and use information resources wisely and responsibly. The library also accepts broad responsibility for the support and upgrading of Adventist institutional libraries around the world.

Library Administration

2:510:2

The library is administered by a dean who reports to the provost. The dean has responsibility for the library facilities, collections, services, and personnel. The dean of libraries' responsibilities are outlined in policy #1:430:6.

The dean is assisted by a Library Administration Committee comprised of the heads of library departments, directors of branch libraries and centers, the seminary librarian, and elected representatives of the support staff of the library. The committee operates with several sub-committees dealing with specific areas of responsibility.

The dean is advised by the James White Library Council, a standing committee appointed by the provost from the faculty of each school or division of the university and the student body. One library faculty member is on the committee. The council is chaired by the provost with the dean of libraries serving as secretary. The council exchanges information between faculty, students, administration, and library staff about the use and development of the library and information literacy.

Library Branches, Centers, and Departments

2:510:3

The Administrative Office includes the dean's office and the dean's secretary/office manager for the James White Library.

The **Architecture Resource Center** (ARC), located in the Architecture Building, is dedicated to meeting the diverse information, curricular, and research needs of students, faculty, and staff of the School of Architecture. The collection also serves the entire academic community for related study, interdisciplinary work, and cultural enrichment. The ARC collects and houses a world-class, special collection relating to environmental design research (EDRA). The ARC Library Committee is a liaison committee between the ARC and the faculty and students of the School of Architecture.

The **Bibliographic Services Department** is responsible for the acquisition and cataloging of all types of library material. The Librarian Liaison program is coordinated by the

department head, who also takes an active role in Collection Development for the entire library collection. The department head is also responsible for the Services to Adventist International Libraries (SAIL) program that provides library support services to post-secondary Seventh-day Adventist institutions outside North America.

The **Center for Adventist Research (CAR)**, formed in the fall of 2003 by integrating the Adventist Heritage Center, the E. G. White Estate Branch Office, and Andrews University Archives, seeks to promote through programs and resources an understanding of the heritage and mission of the Seventh-day Adventist Church. CAR holds the largest collection of Adventist related resources in the world.

The **Information Services Department** develops and houses the general reference collection and the Career Information Center (CIC). It provides a range of reference and information services including library instruction, the information/reference desk, reference consultations, electronic database services, interlibrary loan, document delivery, reference computer stations, and a library instruction lab.

The **Mary Jane Mitchell Multimedia Center (MMMC)** collects and services a variety of media, including audio, video, microforms, multimedia, and computer software in support of general education at Andrews. An open computer lab is available. The center also provides K-12 textbooks and resources in support of the teacher education programs of the School of Education.

The **Music Materials Center (MMC)**, located in Hamel Hall, serves the information needs of the Department of Music by providing reference services and collecting music scores, recordings, and reference resources that are used in the study and teaching of music. The MMC also serves the entire academic community for such purposes as the study of church music, interdisciplinary studies, and cultural enrichment. The MMC library committee is a liaison committee between the MMC and the Music Department.

Off-Campus Library Services. A librarian coordinates library services and support for all distance and off-campus students and liaises between the library and the academic departments of the University that offer distance programs.

The **Patron Services Department** staffs and manages the main circulation desk, oversees circulation records, public photocopying service, stack management, building management and security, the after-hours service for doctoral students, and carrel assignment

The **Periodicals Department** is responsible for the selection, purchase, processing and maintenance of the library's periodical collection, both in print and electronic formats. The department also staffs a Periodicals Reference Desk to assist patrons with their inquiries.

The **Seminary Library**, an integrated collection of the James White Library, is the largest theological library in the SDA Church and serves as a rich resource for the study of the Bible, Church History, Theology, Christian Ministry, and Missions. The seminary librarian is responsible for collection development, reference services, and library instruction for seminarians.

The **Systems Department** is responsible for the acquisition, management and maintenance of systems throughout the library including hardware and software. All library departments, branches and centers coordinate their hardware and software needs with the systems librarian. The systems librarian serves as the library webmaster.

Library Services

2:510:4

The library provides a full range of services to students, faculty, and staff of the university. These services include library instruction and reference services; circulation of library materials; interlibrary loan and document delivery; course reserves, and services to off-campus students and programs. The library also offers services to alumni, residents of Berrien Springs, and surrounding communities. Consult the JWL Policy Book for details of these and other services.

Information Literacy and Resources Development

2:510:5

Responsibility for the development of the information resources and collections of the James White Library System and allocation of the resources development budget rests upon the dean of libraries and the library faculty, with assistance from the Resources Development Committee, the James White Library Council, the faculty in the schools, colleges and divisions of the university and the students.

Information literacy. Information literate students should be able to: recognize an information need, know how and where to find the information, create and implement a search strategy, evaluate the information they find, and understand the social issues and responsibilities surrounding information use, such as plagiarism, copyright, and fair use. Teaching information literacy is the goal of the library instruction program and the library liaison program in collaboration with the faculty in the schools, colleges, and divisions of the university.

Resources Development. As libraries face acquiring resources in both print and electronic formats at a time of flat or decreasing budgets, ownership of all information resources needed by the greater Andrews University community is no longer the guiding principle for collection management. Funds must be allocated strategically by aligning the library resources budget with the priorities and strategic plan of the university.

The information resources budget supports AU's curricula, graduate and undergraduate, and faculty research and service. The resources budget includes allocations for books and media, print and electronic journals, electronic databases, OCLC cataloging and interlibrary loan processing costs, maintenance and upgrade fees for AU's library information management system, and binding/material preparation costs.

Additional material support (infrastructure) resources are needed for interlibrary loans, both traditional ILL and through local and regional consortia such as MelCat, a statewide union catalog and book delivery system, and the hardware and software support needed to access electronic resources. This infrastructure includes software such as Serials Solutions to better manage access to both print and electronic journals, and information delivery models such as

an information commons to provide access to AU's ever-increasing collection of electronic resources.

A Resources Development Committee is responsible for policies and major selection decisions. The resources development policy appears in the JWL Policy Book and on the library web site. The policy has three sections: the guiding philosophy, general guidelines, and specific guidelines for each unit that oversees collection management.

Library faculty liaise with faculty in the schools and departments for the purpose of collaborating in the selection of library resources as part of the Library Liaison Program. See the Faculty Guidelines for Selecting and Ordering Library Materials (<http://www.andrews.edu/library/services/selectguide.html>).

The Library Faculty

2:510:6

The library faculty are members of the faculty of the College of Arts and Sciences and/or other faculty as designated by the president. The master's degree in library/information science from a library school accredited by the American Library Association is the minimum and terminal professional degree.

The category of ranks for library faculty is the same as those listed in policy #2:310 and promotion occurs within the parameters of the criteria listed in the policy adopted by the University Rank and Tenure Committee. Library faculty are eligible for professional leave and tenure as members of the College of Arts and Sciences faculty and/or other faculty as designated by the president (see policies #2:305 and #2:320).

The library faculty, as a group, constitutes the Library Faculty Council, which is concerned with academic and professional issues comparable to the faculty of a school.

VI. ACADEMIC SERVICES

OFFICE OF SCHOLARLY RESEARCH AND CREATIVE SCHOLARSHIP

2:630

The Office of Research and Creative Scholarship reports to the Associate Provost/Dean of the School of Graduate Studies and Research. Policies set by the Scholarly Research Council guide the operations of the office. The Associate Dean of Research implements research policies and procedures; promotes and coordinates university research; facilitates and approves applications for extramural research funding; and supervises the implementation and reporting requirements of funded projects.

The policies and procedures of the Office of Research and Creative Scholarship are found at <http://www.andrews.edu/services/research/>.

THE COUNSELING AND TESTING CENTER

2:640

The Counseling and Testing Center endorses a holistic approach as it provides support services to students in the areas of personal counseling, career counseling, educational counseling, and standardized testing.

Counseling for personal needs assists students in coping with feelings of loneliness, inadequacy, guilt, anxiety and depression, interpersonal relationships (especially with immediate family, spouse, dating partners and roommates), personality development, identity, self-image and self-esteem.

Career counseling encourages the discovery of personal interests, needs, values, aptitudes, abilities and goals; acquaints the student with the world of work; and explores the compatibility between major subjects and career fields.

Educational counseling enables the student to explore and define educational goals and attitudes, identify and strengthen abilities, determine sources of motivation, and develop effective study skills. Standardized testing is available for mental ability, scholastic achievement, reading, personality, career interests, general educational development, English language proficiency, and professional admission and credential exams.

Professional psychologists as well as masters and doctoral interns in counseling, provide services to students by appointment. Counseling services are free of charge to enrolled university students and their spouses. Outreach and consultations are available to the university community. The Center maintains strict confidentiality to protect its clients and their records, and is accredited with the International Association of Counseling Services.

STUDENT SUCCESS CENTER

2:650

The Student Success Center offers a number of academic support services to students with the goal of enhancing their success in their educational experience. These services are coordinated by a staff of academic success professionals; through a comprehensive case

management team approach in partnership with advisors, department chairs, and deans of schools. Special emphasis is given to student success in persisting to graduation.

Services include comprehensive assessment of learning styles and study patterns with the development of plans for achieving academic and career goals, arrangement of learning disability accommodations, referral to specialized services to develop improved math, reading, and writing skills, assistance with career planning, and access to tutoring services.

Students in the undergraduate programs are provided with academic advising in their major field from their first through senior years. Each student is assigned a faculty advisor by the Advising Coordinator with the advice of the academic department. The advisor's approval is required for course registration each term. Students may request a change of advisor through the Student Success Center. Advisors receive special training in effective techniques of guiding a student through the selected academic program and the development of mentoring skills for collaborative advising. Specific advising procedures are described in the Undergraduate Advisors Handbook (see also policy #2:165).

Academic Advising

2:650:1

The purpose of the Student Success Center is to assist deans, teachers, and advisors in the nurturing and retention of students while studying at the university.

Students in the undergraduate schools are provided with academic advising in their major field from their first year through senior years. Academic departments structure their own programs. Each student is assigned an academic advisor, who aids the student with registration each semester. Advisors are chosen by department chairs, but the student may request a change in advisor.

To aid advisors a number of documents and systems have been developed:

1. Undergraduate Advisor Handbook

An undergraduate advisor handbook containing general advising information, referral sources and techniques, and current year information is distributed to all advisors and updated each year.

2. Undergraduate Academic Curricula Guides

Academic Curricula guides are produced by individual departments and programs. These guides, updated each year, give suggested curricula for core courses, cognates, recommended electives, and general education requirements for each degree or program.

3. Undergraduate Advisor Training

Advisor training sessions are held prior to each school year and at other times where advising problems and techniques are reviewed. New programs and changes are brought to the attention of the advisors through e-mail.

4. First-year Orientation

A structured orientation program has been developed for all freshmen which extends for five days prior to the start of fall semester. During this time comprehensive testing is completed and student test scores are made available to advisors online in IVue.

5. Mid-quarter Progress Reports

A system of mid-quarter progress reports for students on academic probation is employed to aid advisors in planning and counseling students for retention.

6. IVue Alerts

Alerts about students who are struggling are posted online by faculty, advisors, and staff. Alerts are perused by the Student Intervention Coordinator. Students and academic advisors are contacted and appropriate referrals are made to help alleviate problems.

ACADEMIC SKILLS SUPPORT

2:660

Centers for Academic Skills

2:660:1

Support for the development and strengthening of academic skills in reading, writing, and mathematics are provided through special centers associated with departments and collaborating with the Student Success Center.

The *University Center for Reading and Learning Assessment* (UCRLA) addresses learning and reading-skill needs through college classes and tutoring. Academic assessment and tutoring services are available to students, faculty, staff, and community for a fee. Reading skills developed in the center include speed-reading, study reading, vocabulary, word recognition or decoding skills, spelling, and handwriting. The UCRLA also helps students develop memory, understand learning styles, and build skills in time management. The UCRLA is provided by and located in the School of Education.

The *Writing Center* provides students with individualized instruction by fellow students on basic writing skills and strategies. Services of the center include computer-assisted tutorial sessions, drop-in help, and a library of rhetoric and usage texts. The Writing Center also offers occasional review sessions on general writing problems. The Writing Center is provided by the Department of English.

The *Center for Intensive English Programs (CIEP)* offers classes in writing, grammar, reading, and oral/aural communication for students whose first language is not English and who do not meet English proficiency requirements for regular admittance to university classes. The CIEP also coordinates a program for preparation and testing English language proficiency using the TOEFL (Test of English as a Foreign Language) and the MELAB (Michigan English Language Assessment Battery). The Center for Intensive English Programs is provided by the College of Arts and Sciences.

The Mathematics Tutoring Center helps reduce math anxiety, fosters self-confidence in quantitative problem solving, and assists students with specific course-related math

problems. The Mathematics Center is provided by the Department of Mathematics in the Science Complex.

The Student Success Center (SSC) exists for the sole purpose of helping students succeed in college. The SSC identifies student needs: to facilitate their physical, emotional, social, intellectual, and spiritual development; and to provide resources for faculty, staff, and parents who share concerns for student success. The SSC supplements the educational process by providing academic guidance, support, and developmental instruction. The SSC operates with a referral to all other campus support centers. It also manages the Academic Skills Program, a campus-wide tutoring service; facilitates accommodations for students with disabilities; provides guidance for undecided students; and oversees Academic Advising.

Academic Probation Student Support

Students admitted under academic probation status are provided support services through a structured program which guides and monitors progress in achieving regular academic status. Within this program special advising, supervised study halls, help sessions, and regular monitoring of achievement in courses is provided. This program is supervised by the School of Education for undergraduate students in collaboration with the other schools of the university.

AFFILIATION AND EXTENSION

2:680

Affiliation and extension activities are administered by the Dean of the School of Distance Education and the Director of Off-Campus Programs. See policies #1:430:3 and #1:440:8.

OMBUDSPERSON

2:685

Ombudspersons are appointed by and report directly to the president. They are available to assist a student, staff, or faculty member to resolve any complex relationship problem, which remains unsolved after the student, staff, or faculty member has followed the normal channels for handling such matters, or has encountered an obstacle in doing so. For more details on ombudspersons, the reader is referred to policy #2:166 and 2:160.

VII. FINANCIAL ARRANGEMENTS AND BENEFITS FOR EMPLOYMENT

SALARIES 2:705

University faculty, professional staff, and administrators are paid on a fixed annual salary. Salaries are approved by the Board of Trustees, upon recommendation by the president after consultation with the appropriate university officers. The salary depends upon academic rank, years of experience, education, other experience and prevailing salary scales in the academic community. In addition to salary, certain benefits and reimbursements are provided as described elsewhere in this chapter.

TIME OF PAYMENT AND PERIODS COVERED 2:707

Salary is paid bi-weekly. The payroll period covers the two weeks that end on Saturday prior to payday.

DIRECT DEPOSIT 2:708

Employees are required to use Direct Deposit or a Pay-card for receipt of their bi-weekly pay. The monies may be deposited in any financial institution and may be deposited in savings, checking, or loan accounts.

REGULAR PAYROLL ITEMS 2:709

Paystubs normally include the following items (whichever applicable):

Earnings	Deductions
Salary/contract/wages	Applicable taxes
Special adjustments if applicable; e.g., cell phone reimbursement	Employee authorized items such as health insurance, accidental death insurance, retirement contributions, tithes and offerings, garnishments, alternate bank accounts, etc.

EMPLOYEE'S PERSONAL ACCOUNT 2:710

Each faculty member has a personal account for items other than regular payroll. This account cares for such items as the following:

Charges	Credits
Rent of a residence from the university	Travel expense reports (due on the 25 th of each month)
Bookstore, cafeteria, or other charges by arrangement	Moving allowances and any other credits or refunds.
Medical and travel allowances	

Statements for these accounts are issued each month.

Faculty members are expected to pay any balance owed by the 25th of the month. When a credit balance results, a remittance check (non-payroll) will be issued.

Reportable expenses not received by the 25th of any month will be credited and reimbursed in the following month.

SOCIAL SECURITY

2:712

An employee of the university is automatically covered by Social Security. As required by law, the university and the employee contribute equally, the employee's portion being withheld from the paycheck. An employee who is an ordained or licensed minister may opt out of the Social Security program. Ministers are classified by law as self-employed and may benefit from the Social Security Act by payment directly to the Internal Revenue Service as self-employed individuals. Details on the benefits available under the Act may be obtained at the offices of the Social Security Administration.

HEALTH CARE ASSISTANCE

2:715

A comprehensive health care assistance program is provided for qualified employees of the university. Employees pay a portion of health care plan expenses through a monthly payroll deduction. Certain plan benefits require a co-payment by the employee. Information in booklet form on health care assistance can be downloaded from the Human Resources website <http://www.andrews.edu/HR/benefits.html>.

Section 2:718 is under revision. Please consult Human Resources for current policy.

MOVING EXPENSE

2:718

Full-time salaried faculty and employees may be reimbursed for moving and related travel expense in harmony with the following provisions:

1. Before any expense is incurred, the director of Human Resources must approve such expenses.
2. The actual cost of moving van and other expenses directly connected with moving a normal amount of household goods to Berrien Springs may be reported. (This does not include the cost of moving a third car, recreation vehicles, tractors or excessive weight loads above those prescribed by General Conference policy.)
3. Coach air fare or automobile mileage reimbursement at current rates, whichever is less, and actual reasonable motel expenses incurred en route may be reported. (A day's travel is normally 500 miles; thus, for a trip of 2,500 miles, five days would be the basis for calculating allowances).
4. A per diem allowance for an employee traveling alone or with spouse and child(ren) may be reported according to policy.
5. In addition to actual moving expenses as approved, a flat allowance for packing and other moving costs is paid to the employee (see the Benefits Coordinator in Human Resources).

6. The university pays for any moving from one university house to another at the request of the university, and for the first move into an employee's own home from a rented or university house.
7. Duplicate Housing Assistance may be granted for a period of not more than six months when a worker moving to Andrews University is obliged to make duplicate house payments. The director of Human Resources will provide information regarding this policy.
8. The Internal Revenue Service has determined that some reimbursed moving expenses, or moving expenses paid to a third party on behalf of an employee, are taxable fringe benefits to the employee.

TUITION ASSISTANCE IN THE UNIVERSITY

2:726

FACULTY AND SPOUSES

A full-time salaried employee and his/her spouse may apply for admission to a school within the university for non-doctoral study if prior approval has been obtained from the department chair and dean of the school in which the individual holds primary membership. Employees or spouses admitted to enroll on this basis shall pay the regular application fee or late registration fee.

An employee or spouse who qualifies for admission is eligible for free tuition up to four (4) credits each semester (except private lessons, independent study or similar individual instruction, and doctoral work). He/she may be admitted to a course to which enrollment is limited only if space remains after tuition-paying students are accommodated. A course shall not be offered for an employee or spouse when the number of tuition-paying students does not justify offering the course.

An enrollee may not take courses in this way during regularly scheduled work responsibilities unless satisfactory arrangements are made with the appropriate work supervisor to accomplish the expected responsibilities.

This policy may apply to the employee's spouse for four (4) credits per semester (regardless of the number of classes) through the master's level. In addition to the free credits, the employee's spouse is eligible for 50% discount for the remainder of credits taken.

Graduate tuition assistance provided by the university, must be treated as taxable income by the employee unless requested by the university for the specific fulfillment of employee job duties.

SCHOLARSHIP GRANTS FOR DEPENDENT CHILDREN

2:728

Educational scholarship assistance in the form of tuition grants are available for unmarried dependent child(ren) under twenty-four years of age of a full-time, salaried university faculty and professional staff. The student must be enrolled in a Seventh-day Adventist elementary school, secondary school, or college or university. (Exceptions may be made to the age requirement if education has been interrupted due to compulsory military service, volunteer service for the church, or a documented medical condition.)

If the child of such an employee wishes to attend a Seventh-day Adventist school other than Andrews University because a desired program is not available at the university, assistance may be given only on prior authorization of the University's Compensation Committee.

Scholarship assistance will be granted for tuition and fees only up to the maximum provided for attendance at Andrews University. The amount will be based on actual net tuition expense and general fees of the specific school when charged separately, and does not include charges for music lessons, except that fees for required private music lessons, may be included for music majors and minors.

If the student qualifies for financial assistance from any other source, that assistance must be applied for before scholarship grants are given. In certain instances federal and state laws governing the awarding of financial aid may restrict the total number of dollars that can be granted an individual student. This may reduce the amount of aid under this policy. Qualification may be determined by contacting the university's financial aid officer who will assist in making an application for financial assistance.

Scholarship grants shall be computed according to the formulae outlined in the Working Policy for the North American Division of Seventh-day Adventists (see NAD policy X24 05 #8). This provides for 35% of the tuition costs if the student is living in the community, or for 70% tuition if the student is living on- campus in a residence hall.

ADOPTION EXPENSE

2:730

A full-time, regular employee who adopts a child will receive up to 75% of the medical and legal expenses associated with the adoption. The maximum expense on which assistance is granted is the equivalent of up to three times the current monthly remuneration factor. This is in lieu of any other assistance associated with the adoption.

PERSONAL ACCIDENT INSURANCE

2:732

An optional personal accident insurance plan is available to all employees. Coverage under this insurance plan may include the employee and his/her family. The premium is deducted from 24 paycheck per year. Further information on this program is available from the Human Resources benefit office.

TAX SHELTERED ANNUITY PROGRAM

2:734

A program for deducting a portion of one's earnings and investing in a tax sheltered plan is available. Further information may be obtained at the payroll office.

UNEMPLOYMENT COMPENSATION INSURANCE

2:736

Employees of the university may be eligible for unemployment compensation. If determined to be eligible by the Michigan Employment Security Commission, the university reimburses the State of Michigan for actual claims paid.

WORKER'S COMPENSATION

2:738

Employees are covered by worker's compensation insurance. Any injury, which occurs in connection with assigned work, must be reported immediately to the department head.

Within twenty-four hours the injury must be reported to the Human Resources Office on the proper foreman's report forms. The insurance covers required medical and hospital bills and may also cover a portion of lost salary or wages if the employee cannot continue working. Injuries that may not lead to an actual claim for reimbursement must be reported nevertheless.

EMPLOYEE SURVIVOR BENEFIT PLAN: FUNERAL ASSISTANCE

2:740

An employee survivor benefit shall be paid to the survivor(s) of full-time denominational and/or to the survivor(s) of the spouse thereof, or a benefit for a dependent as defined in the health care assistance policy. Benefits provided on behalf of unmarried employees without surviving dependents shall be paid to the estate of the deceased unless there is a designated beneficiary who takes responsibility for applying the benefit as needed to the final illness and funeral expenses. Details of benefits paid are available from the Human Resources benefits specialist.

With respect to the benefits paid, the following criteria pertain:

1. Benefits are paid by the university, and all eligible employees are covered.
2. Employees who discontinue employment as a result of illness or injury but who lack sufficient years of denominational service to qualify for retirement benefits, and who are not otherwise employed shall be eligible for the benefit for a period of six months after leaving the payroll. Spouses of such employees, as well as their eligible dependents, are also covered under this plan during the six-month period.
3. If more than one family member is denominationally employed only one benefit per death will be made.
4. Additional amounts of coverage may be purchased on a voluntary basis at a nominal charge. See the Human Resources office for details.

DINING SERVICES

2:746

Faculty and staff members may dine in the university Dining Services or snack shop. Cash or employee ID cards may be used for meals. A 25% discount is available for faculty-staff and their families upon presentation of their employee ID card. Use of special rooms and facilities by faculty or staff groups may be arranged with the Dining Services secretary.

Sections 2 :748 through 2 :762 are under REVISION. Please check with the Office of the Controller if you have questions.

CAMPUS BUILDINGS AND FACILITIES **2:748**

Certain buildings and other facilities are available for use by university faculty or staff members and their families, such as the gymnasiums, recreational facilities, and certain auditoriums and rooms in buildings. There is a nominal charge for the use of public areas such as auditoriums and chapels in order to cover expenses involved. Information concerning these facilities may be obtained from the building manager or the dean of the relevant school. An additional charge is made when an instrument such as a piano is to be moved to a facility. Students who are currently enrolled or who enrolled the preceding term, may be granted the use of these facilities at a reduced rate. (See also policy #1:740)

SALES, COLLECTIONS, OFFERINGS, ETC. **2:750**

When departments or organizations (including sponsored student organizations) of the university receive funds from the sale of tickets, collections, offerings, dues, etc., the full amount is to be deposited in the proper cost center account at the financial records office. Expenses for such programs or projects will also be authorized and charged to the appropriate cost center in the same way as other departmental items. (See purchasing procedures).

INVENTORIES OF EQUIPMENT **2:752**

Equipment will be listed in detail in inventory records kept in the accounting office. Unless otherwise specified in a research grant or contract, all equipment purchased will be the property of the university.

Equipment and furniture in an office or classroom remains in that room and may not be moved to other rooms and offices without approval of the Purchasing Office and notification of the Accounting Office.

INVENTORIES: SUPPLIES **2:754**

Supplies for use or resale in academic or service departments will be inventoried annually, or at such other periods as requested by the controller/chief accountant. Consumable supplies are carried on inventory records at purchase cost or market value; whichever is lower. Total inventory value of supplies carried by an instructional, ancillary, auxiliary or support department should not be increased by any substantial amount without prior approval of the appropriate dean or the controller.

PURCHASING FROM OFF-CAMPUS FIRMS **2:756**

1. Departments procure materials, supplies, services, and equipment by using standard order requisitions.
2. Order requisitions from departments, must be approved by the department chair or head. These requisitions go to the controller's office for clearance in harmony with budget provisions.

3. Purchase orders in triplicate are issued by the controller for all requisitions as authorized: (a) original copy: mailed to the firm; (b) second copy: retained by the Purchasing Office; and (c) third copy: returned to the department.
4. In the case of non-budgeted items requested by instructional departments, the decision must be referred to the appropriate dean for recommendation to the controller. When such requests involve auxiliary or other departments, the decision may be referred to the vice president for financial administration.
5. Requests for which no specific budget provision has been made may be presented to the appropriate officer.

PURCHASING INVOICE APPROVAL

2:758

As invoices are received by Accounts Payable; they are cleared against purchase orders and sent to the departments for approval. Chairs and heads of departments are authorized to approve invoices for payment. After approval by the department, the invoices are returned to Accounts Payable for further checking and processing.

INTER-DEPARTMENTAL PURCHASING PROCEDURE

2:760

Services and materials of various campus departments are available on an interdepartmental basis.

Ordering procedures: the ordering procedure is the same as for off-campus purchases with the exception that items or services costing less than \$100.00 may be handled directly between departments without clearance through the controller. In such cases a requisition form should be issued between the departments.

Approval of inter-departmental bills: the department being charged will be notified as to the cost of the item when the controller's office sends out a copy of the charge slip issued by the department providing service.

PURCHASING PROCEDURE: EXCEPTIONS

2:762

Some academic and service departments purchase regular operating supplies or supplies for resale (such as Dining Services, store, plant services,) and may not be required to pass requisitions through the controller. These departments frequently deal with salesmen and follow up orders directly. However, this exception does not apply to purchase of unusual items or unusual quantities, nor for equipment or other capital expenditures. Special purchasing arrangements need to be made through the controller's office.

TRAVEL REIMBURSEMENT

2:764

The university reimburses employees for approved travel. Expenses associated with set costs such as convention registration fees or airline tickets may be charged directly to the appropriate travel account.

Cash advances for variable travel expenses may be obtained from the treasurer's secretary on presentation of travel authorization. This is treated as a cash withdrawal from one's personal account.

Approved travel expenses are reportable by the 25th of each month on the form provided. Reimbursement is made in accordance with instructions available at the treasurer's office. The ticket stub or copy for such expenses, including those charged directly to a travel account, should be attached to the travel expense report as voucher reference.

Mileage costs are provided as reimbursement to an employee for use of a personal automobile on approved travel for the university at a rate determined annually in harmony with denominational policy. Charges for toll bridges, ferries, tunnels, and toll roads used on the most feasible route of travel may be reported in addition to the authorized mileage rate. Actual parking fees may also be reported. Approval of the expense report by the department head, dean, and the appropriate vice-president is required. See also policy #2:770.

TRAVEL INSURANCE

2:768

Travel accident insurance is provided for university employees and spouses while traveling on university business.

TRAVEL ARRANGEMENTS: PROCEDURES

2:770

Travel is authorized for professional, public relations, or service purposes by the appropriate administrator within the available budget provided for such purposes. For faculty such travel is permitted in harmony with policy #2:167:7. Expenses of travel are reimbursed only if the travel has been authorized in advance and reimbursement requires the signature of the supervising administrator(s). See policy # 2:764.

VISITING PROFESSORS: REMUNERATION AND COURTESIES EXTENDED

2:782

Visiting professors who work for the university and who are not on salary at another Seventh-day Adventist institution or organization, may be paid a contract rate as determined by the provost. These individuals must meet all legal requirements for obtaining employment under Federal and State guidelines prior to their employment, whether as an honorarium or as contractual employment. In addition visiting professors may receive the following benefits, depending on individual circumstances:

1. Travel allowance (unless cared for by the employer) if 500 miles or less at the, standard mileage rate according to policy; otherwise, round trip air coach fare or the equivalent; per diem and lodging as arranged with the Provost.
2. Free lodging for individual and spouse if necessary and arranged for in advance.
3. Food allowance: Dining Services meal card or one-half regular per diem per day.
4. Academic rank at the level currently held by the individual. If the visitor is from a non-academic organization, an appropriate special rank shall be assigned in harmony with this Working Policy. (See policy #2:306:1 and #2:310:2:3.)

5. Faculty privileges in the use of university facilities during the period of teaching.
6. An individual who teaches for at least one semester is also eligible for a telephone (if requested, and for free tuition for one course per semester. Spouses also receive the free tuition benefit.

Note: These individuals must meet all legal requirements for obtaining employment under federal and state guidelines prior to their employment whether it is as an honorarium or contract employment.

See also Appendix 2-H.

Sections 2 :789 through 2 :792 are under revision. Please check with Human Resources if you have questions.

RETIREMENT MOVING ASSISTANCE

2:789

A university employee who has retired with at least ten years of service credit and who has at some time during his/her denominational employment been moved at denominational expense is entitled to assistance with moving expenses. Assistance can be applied to one move anywhere in North America within five (5) years after retirement. Full assistance is provided for those retiring with thirty or more years of denominational service. A proportional share of the costs is provided for retirees with less than 30 years of service. The retiring employee is responsible for the tax obligation on the moving benefit.

RETIREMENT TUITION DISCOUNTS

2:790

A person who has retired and has reached age 65 may receive a 50% tuition discount for up to three courses (undergraduate or graduate) annually.

Former Andrews University employees who have retired may receive a 75% tuition discount for up to three courses annually. Admission to limited enrollment courses is contingent upon space available in the class, with preference being given to students paying regular tuition rates. Any additional class fees and/or supply costs are the responsibility of the student.

This discount applies to credit, audit, or non-credit classes. The discount does not apply to independent study, directed reading, private music lessons, practica, clinical experiences or any instruction provided outside of the normal classroom setting.

Application for these discounts should be made to the dean of the school involved who will then authorize the appropriate discount.

FAREWELL GIFTS

2:792

The Andrews University policy for farewell gifts (which are subject to tax) is based on length of service at the university and the remuneration percentile of the employee. The farewell gift, which is subject to a number of conditions, is arranged through the Office of Human Resources in consultation with the appropriate vice president.

REIMBURSEMENT OF EXPENSE FOR DOCTORAL DEGREES

2:794

When Andrews University hires faculty who have completed a terminal degree at their own expense within the previous 5 years, such new faculty employees are eligible for partial reimbursement of their educational costs. Reimbursement is determined in harmony with the following guidelines and requires the recommendation of Human Resources and the vice-president for academic administration.

1. In harmony with the NAD Policy FH 05 35 total reimbursement shall not be more than 100% of the annual salary of a Full Professor in the first year of appointment.
2. Reimbursement is taxable income. It is usually distributed over five years at 20% per year. Upon request and recommendation of the dean, half of the reimbursement may be made in a lump-sum payment in the initial year with the remaining amount amortized over the following four years.
3. The total amount paid may be reduced by 20% per year for each year that elapses between the awarding of the degree and the initial employment by Andrews University.
4. Exceptions to this policy will be made by the Compensation Committee of Andrews University upon the recommendation of the vice-president for academic administration.

Section 2 :796 is under REVISION. Please check with Human Resources if you have questions.

SUMMARY OF FACULTY BENEFITS

2:796

At the beginning of each employment year (July 1) the Office of Human Resources supplies each faculty member with data concerning the yearly salary figure, vacation time allowed, and other pertinent information.

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APPENDIX 2—A

GENERAL CONFERENCE STATEMENT ON THEOLOGICAL FREEDOM AND ACCOUNTABILITY

2:800

Freedom for the Seventh-day Adventist pastor/worker (hereafter 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; cf. 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 approve 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 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 (cf. 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 (cf. 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 indifference (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 external 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 (cf. Mark 3:24, 25; Eph. 4:1-3; 11 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.

GUIDELINES FOR ASSESSING DIVERGENT VIEWS AND FOR THE DISCIPLINING OF DISSIDENTS: CHURCHES, CONFERENCES (INCLUDING K-12 INSTITUTIONS), AND NON-ACADEMIC INSTITUTIONS

The Church reserves the right to employ only those individuals who personally believe in and are committed to upholding the doctrinal tenets of the Church as summarized in the document, *Fundamental Beliefs of Seventh-day Adventists* (1980). Such individuals are issued special credentials by their respective Church bodies identifying them as continuing workers in the Church.

As Church members, employees continue to be subject to the conditions for Church membership as stated in the Church Manual. This document also relates to employment as salaried workers.

It is understood that the disciplining of such a church employee who persists in propagating doctrinal views differing from those of the Church is viewed not as a violation of his freedom, but rather as a necessary protection of the Church's integrity and identity. There are corporate Church rights as well as individual freedoms. The worker's privileges do not include the license to express views that may injure or destroy the very community that supports and provides for him.

In spite of a careful process of screening and selection, there still may be occasions when a worker's theological views are brought under critical review. If a hearing is necessary, the following process is recommended:

1. **Private Consultation Between the Chief Executive Officer and the Worker.** Such consultation should be in a spirit of conciliation, allowing the worker every opportunity to express freely his convictions in an open and honest manner. If this preliminary conversation indicates the individual is in advocacy of doctrinal views divergent from accepted Adventist theology and is unwilling to refrain from their recital, the chief executive officer shall refer the matter to the conference/institutional executive committee, which will then arrange for a select committee to review the situation with the worker.

At the time of consultation between the chief executive officer and the worker, the officer's perception of the point in question shall determine the administrative options that shall be pursued:

- a. If the worker voluntarily initiates a consultation and informs the chief executive officer of his theological uncertainties and if his attitude is open to counsel without compulsion to promulgate his doubts and views, the following course of action is recommended:
 - i. The worker continues to function at his post and renders a written report of his position before the end of six months.

- ii. If within that period the matter is satisfactorily resolved, no further action is necessary.
 - iii. If the matter is not resolved, the executive committee of the conference/institution in which the worker is employed shall arrange for a hearing before a review committee. See below for its composition and function.)
 - b. If the worker actively promotes his divergent doctrinal opinions and his chief executive officer is obligated to initiate the consultation the following course of action is recommended:
 - i. The worker, at the discretion of the conference/institutional executive committee, shall either remain in his position with express instructions to refrain from private or public presentation of his views, or shall be placed on administrative leave during the period of the hearing.
 - ii. The executive committee of the conference/institution in which the worker is employed shall arrange for a hearing before a review committee. (See below for its composition and function.)
2. The Review Committee: Its Composition and Function
- a. The Review Committee, including peers chosen by the conference/institution executive committee with the concurrence of the next higher organization shall give hearing to and judgment upon the doctrinal issue.
 - b. The doctrinal views of the worker shall be submitted by him to the review committee in writing previous to the meeting. At the time of review he shall be available for discussion with the committee.
 - c. The review committee shall conduct its business with serious purpose, complete honesty and scrupulous fairness. After a careful adjudication of the points at issue, it shall give a detailed, written report of the discussion with its recommendations to the conference/institutional executive committee. If agreement is not reached within the committee, a minority report shall also be included.
 - d. If the review committee finds that the views of the worker are compatible with the Fundamental Beliefs of the Church, no further action will be necessary. However, if the worker's theological position is at variance with Seventh-day Adventist doctrine, the review committee shall discuss its conclusions with the worker and advise him:
 - i. To restudy his theological position in the hope that this will eliminate his theological divergence.
 - ii. To refrain from the promulgation of his divergent doctrinal views.
 - e. If the worker is unable to reconcile his theological views with the denominational positions and also feels constrained by his conscience to defend his views both privately and publicly, the review committee shall recommend to his executive committee that his credentials be withdrawn.
 - f. If the worker has discovered a new position that is accepted as valid by the review committee, his view shall be studied by the union conference officers (in the case of a division/General Conference institution, the officers of the division/General

Conference) and, with appropriate recommendations, shall be referred to the Biblical Research Institute of the General Conference for final disposition

3. Provision for Appeal

- a. The dissenting worker may make an appeal and appearance before an appeal committee of seven members appointed by the union executive committee (or the division committee in the case of a division/General Conference institution). This committee shall be chaired by the union conference president or his designate and shall include the ministerial secretary of the union, two representatives named by the division/General Conference executive committee, the conference/institutional chief executive officer, and two of the worker's peers selected from among five names submitted by him.
- b. Any recommendations of the union conference (division, if in a division institution) appeal committee shall be referred to the union conference (division) executive committee. The union conference (division) officers through their chief executive officer shall notify the worker of their collective decision.
- c. Any recommendations of the union conference (division) executive committee shall be referred back to the conference/ institutional executive committee for final action on the worker's employment.
- d. A last appeal may be made by the worker to the executive committee of the division of the General Conference in which he resides. Their decision shall be final and shall be communicated to the executive committee of the employee's conference/institution.
- e. During the period of hearing, review, and appeal, the worker shall refrain from public discussion of the issues involved.

APPENDIX 2—B

GENERAL CONFERENCE STATEMENT ON ACADEMIC FREEDOM IN SEVENTH-DAY ADVENTIST INSTITUTIONS OF HIGHER EDUCATION

2:801

All learning and all teaching takes 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 two-fold 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, but also 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 he is concerned about 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 the general Church leaders will protect the scholar, not only for his sake, but 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 opinion 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 needed to create and protect collegiality. It is also a protection against the disruptive, the servile and the fraudulent.

APPENDIX 2—C

ETHICAL CONDUCT PROVISIONS FOR UNIVERSITY RESEARCH ACTIVITIES

2:802

Introduction

The following policies shall govern the conditions which are to safeguard the ethical conduct of research activities at Andrews University and provide appropriate procedures for communication with peers and funding agencies.

Written Faculty Acknowledgement for Ethical Conduct Responsibility 2:802:1

At the time that a faculty member applies for university research funding or submits a proposal for extramural funding or sponsorship, he/she shall be required to sign a statement:

1. accepting responsibility for the ethical conduct of the proposed venture (see policies # 2:187:1-4).
2. denying any conflict of interest as defined in policies #2:187:2:3 and #2:115 or receiving a waiver in certain circumstances.
3. acknowledging the obligation of the university in the event of actual or alleged academic misconduct, to take action as necessary to ensure the integrity of research, the rights of research subjects and the public as well as the observance of legal requirements and responsibilities.
4. acknowledging that the university has the obligation to promptly make a report to any extramural sponsor that an investigation of ethical misconduct is in progress.
5. acknowledging that the university has a clear policy for dealing with academic misconduct complaints, investigation, due process and appeal process connected therewith.

Conflict of Interest Waiver

2:802:2

The university shall have the right to grant waivers in certain circumstances where the researcher's private holdings are determined not to amount to a conflict of interest or have the potential for influencing research results or the reporting of such results. It shall be the responsibility of the individual researcher to request such a conflict of interest waiver from the Director of the Office of Scholarly Research.

In order to deal with a conflict of interest waiver or where deemed necessary, the Director of the Scholarly Research Office will convene a panel of three persons who are members of the Scholarly Research Council to act as a panel to consider waiver requests or to investigate conflict of interest conflicts. All information on financial interests necessary to considering conflict of interest complaints or waivers shall be held with utmost confidentiality. In the event of a finding of a conflict of interest, a faculty member may file an appeal using the usual procedure for appeal process outlined in policy #2:190.

Investigation of Ethical Misconduct Complaints

2:802:3

Rationale to Characterize Ethical Misconduct Investigations

2:802:3:1

In order to ensure due process, fair treatment and speedy resolutions, the following objectives shall govern all ethical misconduct investigations as set forth in Framework for Institutional Policies and Procedures to Deal with Fraud in Research, published in 1988 by the Association of American Universities, National Association of State Universities and Land-Grant Colleges, and Council of Graduate Studies:

1. Attempt to safeguard the research process itself.
2. Resolve to pursue and resolve all ethical misconduct charges with vigor and dispatch to be expeditious and timely in the resolution of problems.
3. Treat all parties with equal justice and fairness and with due sensitivity to the reputation and vulnerabilities of all concerned.
4. Maintain the highest attainable degree of confidentiality compatible with effective and efficient responses.
5. Maintain the integrity of the process by careful avoidance of real or apparent conflict of interest.
6. Ensure that at each stage of the misconduct investigation all the pertinent facts and actions are documented.

Discharge the university's responsibility for appropriate and allowable communication via the Office of Scholarly Research both internally to all involved individuals, and externally to the public, sponsors of research, academic literature, and the academic community.

The Investigation Process Details

2:802:3:2

The investigation shall be a two-stage process consisting of a preliminary inquiry and a formal investigation which shall conclude with recommendations for a resolution of the problems.

Preliminary Inquiry

2:802:3:2:1

The first stage is marked by the receipt of either a verbal or written complaint. An informal assessment and inquiry will then be undertaken by the provost assisted by a Committee of Inquiry consisting of three (3) uninvolved (with two [2] alternatives as reserves) members of the Scholarly Research Council approved by the provost. Their task shall be to determine if there is cause for a more extensive investigation. This stage shall be completed within 30 days of receipt of the allegation and during which factual information is gathered. The inquiry is designed to separate allegations deserving of further investigation from frivolous, unjustified, or clearly mistaken allegations.

If the allegation is found to warrant further investigation, the respondent, the complainant (if there is one), as well as any federal agency sponsoring the research will also be notified at this point by the Director of the Office of Scholarly Research. If the allegation is unsubstantiated, the institution will take reasonable steps to minimize reputation damage that may result from inaccurate reports. No penalties will be levied against a complainant where allegations were brought in good faith. The university will in such a case seek to protect the complainant against

retaliation. Where allegations were not brought in good faith, the complainant will be disciplined. Any retaliation discovered in such a case will result in institutional discipline against the offender.

Formal Investigation

2:802:3:2:2

Where an allegation appears to be substantiated, a more formal and thorough investigation as stage two is undertaken and is to be completed within 120 days. In this stage charges may be formulated and formal dismissal procedures undertaken. The formal investigation is carried out by an Investigative Committee consisting of at least five (5) members selected from among the members of the Scholarly Research Council who have substantial expertise in the research field of the respondent. The members of the Investigative Committee are appointed by the president and shall not comprise any members who served on the Committee of Inquiry. The members of the Investigative Committee, may on the advice of the Scholarly Research Council, include members not on the Scholarly Research Council or persons from outside the university with appropriate expertise. The Investigative Committee shall report to the provost.

Interim Action During Investigation

2:802:3:3

If at any time during the formal investigation the Committee concludes that interim action by the administration is needed to safeguard the interests of any parties involved, it may recommend such appropriate measures to the provost.

Findings

2:802:3:4

The findings of the Investigative Committee including a summary of the allegations, the evidence regarding them, conclusions of the Committee about the allegations with assignment of responsibility if appropriate, and recommendations as to action which should be taken shall be submitted in writing to the provost with copies to the respondent(s) as well as all federal agencies, research sponsors, or other entities involved in the project.

In the event that a finding of academic misconduct is made, the provost, either alone or with the help of the Committee, shall formulate a recommendation to the president on appropriate disciplinary action. Examples of possible discipline include removal from a particular research project, a letter of reprimand, special monitoring of future work, probation, suspension, rank reduction, or dismissal (see policies #2:160:3 and #2:165 for procedures). Recommendations on disciplinary action shall be within the provisions of the Andrews University Working Policy with respect to dismissal of faculty, appeal process and the University Grievance Policy as contained in policies #2:165 and/or #2:190.

If the alleged misconduct is not substantiated by the formal investigation stage, formal efforts will be made to restore fully the reputation of the respondent(s). Any evidence that unfounded allegations were made by the complainant(s) with malicious or dishonest intent will result in appropriate disciplinary action against the complainant.

Communication of Ethical Misconduct Findings

2:802:3:5

The Director of the Office of Scholarly Research shall notify all extramural sponsors of relevant research projects of the findings of the Investigative Committee. The university, via the Director of the Office of Scholarly Research will also, by any of the following appropriate actions, seek to rectify damage done to the community of scholars: (1) withdrawal of pending abstracts and papers derived from the fraudulent research and notification of editors of journals where previous abstracts or articles appeared; (2) notification of any institutions or agencies where the respondent previously was affiliated that the validity of former research might be questionable; (3) release, after consultation with legal counsel, of information about the incident to the public press, particularly if public funds were supporting the research.

APPENDIX 2—D

(This section is in revision.)

GUIDELINES FOR FACULTY LOAD CALCULATIONS WITH RESPECT TO INSTRUCTION, RESEARCH, LABORATORIES, CLINICAL SUPERVISION AND STUDENT TEACHING SUPERVISION

2:803

Introduction

Below follow guidelines for deans and department chairs for assigning of faculty workloads within a given department (see also policy #2:375) where certain other load criteria are highlighted.

Faculty load criteria for teachers in the Andrews Academy and the Ruth Murdoch Elementary School; shall be determined by the respective Operating Boards within the guidelines determined by the Michigan and Lake Union K-12 Boards.

General Guidelines

2:803:1

1. If there are fewer than four students in a class, the student credits shall be divided by four to determine the teaching load credit.
2. If the course has a laboratory component, up to a double load credit shall be granted for the laboratory component if the teacher does not have special help. (Example: a 5 credit course that includes 4 hours of lecture and 1 hour of credit for laboratory would be considered as 6 credits/hours on a teacher load.) It is expected that a laboratory course for which a student receives 1 credit shall meet approximately 3 hours per week.
3. Teacher load credit generated by directing a doctoral dissertation, master's thesis, doctoral and master's projects or senior honors project shall be calculated by dividing the student credits generated by 4.
4. Teacher load credit generated through student music lessons shall be calculated by dividing the student credit generated by 3.
5. Teacher load credit generated by supervising projects, practicums, and internships shall be calculated by dividing the student credit by 12. No credit is granted for supervising independent study.
6. Teacher load credit generated by clinical supervision shall be determined by an agreed upon policy which addresses the specific requirements of the discipline.
7. The chair of a department will be granted a 20 to 30 percent reduction in teaching load. The amount of the reduction will depend on the size of the department and complexity of the programs.

Faculty Load Calculation for Student Teacher Supervision

2:803:2

1. Components for Faculty Load Calculation

Faculty load calculation for supervisors of student teachers involve considerations of the number of FTE (full-time equivalent) students enrolled, number of field experience student-credits generated, credits taught by a faculty member and geographic area involved for supervision.

2. Calculation of FTE (Full-time Equivalent) Students

A full-time equivalent (FTE) student teacher is defined for purposes of student-teacher supervision, as a student registered for eight (8) credits of field experience of student teaching. Accordingly, the formula for calculating fractions of the norm is as follows:

1.0	FTE student	=	is registered for 8 or more credits of student teaching
.75	FTE student	=	is registered for 5-7 credits of student teaching
.50	FTE student	=	is registered for 3-4 credits of student teaching
.25	FTE student	=	is registered for 1-2 credits of student teaching

3. Calculation of Faculty Loads

A faculty member supervising 18 FTE student teachers is considered to be carrying a full teaching load. Consequently, the generation of every addition 144 credits of student teaching (or 18 FTE students) or fraction thereof will require the addition of one FTE faculty member or fraction thereof.

4. Factors Influencing Supervision Faculty Load Calculation

Faculty loads for faculty members supervising student teaching is adjusted as follows when teaching, administrative or geographic considerations are factored in:

- a. **Administrative Responsibilities:** The load of the Director of Student Teaching is reduced by 4.5 FTE students in order to care for the administrative responsibilities for placement, scheduling and coordination associated with the task of the Director. This will limit the load of the Director of Student Teaching to no more than 13.5 FTE students to be supervised.
 - b. **Teaching Responsibilities:** For each one (1) credit course taught by a supervising teacher his/her faculty load for supervision should be adjusted by 1.5 FTE students (or 12 student credits).
5. **Geographical Considerations:** Where a faculty member supervises students in a geographic region more than one hundred (100) miles from Andrews University, the faculty member's load will be adjusted by 1.5 FTE students (or 12 student credits). Normally supervisors will be limited to supervision of students in no more than one distant geographic region in any one quarter. Consequently, student placement in distant geographic regions will accordingly be curtailed.
6. **Load Calculation for Part-time Student Teacher Supervising Faculty**

Faculty loads for part-time faculty are calculated as outlined for regular faculty with remuneration at the university's part-time teacher scale and expense reimbursement according to current university policy.

Guidelines For Calculating Teacher Loads of Clinical or Other Areas Needing Special Accommodation

2:803:3

The guidelines contained in this section summarize existing policy, practice or suggestions of departments for adjustments to calculating teacher loads when the instructional activities such as clinical supervision, special laboratories, etc. require unusual amounts of time and effort on the part of teachers compared to regular courses.

1. Department of Medical Laboratory Sciences.
 - a. Double the course credit a teacher receives when generated through a laboratory course with twenty (20) students. Additional sections will generate 1.5 times the sum of credit for the course. (See also IA above as being applicable generally and for additional sections.)
 - b. Equate the supervision activity away from campus in a normal way since there are educational coordinators and laboratory technicians located at the hospitals where clinical work is done.
2. Department of Behavioral Science
 - a. The Fieldwork Coordinator's faculty load for that function should be calculated in the same way as for Student Teacher Supervision.
3. Department of Nursing
 - a. Teacher loads for undergraduate clinical supervision shall be calculated by doubling the course credit which applies to supervision.
 - b. Teacher loads for all other courses would be calculated in the normal manner.
4. Dietetics Program
 - a. The director of the program should receive a 50% reduction in load for general administrative activities and the coordination and placement of students in dietetic practicums.
 - b. Teacher load for course credits of laboratory work shall be doubled.
 - c. Teacher load for all other courses shall be calculated in the normal manner.
5. Department of Physical Therapy
 - a. Teacher load associated with multiple section laboratories shall be calculated by multiplying the sum of the course credit for the multiple laboratories by 1.5.
 - b. Teacher load associated with single section laboratories shall be calculated by multiplying the course credit by 2.
 - c. Teacher load for all other courses shall be calculated in the normal manner.
 - d. There shall be a full-time position to coordinate and do much of the visiting of students doing off campus practicum and clinical work. Faculty may be given load credit for specific extra function within the Department.
6. Department of Speech Pathology and Audiology
 - a. There shall be one-third of an FTE faculty load for each six (6) students involved in clinical practicum.
 - b. Teacher load for all other courses shall be calculated in the normal manner.
7. Department of Physical Education
 - a. Activity courses of one credit which meet twice a week shall be granted 1.5 course credits on teacher load.

- b. Teacher load for all other courses shall be calculated in the normal manner.
- 8. Department of Music
 - a. Major ensembles shall be counted equivalent to a three hour course, meets three (3) times a week, and performs five (5) times during the year.
 - b. Other ensembles shall be counted equivalent to a one-hour course, meet two (2) times a week and performing 5-10 times a year.
 - c. Private lessons of course credit shall be calculated by dividing student credit by
 - d. All lecture courses shall be calculated in the normal manner.
- 9. Department of English
 - a. Teacher load for writing courses shall be calculated by multiplying the course credit by 1.33.
 - b. Teacher load for all other courses shall be calculated in the normal manner.
 - c. An English Language Institute faculty member shall receive nine (9) credit hours of credit for fifteen (15) hours of contact time teaching three (3) courses.
- 10. Department of Communication
 - a. Teacher load for the Oral Communications Seminar (COMM 306) shall be calculated by multiplying the course credits by 1.5.
 - b. Teacher load for all other courses shall be calculated in the normal manner.
- 11. Department of Teacher Education
 - a. Teacher load for supervision of student teaching shall be calculated in accordance with policy #2:416:3 in the faculty working policy.
- 12. Department of Physics
 - a. Laboratories are dealt with for loads as indicated in IB.

APPENDIX 2—E

DOCUMENT RETENTION SCHEDULE

Codes: Retention in Office: 00 = years, U = useful life in office/period of reference value,

Disposition: Archives = University Archives, CAR = Center for Adventist Research, Destroy = discard/shred/erase, Review = review for disposition

Record Series	Retention in Office of Origin	Final Disposition	Comments
<i>Academic Records:</i> These include narrative evaluations, competency assessments, etc.	Permanent		
Accident and Injury Report Records	6	Destroy	
Accounting Statements, monthly	1	Destroy	One year plus current fiscal year.
Accounts Payable Invoices	6	Destroy	
<i>Accreditation Records:</i> These include not only the final report but all of the files and support materials generated in the accreditation process.	Useful Life	Archives	Note: Send two copies of the final report and all of the files and support materials generated in the accreditation process
ACT Records	5	Archives	
Advertising	Useful Life		2 copies to Archives
<i>Affirmative Action Program Records</i> Documentation of affirmative action plans and programs. It includes also support documentation and correspondence.	6	Permanent	Maintain only final plans, reports, and substantive correspondence for the Archives.
<i>Agendas</i> , chair of committee	5	Archives	
<i>Agendas</i> , committee members	Useful Life	Destroy	30 days after approval of minutes.
Alumni Directories	5	Archives	2 copies to Archives.
Alumni Organization Records	5	Review	
Animal Subject Protection Records	5	Permanent	
<i>Annual Reports:</i> These reports document yearly activities and accomplishments of programs, departments, and schools; growth, problems, and solutions, projections for the future, etc.	5	Archives	Office of origin: Send one copy with other Subject/ Topical/ Reference Files. Other offices: Retain for period of reference only.
Applications, Unaccepted	1	Destroy	From date of application.
Articles of Incorporation, Bylaws	Useful Life	Permanent	
AU Bulletins	Permanent		Note: Send 2 copies to the Archives when first produced.
AU Research Statistics and Reports	5	Archives	
<i>Audio-Visual Materials:</i> This includes e.g. photos of department staff, events, programs, etc. DOES NOT include audio-visual materials prepared for course instruction or research unless of a unique nature.	5	Archives	

Record Series	Retention in Office of Origin	Final Disposition	Comments
Audit Reports	6	Permanent	Auditor's management letters.
Awards, Honors, Fellowships, Scholarships Student, faculty, and department.	5	Archives	Included in Subject/Topical/Reference Files.
Ballots -Committee Actions	---	Destroy	Destroy after vote has been recorded.
Ballots -Election to Committees	1	Destroy	
Bank Statements and Reconciliations	6	Destroy	
Blank Forms	Useful Life	Destroy	Retain for 30 days after obsolescence.
Board of Trustees Meetings	Useful Life	Permanent	Closed for 25 years, 5 in office and 30 in Archives.
Budget Printout: This includes work sheets, memos, notes, and adjusted budget printouts.	1	Destroy	Destroy at the end of the fiscal year involved.
Budgets	4	Destroy	Note: See Ledgers, General for yearly budget.
Building Records	Useful Life +5	Destroy	
Buildings and Facilities Data Records: This series provides a composite record of background information on buildings and facilities. Records include building surveys and audits, physical description of buildings, construction project reports, equipment inventories, and other related data.	Useful Life	Review	
Bulletins, Posters, and Notes: Information materials acquired for the purpose of informing University personnel of events and activities.	1	Archives	Office of origin: Send 2 copies with other Subject/Topical/Reference Files. Other offices: Retain for period of reference only.
Campus Master Plan Records	Useful Life	Archives	
Campus Ministries Records These consist primarily of topical files (week of prayer, vespers, and other spiritual programs), as well as files on Student Missionaries, Chapel reports, etc.	Useful Life	Review	Note: Of special importance to the Archives/CAR are the records about Student Missionary activities, e.g. annual list of attendees, their correspondence, reports, etc.
Capital Asset Records	Useful Life +5	Permanent	
Cash Operations Deposit Receipts/Tickets	1	Destroy	Retain for current fiscal year only.
Cash Receipts	6	Destroy	
Centers and Institutes Records	Useful Life	Archives	The recommended time of Retention in Office of Origin is 5 years.
Change of Grade Forms, update documents	Permanent	---	
Charter	Useful Life	Permanent	
Check Register	6	Destroy	
Check Sheets, degree audit records	5	Destroy	After graduation or date of last attendance.

Record Series	Retention in Office of Origin	Final Disposition	Comments
Checks, General (canceled)	6	Destroy	
Checks, Payroll (canceled)	4	Destroy	
Class Lists, original grade sheets	Permanent		
Class Lists, teachers	2	Destroy	
Closing Reports	Useful Life	Archives	Statistical in nature
Commencement Program	Permanent		Note: Send 2 copies to the Archives when first produced.
Compensation Claim Records	Useful Life	Permanent	
Compensation Committee	Useful Life	Permanent	Closed permanently
Construction Project Administration Records: documents of all phases of construction and remodeling/ renovation projects such as: project descriptions, proposals, bid requests, contracts, purchase orders, facilities use records, design proposals, meeting minutes, work forms, project programs, policy and legal discussion documents, check lists, specification books, videotapes, photographs, and related correspondence, including equal employment opportunity records pertaining to contractors and subcontractors.	Useful Life	Review	Review 5 years after project account closing
Construction Project Drawings, Maps, and Plans	Useful Life	Archives	Note: Send two sets of the original drawings and maps, or best quality copies of the final version as built.
Construction Project Planning and Proposal Records: for all new constructions and remodeling/ renovation work of existing buildings and facilities. Records include feasibility and needs studies, space planning documents, artist's sketches, architects' proposals, models, plans and proposals, and related correspondence.	10	Review	Note: A copy of final studies, plans, and reports should go to the Archives for Permanent.
Contract Forms, teaching	6	Permanent	
Contracts	5	Permanent	
Corporate Papers	Useful Life	Permanent	
Corporation Minutes	5	Permanent	
Correspondence , non-essential: This includes incoming and outgoing correspondence of all offices/entities of the University.	5	Destroy	Non-essential correspondence addresses routine matters, such as travel arrangements, scheduling, and acknowledgements.
Correspondence , permanent: This includes correspondence received and sent; applies to all offices/entities of the University.	5	Permanent	Permanent correspondence refers to that pertaining to the business and operations of the University.

Record Series	Retention in Office of Origin	Final Disposition	Comments
<i>Counseling and Testing Client Files, Students and their Spouses:</i> These are highly confidential and sealed files of the Counseling and Testing Center. They are kept sealed at the Center. These files do not include ACT, GRE, MCAT, and other testing scores and materials.	Useful Life + 7	Destroy	
Course Catalogs and Bulletins	5	Archives	Office of origin: Send 2 copies with other Subject/Topical/Reference Files. Other offices: Retain for period of reference only.
Course Evaluations/Students' Teacher Evaluations	5	5	Destroy
<i>Course Handout</i> : Original creation of faculty members only.	5	Archives	One set to the Archives.
<i>Course Material</i> Reproduced or Prepared by the Department or Teacher	5	Archives	One set to the Archives.
Course Syllabi	5	Archives	One set to the Archives.
<i>Data Input and Verification Records;</i> See the Andrews University Data Entry Standards Manual for specific instructions concerning this record series.	Useful Life	Review	
Degree Audit Records: See: Check Sheets			
Departmental Budget Files	Useful Life	Destroy	The recommended time of Retention in Office is 1 year.
Departmental Meetings, minutes; See Minutes			
Deposit Books and Tickets	2	Destroy	
Disability Records	Useful Life	Permanent	
<i>Dissertations, Masters Theses, Projects:</i> These materials consist of the accepted dissertation, thesis, or project that has been completed in partial fulfillment of degree requirements. Materials also included here are final approval papers and project supplemental materials such as music scores, portfolios, and documentation of models.	5	Permanent	After graduation. After completion of the degree, send 2 bound copies of each dissertation or thesis to the James White Library. This also applies to Honors Projects.

Record Series	Retention in Office of Origin	Final Disposition	Comments
Drafts and Informal Notes Drafts or preliminary versions of memos, letters, reports, worksheets; working papers, informal notes, announcements of meetings, routing slips, letters and fax cover sheets; letters and memos scheduling appointments, directives and instructions received, telephone and electronic messages, used in preparation of recorded information, not documenting policy.	Useful Life	Destroy	Destroy as soon as determined by office to have no more value.
Duplicate Copies of Records: Copies of documents created for administrative reference, information, or distribution only.	Useful Life	Destroy	Destroy as soon as determined by office to have no more value.
Electronic Forms and Media: Office copies of computer forms, disks, tapes, cards, CD's, etc. used as preliminary input or temporary storage or output control, the result of which are produced or otherwise available, in paper reports, computer output, microfiche or online.	Useful Life	Review	Note: Those which have historical or long-range administrative value should go to the Archives.
Electronic Mail E-mail messages and their attachments regarding University business, sent or received via the University network, are considered University records; thus, they are subject to Andrews University records management policies and procedures. Most e-mail may fall into Record Series as listed in the Retention Schedules: agendas, informal notes/announcements, minutes, correspondence, etc.	Useful Life	Review	Note: For e-mail relating to University business, before deleting the electronic copy, prepare a hard copy of the email messages and file it appropriately.
Employee Manual	Useful Life	Permanent	Note: Send 2 copies to the Archives when first produced.
Employee Placement and Acknowledgment Forms This form, signed by the employee, is a record that he/she recognizes the confidential nature of University information, including student records. It constitutes an agreement to comply with University policies and procedures regarding access, use, and security. It holds the employee responsible for any violation.	U +2	Destroy	Retain 2 years after employment is terminated.
Employee's Earning Records	Useful Life	Permanent	

Record Series	Retention in Office of Origin	Final Disposition	Comments
Environmental Health and Safety Records Records include Material Safety Data Sheets (MSDS), hazardous material purchases and manifests documentation, listings of generated waste, hazardous materials incident reports, certificates of destruction, and related correspondence.	Useful Life	Permanent	Note: Asbestos and Lead Control Records are filed as topical record. Environmental Health and Safety Training Records are filed with the employees personnel records.
Equipment Inventory Lists	2	Destroy	Or after superseded.
Equipment Records These provide a record of equipment purchased and/or maintained by the office. It includes invoices, requisitions or purchase orders, vendor information, instruction manuals, maintenance agreements/contracts, warranties, repair and service documentation, inventories, and related correspondence.	Useful Life +5	Destroy	Note: Maintain records five years after final disposition of item.
Expense Reports	5	Destroy	
Facilities Management/ Maintenance Records Includes records of routine management, maintenance, and repair of buildings/facilities, grounds, and mechanical systems. They also cover such areas as: security (security logs and reports), space planning, parking management, disabilities access documentation, as well as supply, equipment and key inventory management.	Useful Life	Destroy	
Facilities Permit and Approval Records	Useful Life	Permanent	
Faculty Personnel Records These files document individual faculty academic work history, including all academic ranks.	Useful Life +6	Permanent	From date of termination or retirement
Faculty Research and Publication Reports	Useful Life	5	Confer with Associate Dean for Research
Faculty Research Files	5	Permanent	
Faculty Research Grant Proposals	5	Permanent	
Faculty Research Grant Reports	Useful Life	Permanent	
Faculty Search Records	Useful Life +3	Destroy	Note: Copies of successful candidate applications, resumes, and vitae are placed in their faculty personnel files.
Faculty/Staff Files See Personal Professional Papers and Property, also Rank and Tenure Portfolio Application			Personal office files

Record Series	Retention in Office of Origin	Final Disposition	Comments
Faculty/Staff Files, current	Useful Life		After retirement or separation of an individual from the University, his/her folder must be filed with the Record Series: Faculty/Staff Files, former faculty/staff.
Faculty/Staff Files, former faculty/staff	5	Permanent	
Family and Medical Leave Records These include sick leave and vacation leave requests.	Useful Life	Permanent	
<i>Family Educational Rights and Privacy Act Data/Documents.</i> When applicable, a copy of the records in these folders is placed in the folder of the student. Whenever the recommended retention period is the life of the affected record, the retention period of the FERPA document is the same as that of the student records to which it pertains: Students' Waivers of Rights to Access to Letters of Recommendation, for example, should be retained until terminated or the letters themselves are destroyed. If the retention period for a record to which a FERPA document pertains is permanent, the FERPA document should also be permanently retained.			
FERPA Documents Note: FERPA specifically requires institutions to maintain records of requests and disclosures of personally identifiable information except for defined "directory information" and requests from students for their own records. These records are part of the student's educational records; therefore, they must be retained as long as the institution retains the educational records to which they refer.	Useful Life	Destroy	
<i>Financial Aid Records:</i> These include documents about loans and grants.	5	Destroy	After graduation or date of last attendance
Financial Management Committee	Useful Life	Permanent	Closed permanently
Financial Statements, Audited	5	Permanent	
Financial Statements, Interim	2	Destroy	
Foreign Student Files See International Students			
Graduate Student Files, application rejected	5	Destroy	
<i>Graduate Student Files,</i> application referred to other programs	5	Destroy	
Graduate Student Files, graduated	5	Permanent	After graduation.
Graduate Student Files, withdrawn/terminated	5	Permanent	After termination.

Record Series	Retention in Office of Origin	Final Disposition	Comments
Graduate Student Records, attending: These student folders include documents such as acceptance letters, advanced placement records, applications for admission, relevant correspondence, entrance examination reports (GRE, GMAT), letters and forms of recommendations, placement scores, readmission forms, test scores, transcripts (other colleges, and high school)	Useful Life	Destroy	Note: After matriculation, these records will be transferred to Academic Records. There they will be kept until five years after graduation or date of last attendance. Final disposition is D. Note: Regarding letters of recommendation follow AACRAO guidelines.
Graduate Student Records, extension courses	5	Destroy	
Graduate Student Records, non-entering: These student folders include documents such as acceptance letters, advanced placement records, applications for admission, relevant correspondences, entrance examination reports (GRE, GMAT), letters and forms of recommendation, placement scores, readmission forms, test scores, transcripts (other colleges, and high school)	Useful Life	Destroy	5 years after application term Note: Regarding letters of recommendation follow AACRAO guidelines.
Graduation Lists	Permanent		
Grant Resource Organizations Such as: AUCO, GRC	Useful Life	Destroy	
Grievances and Arbitration	Useful Life	Permanent	Closed permanently
Health Insurance Records Contracts and Relationships.	Useful Life	Destroy	
Honor Societies: Many activities fall into a Record Series as listed in the Retention Schedule: agendas, informal notes/announcements, minutes, correspondence, etc. and should be treated accordingly.	5	Review	Note: J. N. Andrews Honors Scholar projects are sent to James White Library and become part of the permanent JWL collection.
Human Subject Review Board	5	Permanent	
Institutes See Centers and Institutes			
Instructional and Reference Materials	Useful Life	Review	
Insurance Policies	Useful Life +6	Permanent	
Interdepartmental Purchase Orders/Service Orders	2	Destroy	
International Student Files I-20 and other immigration matters, etc.	5	Destroy	After graduation or date of last attendance.
Invoices	2	Destroy	
Ledgers, Accounts Payable	10	Destroy	
Ledgers, Accounts Receivable	10	Destroy	
Ledgers, General	10	Permanent	Check with ST

Record Series	Retention in Office of Origin	Final Disposition	Comments
Legal Advice Records Records which document advice, opinions, and background on legal concerns that may impact programs or functions.	Useful Life	Review	The recommended time of Retention in Office is 5 years.
Legal Proceeding and Investigation Records Records relating to legal proceedings and investigations, purpose of litigation and/or court proceedings.	Useful Life	Permanent	After a case is closed.
Library Material Reference information, book order material, and items acquired for individual use or exhibition.	Useful Life	Destroy	Destroy as soon as determined to have no more value.
Lists, Indices, Summaries Used for internal administrative convenience or information.	2	Review	Note: Office of origin may keep one copy for the Archives.
Manuals, Handbooks, Procedures, and Policies	Useful Life	Review	Office of Origin should consult with the Archives about retention
Medical Insurance Records These include statements and premium payments, etc.	6	Destroy	
Minutes, committees: This includes minutes from all committees and sub-committees, boards and other decision-making bodies in all offices/entities of the University.	5	Permanent	Committee chair should retain one record copy for the Archives. Other members should retain a copy during the length of their committee tenure, and then destroy.
Miscellaneous Special One-time Projects: Records related to special office projects that are not generally part of an office's retention schedule: exhibitions, promotion/alumni campaigns, phonathon, etc.	5	Review	Records about significant major exhibitions, conferences, and guest lectures should be transferred to the Archives.
Name Change Authorization	5	Destroy	After graduation or date of last attendance.
Non-AU Sponsored Project Administration Records: NSF, NEH. These records consist of the final report copies that are also filed with the sponsoring grant organization.	5	Permanent	
Note Register/File	Useful Life +2	Destroy	
Office Support Records	Useful Life	Destroy	
Opening and Closing Reports	Useful Life	Permanent	Statistical with wide distribution
Patent and Trademark Records	Useful Life	Permanent	The recommended time of Retention in Office is 5 years
Payroll Registers	Useful Life	Destroy	.

Record Series	Retention in Office of Origin	Final Disposition	Comments
Personal Professional Papers and Property: This includes certificates, honors, professional development activities and research, correspondence and other records related to professional activities.	5	Review	Individuals are strongly encouraged to consult with the Archives and the CAR to determine the archival value of their personal professional papers and property.
Personnel Service Records	Useful Life	Permanent	
Position Description Records: The provide current job descriptions and classifications which are used for employee recruiting, position review, etc.	Useful Life	Destroy	An appropriate copy should be maintained in employee personnel file
Postal Records: Including returned registered or certified mail cards of receipts. Insurance receipts and packing slips.	1	Destroy	
Potential Job Candidate Records	Useful Life	Destroy	
Professional Organizations: University membership and all pertinent correspondence relating to policy, procedure or function should be retained for the Archives by the sponsor/campus officer of the organization. Many activities fall into one and/or the other Record Series as listed in this Retention Schedule: agendas, informal notes/ announcements, minutes, correspondence, etc. They must, therefore, be treated as such.	5	Permanent	
Programs, Conferences, Seminars	Useful Life	Permanent	2 copies of materials to Archives
Proposals	Useful Life		
Publications - Non Andrews University Origin	Useful Life	Destroy	
Publications –Andrews University Origin These include e.g. catalogs, calendars of special events, brochures, directories, handbooks, class schedules, etc.	Useful Life	Review	Office of Origin should consult with the Archives about retention
Purchase Orders: The original only	7	Destroy	
Purchase Requisition Orders Used to purchase services, supplies, equipment, etc.	2	Destroy	
Rank and Tenure Committee	Useful Life	Permanent	Closed permanently
Real-estate, Deeds and Titles	Useful Life	Permanent	The recommended time of Retention in Office is 5 years.
Receipts	4	Destroy	
Reconciliations, Organizational Accounts	6	Destroy	

Record Series	Retention in Office of Origin	Final Disposition	Comments
Recruitment Materials	Useful Life	Review	VA regulations require that all recruitment materials be retained for 3 years. Send 2 copies of a complete set to the Archives when it is first produced.
<i>Reference Files:</i> See Subject Files			
Requests and Disclosures of Personally Identifiable Information	5	Destroy	After life of affected record.
Requests for Formal Hearings	5	Destroy	After life of affected record
Research Projects	Useful Life	Review	
Retirees and Death Claim Records	Useful Life	Permanent	
Retirement/Pension Plans	Useful Life	Destroy	After expiration
Safety Records	6	Destroy	
Sales Invoices	6	Destroy	
Schedule of Classes, institutional	10	Destroy	Send 2 copies to the Archives when first produced.
Sick Leave Benefits	Useful Life	Permanent	
Special Audits	6	Permanent	
Staff Employee Personnel Records	Useful Life +6	Permanent	From date of termination or retirement
Student Accounts Records, active Included are tuition and fee charges.	Useful Life	Destroy	After graduation or date of last attendance. Note: Records of Student Accounts that have not been paid off by then are transferred to the Collections Office.
Student Accounts Records, collections Included are tuition and fee charges.	Useful Life	Destroy	These records are kept at the Collections Office. See above.
Student Activities Records A mix of records dealing with special events, programs, promotional activities, club activities, etc.	Useful Life	Review	Usually transferred after five years in office. Many of these records fall under other series and can be handled that way.
<i>Student Association Records:</i> These are the records coming from the various student organizations (senate, officers, etc), Student Movement, Cast, etc.	Useful Life	Review	Usually transferred after five years in office. Many of these records fall under other series and can be handled that way.
Student Disciplinary Files	Permanent	---	Do select purging after appropriate amount of time has passed.
Student Employment/Labor Records	Useful Life	Destroy	Retain 5 years after date of termination
Student Files, departmental	5	Review	Destroy after graduation or date of last attendance unless graduate or when professional accreditations require maintenance of files.

Record Series	Retention in Office of Origin	Final Disposition	Comments
<i>Student Files</i> , attending: May include academic action authorizations (incl. dismissal, etc.), advanced placement records, application for graduation, applications for readmission (reentry), audit authorizations, change of course (drop/add), correspondence (relevant), credit by examination forms, curriculum change authorizations, degree audit records, FERPA documents, name change authorization, registration forms, transfer credit evaluations, withdrawal authorizations, enrollment verifications, teachers certifications, veterans administration certifications, etc.	5	Destroy	After graduation or date of last attendance. These include the Graduate and Undergraduate Student Records received from Admissions.
Student Records, historical	5	Permanent	
Student Requests for Non-disclosure of Directory Information	Useful Life	Destroy	After date submitted if so indicated in the institution's policy statement.
Student Statements on Content of Records Regarding Hearing Panel Decisions	5	Destroy	After life of affected record.
Student's Written Consent for Records Disclosure	5	Destroy	Until terminated by student or life of affected record.
<i>Subject Files</i> : These files document the day-to-day activities of any University office, reflecting administrative activities, including policy decisions, action taken, events, committee involvement, involvement with outside organizations, etc. They are of value to future administrators, to understand the organizational culture, differing points of view, and decision-making processes.	Useful Life, 5	Permanent	Some records may be closed in RC permanently.
<i>Syllabi</i> See Course Syllabi	Useful Life	Permanent	The recommended time of Retention in Office is 5 years.
Systems Contingency Records	Useful Life	Review	Retain current and most recently developed plan records
Systems Data Storage/Back-up Records	Useful Life	Destroy	Retain storage media as specified in the backup cycle schedule
Systems Documentation Records	Useful Life	Review	
<i>Systems Support Records</i> : Includes purchase records, system maintenance schedules, service orders, notes on significant failures and trouble shooting.	Useful Life	Destroy	

Record Series	Retention in Office of Origin	Final Disposition	Comments
Systems Technical Support Records	Useful Life	Destroy	Note: Machine-specific records should be kept as long as the machine is in use.
Tax Records	6	Permanent	
Teacher Certifications	5	Destroy	After certification
Telephone Billing Statements	1	Destroy	
Tenure and Promotion Recommendations	5	Permanent	Recommendations are filed with the VP for Academic Administration and retained permanently.
Tenure and Promotion Reviews	5	Destroy	
<i>Time Sheets/Payroll Sheets:</i> The official copy held in payroll office.	2	Destroy	
<i>Topical Files</i> See Subject Files	Useful Life	Destroy	
Travel Documentation Travel expense reports and back up documentation.	1	Destroy	
Trial Balances	Useful Life	Destroy	Keep until audit.
Undergraduate Fellowships	Useful Life	Destroy	
Undergraduate Student Records, attending These student folders include documents such as acceptance letters, advanced placement records, applications for admission, relevant correspondence, entrance examination reports (ACT, CEEB), letters and forms of recommendation, placement scores, readmission forms, test scores, transcripts (other colleges, and high school)	Useful Life	Destroy	After application and matriculation, these records will be transferred to Academic Records. There they will be kept until five years after graduation or date of last attendance. Final disposition is D. Regarding letters of recommendation follow AACRAO guidelines. (Redundant with Student Files?)
Undergraduate Student Records, non-entering These student folders include documents such as acceptance letters, advanced placement records, applications for admission, relevant correspondence, entrance examination reports (ACT, CEEB), letters and forms of recommendation, placement scores, readmission forms, test scores, transcripts (other colleges, and high school)	Useful Life	Destroy	5 years after application term Regarding letters of recommendation follow AACRAO guidelines.
Unemployment Insurance Claims	Useful Life	Destroy	
Veterans Administration Certifications	5	Destroy	After expiration
Vouchers, Journal and Check Registers	6	Destroy	After graduation or date of last attendance.
W-2 Forms	6	Destroy	
W-4 Forms	6	Destroy	
Waiver of Rights of Access	5	Destroy	Until terminated by student or life of affected record.

Record Series	Retention in Office of Origin	Final Disposition	Comments
Wills and Trust	Useful Life	Permanent	The recommended time of Retention in Office is 5 years.
Work Orders	2	Destroy	
Work Paper, Audit This also includes all correspondence.	6	14	
Work-Study Records	Useful Life	Destroy	Retain 5 years after date of termination
Written Decisions of Hearing Panels	5	Destroy	After life of affected record.

APPENDIX 2—F

CRITERIA FOR EVALUATION OF FACULTY PERFORMANCE

General Job Description **Criteria for Instructor** For Satisfactory Rating

TEACHING	RESEARCH & SCHOLARLY ACTIVITY	SERVICE
<p>Quantity: Carries a <u>normal</u> teaching load Meets teaching appointments/missed classes made up Assesses accomplishment of learning objectives annually/ biannually Keeps regular office hrs. [4-8/wk.] Provides timely feedback to students, generally returning papers/ tests within a week <u>Advises/Counsels students</u></p> <p>Quality: <u>Integrates the mission statement of AU into teaching practice</u> Teaching quality assessed satisfactory based on a) responses to assessment results b) student evaluations & anecdotal evidence (letters, etc.) c) peer evaluation d) self-evaluation using discipline appropriate standards Course materials updated regularly Where appropriate & doable, variety of teaching methodologies explored & used in classes Demonstrates enthusiasm for the discipline Available to advisees</p> <p><u>Underlining</u> indicates area where appropriate individualization is likely.</p>	<p>Quantity: Has BA/BS or preferably an MA/MS in subject/discipline area</p> <p>Quality: Is assessing future academic goals by: a) thinking about future in higher education b) considering further graduate study c) thinking about interests in research & other scholarly activity such as professional presentations d) attending a professional conference e) discussion with mature colleagues in the discipline</p>	<p>To University, Church, Community</p> <p>Quantity: Attends a majority of general department, school & university general faculty meetings. Contributes service to the department by serving on 1 or 2 dept. projects/special committees AND Contributes service in 1 of the following areas: University levels :School, University-wide Church levels- Local Area/Union, Division or larger. Community: Serve in some volunteer capacity (e.g. help with blood drive, United Way, Speaker-s Bureau, etc.) To University, Church, Community</p> <p>Quality: Collegiality Is faithful in committee attendance and/or other commitments</p> <p>Show quality by saving anecdotal or other evidence (e.g. written thank you' s, etc.)</p>

General Job Description **Criteria for Assistant Professor** For Satisfactory Rating

TEACHING	RESEARCH & SCHOLARLY ACTIVITY	SERVICE
<p>Quantity: Carries a <u>normal</u> teaching load Meets teaching appointments/missed classes made up Assesses accomplishment of learning objectives annually/biannually Keeps regular office hrs. [4-8/wk. Provides timely feedback to students, generally returning papers/ tests within a week <u>Advises/Counsels students</u></p> <p>Quality: Integrates the mission statement of AU into teaching practice Teaching quality assessed satisfactory based on a) responses to assessment results b) student evaluations & anecdotal evidence (letters, etc.) c) peer evaluation d) self-evaluation using discipline appropriate standards Course materials updated regularly Where appropriate & doable, variety of teaching methodologies explored & used in classes Demonstrates enthusiasm for the discipline <u>Available to advisees</u></p> <p>Begins to explore application of scholarly research to improve teaching & instruction Begins to explore cross-disciplinary approaches</p> <p><u>Underlining</u> indicates area where appropriate individualization is likely.</p>	<p>Quantity: Is pursuing & making progress on completion of terminal degree in discipline area (usually doctorate) Attends a convention/year in specialty area <u>Presents a paper at local or regional level professional conference every 2 or 3 years</u> <u>Publishes 1 refereed article while in this rank</u></p> <p>Quality: Identifies scholarly <u>activity/research</u> areas to pursue in discipline in relationship to teaching Is developing connections within professional community (both inside and outside the denomination)</p>	<p>Service to University, Church, Community</p> <p>Quantity: Attends a majority of general department, school & university general faculty meetings. Contributes service to the department by serving on two department projects/special committees AND contributes on one other university level AND in either church or community University levels School University-wide</p> <p>Church levels: Local Serve/assist in some capacity (e.g. SS teacher, deaconess) Area/Union Division or larger</p> <p>Community Serve in some volunteer capacity (e.g. help with blood drive United Way, Speaker-s Bureau, etc.)</p> <p>Service to University, Church, Community</p> <p>Quality: Collegiality Is faithful in committee attendance and other commitments Show quality by saving anecdotal and /or other evidence</p>

General Job Description **Criteria for Associate Professor** For Satisfactory Rating

TEACHING	RESEARCH & SCHOLARLY ACTIVITY	SERVICE
<p>Quantity: Carries a <u>normal</u> teaching load Meets teaching appointments/missed classes made up Assesses accomplishment of learning objectives annually/biannually Keeps regular office hrs. [4-8/wk.] Provides timely feedback to students, generally returning papers/ tests within a week <u>Advises/Counsels students</u></p> <p>Quality: Integrates the mission statement of AU into teaching practice Teaching quality assessed satisfactory based on a) responses to assessment results b) student evaluations & anecdotal evidence (letters, etc.) c) peer evaluation d) self-evaluation using discipline appropriate standards Course materials updated regularly Where appropriate & doable, variety of teaching methodologies explored & used in class Demonstrates enthusiasm for the discipline <u>Available to advisees</u> Applies specific scholarly research to improve teaching & instruction **Willing to participate in some cross-disciplinary teaching or other activities ***Mentors students in teaching **For satisfactory rating, cross-disciplinary activity expected in only 1 of: teaching, research. ***For satisfactory rating, mentoring expected in only 1 of: teaching, research, or service. <u>Underlining</u> indicates areas where appropriate individualization is likely.</p>	<p>Quantity: Has the terminal degree in discipline (Usually doctorate) Attends one or more professional conventions/yr. <u>Presents a paper every 1 or 2 years at local, regional or national professional conference</u> <u>Publishes a refereed article every 2 or 3 years.</u></p> <p>Quality: Pursues specialized research, either related to teaching area(s) or to contribute to the scholarly community/knowledge of discipline Nurtures professional and scholarly connections <u>**Takes part in cross-disciplinary research</u> ***Mentors student research **For satisfactory rating, cross-disciplinary activity expected in only 1 of: teaching, research. ***For satisfactory rating, mentoring expected in only 1 of: teaching, research, or service.</p>	<p>To University, Church, Community</p> <p>Quantity: Attends a majority of general department, school & university general faculty meetings, unless on special assignment or sabbatical/research semester Contributes service to the department by serving on 2-3 department projects/special committees AND on 1-2 committees in (an)other university level(s) AND in either church or community University levels: School University-wide Church levels- Local: Serve/assist in some capacity (e.g. SS teacher, deacon/ness) Area/Union Division or larger Community: Serve in some volunteer capacity (e.g. help with blood drive, United Way, Speakers- Bureau)</p> <p>Quality: Collegiality One area should be significant Is faithful in committee attendance and other commitments Show quality by saving anecdotal and or other evidence ***Mentors students in-service activities. ***For satisfactory rating, mentoring expected in only 1 of: teaching, research, or service.</p>

General Job Description **Criteria for Professor** For Satisfactory Rating

TEACHING	RESEARCH & SCHOLARLY ACTIVITY	SERVICE
<p>Quantity: Carries a <u>normal</u> teaching load Meets teaching appointments/missed classes made up Assesses accomplishment of learning objectives annually/biannually Keeps regular office hrs. [4-8/wk.] Provides timely feedback to students, generally returning papers/ tests within a week <u>Advises/Counsels students</u></p> <p>Quality: <u>Integrates the mission statement of AU into teaching practice</u> Teaching quality assessed satisfactory based on a) responses to assessment results b) student evaluations & anecdotal evidence (letters, etc.) c) peer evaluation d) self-evaluation using discipline appropriate standards Course materials updated regularly Where appropriate & doable, variety of teaching methodologies explored & used in class Demonstrates enthusiasm for the discipline <u>Available to advisees</u> Applies specific scholarly research to improve teaching & instruction **Willing to take part in some cross-disciplinary teaching & activities ***Mentors students & junior faculty in teaching. **For satisfactory rating, cross-disciplinary activity expected in only 1 of: teaching, research ***For satisfactory rating, mentoring expected in only 1 of: teaching, research, or service.</p>	<p>Quantity: Has terminal degree in discipline (Usually Doctorate) Attends one or more professional conventions/yr <u>Presents a paper every 1 or 2 years at local, regional or national professional conference</u> <u>Publishes a refereed article every 2 or 3 years</u></p> <p>Quality: Keeps current in area of discipline s/he teaches Continues to do specialized research Nurtures professional and scholarly connections <u>**Takes part in cross-disciplinary research</u> <u>**Mentors students & colleagues in research and scholarly activity</u> <u>**For satisfactory rating, cross-disciplinary activity expected in only 1 of: teaching, research.</u> <u>***For satisfactory rating, mentoring expected in only 1 of: teaching, research, or service.</u></p>	<p>To University, Church, Community</p> <p>Quantity: Attends a majority of general department, school & university general faculty meetings, unless on special assignment, sabbatical or research semester. Contribute service to the department by serving on 2-3 department projects/committees AND on 1-2 committees in (an)other university level(s) AND in either church or community University levels: School, University-wide Church levels- Local: Serve/assist in some capacity (e.g. SS teacher, deacon/ness) Area/Union Division or larger. Community: Serve in a volunteer capacity (e.g. help with blood drive, United Way, Speakers-Bureau)</p> <p>Quality: Collegiality One area should be significant. Is faithful in committee attendance and other commitments Show quality by saving anecdotal and other evidence ***Mentors students & or faculty in service activities. ***For satisfactory rating, mentoring expected in only 1 of: teaching, research, or service.</p>

APPENDIX 2—G

ORGANIZATION AND WORKING POLICY FOR THE ANDREWS UNIVERSITY RANK AND TENURE COMMITTEE

The following philosophy, procedures and policies shall govern the appointment of the Rank and Tenure Committee of Andrews University.

I—Purpose

Section 1

The purpose of the Rank and Tenure Committee, with respect to advancement in rank and the granting of tenure, shall be to:

- a) Provide greater faculty participation in administrative decision-making with respect to the promotion of faculty, without sacrificing the neutrality of peer status in a process that requires fair deliberation, due process and impartiality.
- b) Recommend qualified candidates for promotion and tenure to the dean of the School of graduate studies and research (where appropriate), the vice-president for academic administration, and the president.
- c) Advise the Faculty Development Committee with respect to the development and implementation of appropriate policies with respect to the promotion of faculty.

II—Membership

Section 1

Membership in the Rank and Tenure Committee shall be open to full professors who do not hold administrative positions such as that of dean, associate or assistant dean, in one of the schools of the university.

Section 2

The number of members shall be 13.

Section 3

Membership of the Rank and Tenure Committee shall be determined as follows: Each of these entities shall elect faculty members as representative(s): College of Arts and Sciences, four; College of Technology, one; School of Architecture, one; James White Library, one; School of Business Administration, two; School of Education, two; and the SDA Theological Seminary, two.

Section 4

Where there are not enough eligible professors in a given entity, the dean of the school in question or the director of the James White Library shall in consultation with the full professors of that school or the library, the dean of the School of graduate studies and research, and the Provost, request the services of a full professor(s) from another school.

Section 5

A member's service shall be for three years. The rotation of members shall start after the second year with one third of the elected members retiring each year thereafter. The provost shall arrange for the continued staffing and functioning of the committee.

Section 6

Members may be elected for no more than two consecutive terms of service.

Section 7

Vacancies in membership shall be filled as outlined in section II-3 & 4 above.

III—Officers of the Committee

Section 1—Chair

The chair shall be chosen by the members at the initial annual meeting of the committee, and again as the position becomes vacant. It shall be the duty of the chair to call meetings and to prepare an agenda. He/she shall also be the contact person for the deans of the schools, the director, and the Provost with respect to rank and tenure matters.

Section 2—Secretary

The secretary shall be chosen by the members at the initial annual meeting of the committee, and again as the position becomes vacant. The secretary shall keep confidential the minutes and documents relating to an individual's promotion or tenure.

IV—Terms of Reference of the Committee

Section 1

The committee as a whole shall be fully conversant with the rank and tenure policies of the university as outlined in the Andrews University Working Policy and shall apply the same without fear or favor when making their recommendations to the Provost.

The members of the Rank and Tenure Committee represent the totality of the university with its diverse disciplines and professional methodologies. Members shall use white papers¹ prepared by schools and the James White Library or by disciplinary groups within schools as reference

¹ A white paper is a statement of the standards held for faculty advancement in rank and tenure by an academic or professional discipline with respect to quality scholarship, teaching, and service.
Working Policy, Section 2: Faculty

documents in making their recommendations. In the event such documents are not sufficient, members should seek counsel from experts, either on or off-campus. Such consultation is mandatory where the committee becomes divided between those favoring a promotion and those not favoring a promotion.

Section 2

From time to time, the committee shall review rank and tenure policies and make appropriate recommendations to the Faculty Development Committee which is the committee that formulates and amends rank and tenure policies for recommendation to the General Faculty of the University.

Section 3

The committee shall consider only the rank and tenure requests that have come to it from the office of the provost with the support of appropriate documentation.

Section 4

The committee shall work within an overall annual timetable and sequence of events (see section VI) to ensure due process and conformity with the Board of Trustee meetings.

V—Meetings

Section 1

Meetings of the Rank and Tenure Committees shall be called by the chair as business demands.

Section 2

The conduct of official business at a meeting requires a quorum of eight.

Section 3

A member of the Committee may be dismissed by the provost for non-attendance, malfeasance, and/or breach of confidentiality after a committee of three appointed by the Provost investigates the infraction. Vacancies are filled as outlined in section II-3 above.

Section 4

Minutes shall be kept of all meetings, filed and secured. Minutes of meetings are read at meetings and are not circulated except for a confidential copy sent to the provost.

Section 5

Supporting documents or copies of same that deal with a specific faculty member are not kept on file by the secretary but rather are given to the Provost as soon as a decision has been taken by the Rank and Tenure Committee. (See section VII below for final disposition of documentation.)

Section 6

The chair of the Rank and Tenure Committee shall its only spokesperson to the Provost in regard to the official business of the committee.

Section 7

Recommendations made by the Rank and Tenure Committee are not final but rather represent valuable peer input as one of several steps in the recommendation process to the president and to the Board of Trustees where the final decision on promotion is made.

Recommendations made by the Rank and Tenure Committee on the appropriate forms shall, however, be taken very seriously by the administration of the university in the process of making recommendations on promotion and tenure to the Board of Trustees. Where any administrator's recommendations differ with those of the Committee, such variances shall be made known to the Rank and Tenure Committee by way of the procedures outlined in VI-7, 9, and 10 below.

VI—Annual Promotion Timetable and Sequence of Events and Appeals

Section 1

In preparation for the annual Board of Trustee meetings the timetable and sequence of events outlined in sections 2-9 shall be followed with the deadlines for the Board of Trustee meetings.

Section 2

Normally, promotions and tenure decisions are voted by the Board of Trustees in July.

Although candidates for promotion or tenure may apply at any time during the year, in July (one year before a particular July Board meeting) general eligibility lists of candidates are annually sent to deans of schools and the director of the James White Library by the office of the provost. The criteria of eligibility shall be the ones stated in the Andrews University Working Policy. Deans and the director of the James White Library shall adjust the list in the light of initial employment agreements, and return the same to the vice president's office by August 1.

Section 3—Deadline - by September 1

The office of the provost sends out forms for the appropriate candidates to be completed by eligible faculty members, their department chairs and the respective deans/director of the James White Library.

Section 4—Deadline - by December 1

The chair of the Rank and Tenure Committee receives three copies of the completed promotion application forms and accompanying supporting documents from eligible faculty members, including recommendations from department chairs and from the deans/directors of the academic entities in which such eligible faculty members are housed. Departmental/program

faculty should review candidates' materials and provide counsel to candidates regarding the strengths and weaknesses of the materials.

Department chairs and deans/directors must indicate to the eligible candidates the nature of their recommendations prior to submission of materials to the next level of review so that eligible candidates may decide whether to proceed to the next level. The Rank and Tenure Committee is to act on these promotion requests no later than the first of April.

Section 5—Deadline - by April 15

The provost receives the recommendations of the Rank and Tenure Committee together with all relevant documentation of the faculty member in question. The provost shall inform the relevant dean/director of the committee's recommendations so that the dean/director can immediately inform the department chairs and the eligible faculty members.

Section 6—Appeals

In the event of a negative decision regarding promotion or tenure, the faculty member may appeal through the following process. Within four weeks of receipt of notification, the faculty member must provide the provost with a letter of appeal that details in specific terms the basis of the appeal. The provost then makes an appointment with the faculty member to discuss the basis for appeal and the appeal process. If the faculty member continues to desire an appeal, the provost then informs the chair of the Rank and Tenure Committee whose duty would be to convene the committee. The provost presents the letter of appeal and a summary of the discussion with the faculty member to the members at the appeals committee meeting. The faculty member may supply relevant evidence related to the appeal for the committee to consider. The committee may request the faculty member to meet with the committee in order to explain further the basis for appeal and the relevant evidence. After the committee has heard the relevant appeal, it may or may not decide to reverse the prior decision. In either case, it must supply the provost of the rationale for the appeal decision. The provost will then provide a written summary of the decision along with the reasons for the decision to the faculty member. The total appeal process shall not consume more than eight weeks of time from the time of the initial committee decision to the date of the final decision by the committee and the administration.

Section 7—By June 15

The provost shall make recommendations to the president upon assuring himself/herself that due process has been followed to that point. When the provost does not concur with the decision of the Rank and Tenure Committee, his/her position and the reasons for it must be presented in writing and explained to the committee in session before a final recommendation shall be passed on to the president.

Section 8—Deadline - June 15

Deadline for the president to receive recommendations and supporting documents on promotion and tenure from the provost.

Section 9—No less than 2 weeks before the Board meeting

The president shall inform the provost of his/her intention with respect to promotion and tenure matters for the ensuing meeting of the Board so that the provost can immediately inform the Rank and Tenure Committee, the candidates in question and their deans/directors. (See section 9 in cases of negative recommendations).

Section 10—No less than one week before the Board meeting in situations where the president has decided not to recommend a specific advancement in rank and/or tenure, the vice president shall call a meeting of the members of the Rank and Tenure Committee, and the deans/directors and department chair(s) involved. The president of the university shall then give the reasons for his/her decision. If, by mutual agreement, the decision not to recommend a specific promotion or tenure stands, the vice president shall immediately inform the relevant candidate in writing of the reasons for the decision.

VII—Final Disposition of Rank and Tenure Documentation

Section 1

After Rank and Tenure Committee decisions have been made, and the total promotion process has been completed, one copy of all supporting documentation and correspondence will be filed in the office of the Provost, one copy in the dean's/director's office, and one in the department chair's office.

Section 2

The relevant documents and correspondence are appropriately kept in a faculty member's promotion file and after consultation with the Provost, may be opened for review by the faculty member concerned.

VIII—Final Decision on Recommendations for Advancement In Rank and Tenure

Section 1

Official promotions in rank and tenures for the university are made by the Board of Trustees.

Section 2

The Board of Trustees decisions on promotions in rank and tenure are usually made in July at the recommendation of the president.

Section 3

Recommendations by the president are made only after he/she shall have received counsel by way of the promotion review process as outlined in F 1-9 above.

Section 4

Official promotion in rank and tenure actions taken by the Board of Trustees, are conveyed in writing to the particular faculty members by the Provost within two weeks after the Board of Trustees meeting. Copies of these letters to faculty members are sent to the relevant deans/directors or department chairs.

APPENDIX 2-H

VISITING SCHOLAR POLICY

Preamble

This policy describes the definition, purpose, appointment, privileges, and responsibilities of visiting scholars. This policy is to ensure that visiting scholars observe Andrews University's working policies, guidelines and provisions including but not limited to the protection of human subjects, animal use, and intellectual property.

Definition

Visiting scholars are not employees of Andrews University. They are senior researchers and distinguished visitors to academic units who will require access to research facilities and support services. Such individuals must hold a doctoral degree or be a recognized expert in their field. They are generally on temporary leave from their universities or research centers, visit the campus for a relatively short period of time – usually no longer than a year – collaborate on research projects and publications with faculty members, and/or pursue independent research. They may also be attached to units where research is a primary responsibility of their position and they are engaged in identified projects. They are self-supported, or have adequate support funds from sources outside of the university.

Purpose & Privileges

Visiting scholars' appointment provides a mechanism for scholars to conduct research and interact with faculty and students who have interest in their areas of expertise. Scholars shall have access to the university library and other specified research facilities and support services.

Appointment

The School of Graduate Studies and Research shall ensure that the visiting scholar meets the criteria listed above. The individual's curriculum vitae shall be attached to the application for the visiting scholar status. Upon review of the credentials and approval of an appointment, a visiting scholar invitation letter shall be issued by the graduate dean. The letter shall include:

- The specific period of the appointment
- Confirmation that Andrews University has no financial obligation to the scholar
- The requirement that the visiting scholar follow all regulatory requirements of the university.

Responsibilities

Visiting scholar status is a privilege, not a right, and an individual holds this status at the pleasure of Andrews University. Scholars should conduct themselves in a manner that is becoming of the university's Seventh-day Adventist Christian philosophy. The status may be revoked at any time, without the necessity of a reason. Additionally, there is no right to a renewal of the status at the end of the designated period. The scholar shall sign the university's Copyright Agreement regarding ownership of intellectual properties. A copy of the intellectual

property shall be housed at the university library. Finally, the scholar shall present a lecture to a class that has interest in their expertise.

Voted by Faculty September 17, 2012