

# Adjunct Faculty Handbook



SOUTHERN  
ADVENTIST UNIVERSITY

Welcome to Southern Adventist University. As an adjunct faculty member, you have an important campus role. We want your experience with us to be rewarding for you as well as beneficial to the students.

The Office of Academic Administration has created this handbook to help you understand the expectations the university and your school dean/department chair have for you.

If you have questions, feel free to contact your dean/chair or other members of the school/department. Some frequently used campus telephone numbers are on found in the appendices of this handbook.

Thank you for contributing to the academic program at Southern Adventist University.

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## History

In 1892 the educational venture that developed into Southern Adventist University had its beginning in the small village of Graysville, Tennessee. The school became known as Graysville Academy. In 1896 the name was changed to Southern Industrial School and five years later to Southern Training School.

In 1916 because of limited acreage available for further expansion of plant facilities, the school was moved to the Thatcher farm in Hamilton County, Tennessee. The name “Collegedale” was given to the anticipated community. At its new location, the school opened as Southern Junior College and continued as such until 1944 when it achieved senior college status and the name was changed to Southern Missionary College. In 1982 the name was changed to Southern College of Seventh-day Adventists.

In 1996 graduate studies were added to the curriculum and the name was changed again, this time to Southern Adventist University. In 2012, a doctor of nursing practice was added to the curriculum.

## Mission

Grounded in Jesus Christ and dedicated to the beliefs of the Seventh-day Adventist Church, we equip students to embrace biblical truth, embody academic and professional excellence, and pursue Spirit-filled lives of service.

## Vision

Southern Adventist University’s vision is to:

- Model the love of Jesus in every interaction.
- Invite each student into a saving relationship with Jesus.
- Inspire each student to engage with God’s Church and the world through service and witness.
- Provide each student with an exceptional learning experience that equips them to thrive in a fluid, global job market.

## Core Values

As Southern Adventist University employees, we:

- Embrace the Seventh-day Adventist Church's Worldview and Fundamental Beliefs
- Love Others as God Loves Them
- Act with Integrity
- Live Prayerfully
- Serve Others Generously
- Follow God’s Calling
- Pursue Excellence
- Exercise Responsible Stewardship
- Offer an Exceptional, Wholistic Learning Experience

## Educational Philosophy

Rooted in its theological understanding of God and humanity, the educational philosophy of the Seventh-day Adventist church is summarized as follows:

- God, the creator and Sustainer of the universe, is the Source of all knowledge.
- Created in the image of God for the purpose of communion with Him, humanity has sinned and has separated from Him.
- Through infinite love, God sent His Son to restore this relationship with us, a personal relationship that begins now and continues throughout eternity.

Within the context of this theological understanding, education is viewed as an essential element of redemption and must focus on developing the whole person. Through harmonious development of the physical, mental, spiritual, and social dimensions, the individual becomes better equipped to bring wholeness to a broken world.

## Institutional Goals

Southern Adventist University will

- **Learning Community**  
nurture campus learning communities that engage students with ideas that mark educated persons, global and multicultural perspectives, and advanced technology to develop both ethical principles and intellectual flexibility.
- **Faculty and Staff**  
hire and develop a competent and diverse faculty and staff who model balanced, ethical lives; integrate faith and learning; demonstrate scholarship through teaching, research, and other scholarly and creative activities; and celebrate and energize the student spirit as they respect and support the different ways students develop their minds, their persons, and their citizenship.
- **Students**  
recruit, retain, and support a capable, diverse student body.
- **Campus Environment**  
provide a safe, nurturing learning community of faith for students, faculty, and staff.
- **Student Service**  
enable every student to participate in local service and/or mission service activities.
- **Partnerships**  
pursue and nurture partnerships with alumni, church, community, business and industry, civic organizations, and government in order to analyze, project, and respond to changing needs to help ensure that graduates are prepared for a life of service.
- **Stewardship**  
supervise resources entrusted to the university through effective fiscal management to fulfill its mission, vision, and goals.

## Student Learning Goals

Students of Southern Adventist University will

- **Spiritual**  
grow in a vibrant relationship with the Lord Jesus Christ, while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist church.
- **Intellectual**  
develop a commitment to life-long learning and demonstrate a mastery of the cognitive skills of critical reasoning, independent thinking, reflective judgment, communication, and creativity needed to confront the issues, ideas, and values of historical and contemporary civilization.
- **Occupational**  
exhibit excellence and moral leadership in their chosen field of study and/or profession.
- **Social**  
develop socio-emotional maturity that will enable them to be effective leaders and contributing members of their churches, families, groups, and communities in a global society.
- **Physical**  
take responsibility for their own well-being through a health-promoting lifestyle.

## Code of Ethics

A behavioral guide for Southern Adventist University, its employees, and its students.

**Foundations:** Seeking to do what is right both in the sight of the Lord and in the eyes of other people (2 Cor. 8:21) and wanting to honor their pledge to revere God and love their neighbors wholeheartedly (Mark 12:30-31), Southern Adventist University (SAU), its employees, and its students commit themselves to exemplifying the ethical characteristics, values, and behaviors described below. These principles serve not only as ideals for inspiring good citizenship but also as guides for developing the policies and rules detailed in handbooks designed for SAU's governors, employees, and students.

**Honesty:** Standing on the side of honesty (1 Cor. 13:6), ethical people are truthful, sincere, forthright, and tactfully candid (Eph. 4:15). They avoid all deceptive practices (Exod. 21:16; Prov. 12:19). They do not cheat, steal, plagiarize, lie, deceive, or act deviously (Exod. 21:15).

**Integrity:** Keeping their consciences clear (1Pet. 3:16), ethical people are principled, graciously courageous, honorable, and upright (Prov. 21:29). They act on convictions and conscience (1 Tim. 1:5). They do not place expediency over principle (John 11:50).

**Promise-Keeping:** Making their "Yes" mean yes and their "No" mean no (Matt. 5:37), ethical people are trustworthy. They fulfill commitments and abide by the spirit as well as the letter of their agreements (1 Cor. 4:2). They do not seek loopholes or technical excuses to evade their commitments (Ps. 15:4).

**Fidelity:** Being friends who stick closer than family members (Prov. 18:24), ethical people are loyal to relatives, friends, peers, associates, co-workers, employees, employers, the church, and all legitimate

governmental entities. They safeguard others' ability to make independent professional judgments by scrupulously avoiding undue influences and conflicts of interest (Josh. 24:15). They do not break confidences or tell secrets obtained in professional and personal roles unless other ethical duties require disclosure (Prov. 11:13).

**Fairness:** Knowing that showing partiality is wrong (Prov. 28:21), ethical people are fair, open-minded – willing both to admit error and (when appropriate) to change positions. They demonstrate a commitment to justice, equivalent treatment of individuals, and healthful tolerance for diversity (Jas. 2:1). They do not take undue advantage of another's mistakes or adversities (Gal. 6:1-2).

**Caring for Others:** Loving others as much as they love themselves (Matt. 19:19), ethical people are benevolent, caring, kind, compassionate, forgiving, and helpful. They treat others as they themselves should be treated (Matt. 7:12). They do not harm others; they do not act selfishly or greedily (Isa. 58:6-7).

**Respect for Individuals:** Taking delight in the moral worth of human beings (Rom. 12:10), ethical people are courteous, gracious, and decent. They respect themselves by striving to live lives of wellness. They value human dignity, honoring other people. Ethical people are courteous, gracious, and decent. They respect human dignity, privacy, and the moral right of others to self-determination (1 Pet. 2:17). They do not patronize, bully, embarrass, or demean others (Matt 7:1-2).

**Responsible Citizenship:** Believing that they should respect governmental authority (Rom. 13:4), ethical people are good citizens. They support and obey just laws and oppose unjust ones; they exercise their civic rights and privileges responsibly—such as voting, expressing informed views, and performing public service; they respect and honor democratic processes of decision-making; they avoid unnecessary secrecy or concealment of information; they do their best to provide to other people information they need to exercise their rights (Matt. 22:21). They do not initiate, support, or tolerate anything immoral, illegal, antisocial, or uncivil (2 Pet. 2:10).

**Pursuit of Excellence:** Ever pressing toward the goals set before them (Phil. 3:14), ethical people are diligent, reliable, industrious, and committed (Prov. 6:6-11). They work at being well informed and well prepared; they make excellence their goal; they strive to meet personal and professional responsibilities; they perform their tasks to the best of their abilities; they try to develop and to maintain a high degree of competence (Eccles. 9:10); They do not accede to mediocrity; they never seek to “win at any cost” (Prov. 20:17).

**Accountability:** Keeping their promises even if doing so hurts them personally (Ps. 15:4), ethical people are accountable. They accept responsibility for decisions and the foreseeable consequences of actions and inactions and for setting an example for others; they protect and enhance the reputations of both the organizations and individuals within their spheres of influence—including the reputations of their “enemies” (Matt. 5:38-48); they avoid even the appearance of impropriety and take whatever appropriate actions they can to try to correct or prevent the inappropriate conduct of others (1 Thess. 5:22); They do not hide from duty; they do not remain silent or inactive in the face of wrong (Isa. 58:7).



## Duties

The *Higher Education Biblical Foundation Course Design Model* was developed by Southern's Center for Teaching Excellence and Biblical Foundations of Faith and Learning to help establish a Biblical Foundation for every course offered on Southern's campus. Today's students have different learning characteristics than previous generations; and those coming to Adventist institutions of higher learning are compelling the institutions to change. Based on conversations with currently enrolled students, the authors learned these students are looking to be engaged, and they want their courses to be designed with our Seventh-day Adventist biblical foundation. When they graduate, Adventist students want to be ready to meet the world head on, with their Adventist Christian worldview developed. They want to come away with an understanding of how the scriptures apply to their vocation and calling. We must challenge students to choose the Lord and use an Adventist Christian worldview as the perspective from which to make decisions and operate their lives.

Joshua gave the Israelites a clear choice similar to the choice professors are given: "Choose you this day whom ye will serve; whether the gods which your fathers served that were on the other side of the flood," (i.e. a traditional approach, teaching the way we were taught), "or the gods of the Amorites, in whose land ye dwell," (i.e. a contemporary approach, teaching the way things are taught in other institutions); "but as for me and my house," (classroom), "we will serve the Lord," (i.e. following the divine plan for education built on the foundation of scripture, committed to service, with a view of eternity).

The importance of this choice is highlighted in the book "Total Truth." Author Nancy Pearcey warns professors what happens when one hasn't developed a biblical approach for delivering the course content.

The danger is that if Christians don't consciously develop a Biblical approach to the (academic) subject, then we will unconsciously absorb some other philosophical approach. A set of ideas for interpreting the world is like a philosophical toolbox, stuffed with terms and concepts. If Christians do not develop their own tools of analysis, then when some issue comes up that they want to understand, they'll reach over and borrow someone else's tools—whatever concepts are generally accepted in their professional field or in the culture at large. ... 'The tools shape the user.'

To prevent this from happening the authors have developed seven steps for designing a course using the Higher Education Biblical Foundation Course Design Model. Training is also offered during Summer Institutes offered on Southern's campus each summer.

As technology's role in society as a whole continues to change almost daily, providing a flexible learning environment through the use of a Learning Management System (LMS) is critical to meeting the needs of today's modern learners. It provides a central learning hub to connect eLearning tools and simplify the teaching and learning process. It allows for the use of unique active learning methods along with verifying competency-based education, an accessible gradebook, mobile learning, gamification, interactive online discussions, and much more. Two additional pieces of software round out the online delivery on Southern's campus: Panopto and Zoom. Training for any of these or other available technological resources, are available through the Online Campus department on an ongoing basis. An introduction to eClass, Panopto, and Zoom will be provided during Southern's Adjunct Faculty Training

which will be offered by the Center for Teaching Excellence and Biblical Foundations of Faith and Learning (CTE-BFFL) and Online Campus prior to each semester. Check with your Dean or Chair for the dates.

eClass is Southern's learning management system (LMS), a software application for administration, documentation, tracking, reporting, and delivery of all of our courses whether you are teaching in a F2F, hybrid, or an online environment. **eClass** is a supported Moodle software program which is designed to provide educators and learners with an open, robust, secure platform to create and deliver personalized learning environments. To provide ease of use for professors and students, it is designed with a flexible user interface. **eClass** is web-based and features a mobile-compatible interface, making it accessible from anywhere in the world across different web browsers or devices.

Southern's recommended software application for recording lectures to post in **eClass** is **Panopto**. Southern's Online Campus provides training in the use of Panopto as needed. Once you have been trained by the Online Campus staff, further support is available from Panopto for those who are anxious to learn more ways to utilize it faster; see: <https://support.panopto.com/s/>. Check with Online Campus department for additional recording options.

**Zoom** is a web-based video conferencing tool with a local, desktop client and a mobile app that allows users to meet online, with or without video. **Zoom** users can choose to record sessions, collaborate on projects, and share or annotate on one another's screens, all with one easy-to-use platform. It also allows for entire classes to meet for virtual class presentations. Zoom is a cloud-based video conferencing, group messaging, and online meetings solution. It is compatible with both PC and mobile devices. The built-in collaboration tools allow multiple learners to share their screens and interact during class sessions or scheduled meetings. Online office hours as well as presentations can be provided for students through the use of **Zoom**.

As directed by the school dean/department chair, you will need to:

1. Select textbooks,
2. Develop a course syllabus in accordance with the checklist and model provided on: <http://www.southern.edu/administration/academic-administration/index.html>, click on Faculty Information, then Forms for Faculty
3. Provide an electronic copy of the course syllabus to:  
<https://myaccess.southern.edu/apps/CourseSchedule>
  - a. Login to My Access (Go to [www.southern.edu](http://www.southern.edu) and click on "My Access" at the top right)
  - b. Click "Academics," and under "Course Tools" choose "Course Schedule"
  - c. Pick the term (e.g. Fall 2020)
  - d. Find your course section (e.g. PEAC-134-A)
  - e. Click "Add" to upload your syllabus (A window will appear for you to browse to locate your file. Click on your file and then open. Then you click upload.)
  - f. Click "View" to download your syllabus (Once file has been uploaded the word "view" will appear and you can then see the syllabus. Sometimes you have to refresh the page to see that it has uploaded.)
4. Teach the course as scheduled,
5. Be available to talk with students,
6. Score assignments and projects and return them to students in a timely manner,
7. Keep accurate records for a minimum of five years of student grades and grade computations,

8. Submit midterm and final grades for each student by the deadlines provided by the Records Office, and
9. Review and correct rosters each of the three times per semester they are emailed to you by the Records Office.

NOTE: Under no circumstances may you alter the final exam date and time as specified by the Records Office. See "Important Dates" section that follows for final exam schedule details.

If you are contracted to conduct a laboratory, you should be:

1. Present with the students during the entire session,
2. Responsible for working with the dean/chair to maintain adequate supplies and equipment,
3. Order these items far enough in advance to allow time for their arrival before the laboratory session begins,
4. Supervise lab assistants in your session,
5. Grade lab assignments, and
6. Return them to students in a timely manner.

You will not be expected to:

1. Attend staff meetings,
2. Attend other regular school/departmental and university functions,
3. Serve on campus committees, or
4. Schedule regular office hours.

## **Class Lists**

Class lists are rosters of individuals who have registered for and are entitled to attend specific classes. Class lists are emailed and distributed by the Records Office to departments/schools three times per semester (1<sup>st</sup> day of class, 2<sup>nd</sup> week of class, and just before mid-terms). Rosters are also available anytime via the Course Schedule found on the University website. (You must be logged in to view the roster.) Adjunct faculty members are responsible for making corrections on their class list, and returning those corrections to the Records Office by the deadline indicated.

## **Employment Agreements and Stipends**

Adjunct teachers are classified as unranked part-time faculty who teach on a temporary basis for the university. As such, adjunct teachers are contracted for a specified period of time to teach one or more courses during a given semester or period of time. The university is under no obligation to reissue an employment agreement to a teacher in subsequent periods.

The school dean/department chair will provide a letter advising you of your tentative appointment. After class enrollments are known, the dean/chair and vice president for academic administration will determine whether or not the class should be taught. Once the class has been confirmed, you will receive an employment agreement from the vice president's office approving your appointment and stipend. Stipends will be paid semimonthly.

Typically, courses with an anticipated or actual enrollment of fewer than six students will be cancelled. If, due to low enrollment, when you are preparing and planning to teach a course for the first time, that

course is cancelled, you will receive \$150 for your preliminary work. At the discretion of the dean/department chair and in consultation with academic administration, a course may be taught with an enrollment of fewer than six. In this instance a prorated contract will be issued.

A current résumé and an **official transcript** of your undergraduate and graduate credits must be submitted to the vice president for academic administration in order for your payroll to be processed.

**No teacher may begin teaching until all paperwork has been completed and the teacher has satisfied the identification and employment eligibility requirements as outlined by the Human Resources Office.** If a teacher is unable to satisfy these requirements, the employment offer will be withdrawn, and the teacher will be ineligible for employment until he or she can do so.

## Evaluation

All employees of the university, including adjunct faculty are evaluated annually. University policy (PP 5170) states: “Adjunct faculty members are formally evaluated every year by their dean/department chair except if an unusual circumstance makes completion of an evaluation impossible. Because the scope of their relationship to the university is different from full-time faculty, their evaluation is limited to student evaluations and teaching effectiveness. Results of the evaluation are shared with the vice president for Academic Administration.” You can anticipate the dean/department chair visiting your classroom and scheduling an evaluation meeting with you at least once per year. You can find a copy of the current adjunct evaluation form on the Academic Administration web page: <https://www.southern.edu/administration/academic-administration/faculty/formsforfaculty.html>.

## Important Dates

You should refer to the university activities calendar ([www.southern.edu](http://www.southern.edu)) for important events during the academic year. Note the following:

- *First day of classes.*
- *Weeks of Spiritual Emphasis.*  
One week of spiritual emphasis occurs during each semester. This will affect the times that various classes meet. You should also plan no major exams or projects for this week. You may want to reduce the intensity of out-of-class assignments during this week as well. You will be able to find the dates for these weeks in the printed student handbook and calendar, which is also usually available online.
- *Midterm break.*  
The fall midterm break is usually a Thursday, Friday and weekend in October free of classes. The spring midterm break usually begins in early March. See calendar for exact dates.
- *Thanksgiving break.* See calendar for exact dates.
- *Due date for grades.*  
The activities calendar specifies each date during the academic year when midterm and final grades are due at the records office. The midterm grades do not appear on the student’s transcripts, but they serve as either a warning to improve or an encouragement to keep up the good work. Grades are posted online at: [access.southern.edu](http://access.southern.edu) or you may go to [www.southern.edu](http://www.southern.edu) and log-in on My Access. Check with your school dean/department chair about policies for posting grades.

- *Final exam schedule*

The exam schedule found on the Records website:

<http://www.southern.edu/administration/records/examschedule.html> is a quasi-legal document. It must be adhered to. If the exam time for your course is different from your regular class time and you find it difficult to meet the appointment, contact the school dean/department chair. The semester is **not** to be cut short by giving the exam the previous week.

- a. Because of problems concerning time, expense, fairness, and test security, final examinations must be taken as scheduled in the official examination schedule.
- b. The 8:00 a.m. test period includes classes starting before 8:00 a.m. which continue into the 8:00 a.m. hour. Classes that meet after 6:00 p.m. will be given at the regular class time during test week.
- c. If a course does not include a final examination, the class should plan to meet during the scheduled time since it is counted as a part of the total instructional time.
- d. The following policy applies to students. We supply it here for your information: Students with four exams on one day, or with three exams scheduled consecutively, may request to have an exam rescheduled. See the Associate Vice President for Academic Administration for a request form. Travel arrangements that include early departure should not be made prior to receiving written authorization from the Associate Vice President for Academic Administration. Rescheduling a midterm or final exam is \$100 per class.

## Important Materials

Most important materials are available online, although your dean/chair may also provide some documents. Our online resources for the university are:

Catalog: <http://southern.catalog.acalog.com/>

Calendar: <http://www.southern.edu/media/docs/yearly/handbook.pdf>

Campus Forums: accessible via "My Access" on Southern's website, click on "helpful links for" at the top right of the page, then "faculty and staff"

Class Schedule: <https://www.southern.edu/apps/CourseSchedule/default.aspx>

Directory: <https://www.southern.edu/apps/Campusdirectory/departments.aspx>

Additional information and forms such as assumption of risk for co-curricular trips can be found at: [www.southern.edu/sites/academics](http://www.southern.edu/sites/academics).

## Storing Materials and Meeting with Students

The school dean/department chair will assign you a place where you may keep books and materials and meet with students. From time to time, you will need to speak with a student on an individual basis and students may need to make appointments with you.

## Academic Integrity (copied from Catalog)

Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.

### FACULTY RESPONSIBILITIES

1. Professors must explain clearly the requirements for assignments, examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”
2. Professors may assume “no collaboration” is the rule unless they state otherwise.

### STUDENT RESPONSIBILITIES

1. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others’ material as their own.
2. Students unfamiliar with procedures for citing sources should confer with their professors.
3. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
4. Many professors will require students to submit papers through **Turnitin**, an originality checker application.

### SCHOOLS/DEPARTMENTAL POLICIES:

Some departments/schools, because of the nature of their programs, have additional honesty policies which have the same force as those published here. Such policies will be presented to students before implementation.

### PROCEDURES FOR HANDLING ACADEMIC DISHONESTY

1. When a professor suspects that academic dishonesty has occurred, the professor should first privately discuss the incident with the student. After the meeting, if the professor is convinced the student was dishonest, he or she will file an incident report with the Associate Vice-President of Academic Administration describing the infraction and the penalty administered. The professor shall also give a copy of the report to the student.
2. In verified instances of academic dishonesty, the commonly applied penalties include, but are not limited to the following:
  - Record a failing grade on the exam, assignment, or project.
  - Assign a failing grade in the class.
  - Allow the student to resubmit the assignment with a reduced value for the assignment.
  - Assign the student a paper, project, or activity that improves the student’s understanding of the value and nature of academic integrity.
3. The University keeps a centralized file of dishonesty reports in the Academic Administration office. After two reported incidents of academic dishonesty, the Associate Vice President will notify the dean or chair of the student’s major. Two incidents also make a student eligible for dismissal from the University.
4. At any point, the student may appeal any of the above actions through the established appeal procedures spelled out in the “Academic Grievance Procedure” section of the *Catalog*.

## Classroom Behavior

Professors and the institution reserve the right to remove students from classes if their behavior threatens the purposes of the class by exceeding the bound of normal academic freedom. Professors conducting extension classes from other institutions on the Southern campus share the rights spelled out by this policy.

In keeping with this philosophy, adjunct faculty are to establish reasonable rules for classroom behavior and articulate such rules as part of the students' course materials. The following suggestions define ways in which this can be done.

1. **Focus on the Learning Environment**—The primary goal of instruction is to help students master the content, core competencies, and professional values of the course.
2. **Gear Instruction to Course Learning Outcomes**—Adjunct instructors should make sure that course activities, assignments, and assessments relate to the course objectives as stated in the syllabus.
3. **Demonstrate Respect for Students**—Adjunct instructors are expected to foster an atmosphere of trust. Therefore, teachers should avoid language, humor, or materials that create an offensive environment. Any communication that threatens, demeans, or intimidates others is contrary to the spirit of the University.
4. **Be Available to Students**—Adjunct instructors should make every effort to be available to students for consultation and other course-related communication. Syllabi should include information regarding how students may contact their instructors, and every effort should be made to respond to students in a timely and reasonable manner.
5. **Use Privileged Information Carefully**—Adjunct instructors should not consider race, creed, color, religion, sex, age, national origin, disability, political beliefs, or personal relationships in evaluating a student's academic performance. Personal information about students is considered confidential and may not be shared with other students or parents without the student's consent.
6. **Meet Classroom Assignments on Time**—Adjunct instructors should be prompt in meeting their scheduled classes and other designated appointments with students. When it is necessary to miss a class for any reason, the Department Chair/School Dean or should be notified as soon as possible so that a replacement may be found. When a class will not meet on site on a given day (because of a field trip), that information must appear in the syllabus and the instructor must also notify the Department Chair/School Dean.

## Classroom and Building Access

Access to your classroom and to the area where you will keep your materials is either by key or card. To gain needed authorization, have your school dean/department chair email [locksmith@southern.edu](mailto:locksmith@southern.edu) regarding the building and room numbers to which you will need access, and then you will need to take your ID card to Information Systems to have it updated. Please make sure that rooms are locked when you leave in order to safeguard the equipment and other materials there.

## Student Support Team/Early Alert For Students

The Student Support Team (SST) is a collection of key staff members who focus on the retention of students who may be at-risk for withdrawal from the university. Since a student's decision to withdraw is usually influenced by multiple factors, this team will attempt to improve retention by gathering information from multiple sources with the hope of seeing the "whole picture" for each student. Based on this expanded awareness of the student, they attempt to plan an individualized intervention strategy.

During the fall and winter semesters, the SST meets every Thursday morning at 9:30a.m. to review and discuss students whose names were submitted during the previous week. Many of these names are sent to the committee by faculty and adjunct faculty as they observe the student's behavior in class. At-risk behaviors include, but are not limited to: missing class, sleeping through class, doing poorly on quizzes and tests, displaying anti-social behavior, failing to turn in assignments, not showing up for work, indicating serious personal or family problem, displaying depression, unusual homesickness, lack of social connection.

If you need to submit a student's name, please fill out the Early Alert Form on the Student Support Team website: <http://www.southern.edu/administration/student-success/learningsupport/student-support-team/>. It will automatically be sent to the team for processing. If you prefer, you may also send an email to [lss@southern.edu](mailto:lss@southern.edu) or call 423.236.2838. Thank you for your commitment to the success of all of our students.

## Parking and Automobile Registration

You are required to register your car with Campus Safety and display a parking sticker when parking anywhere on campus. Permits are ordered online and are free for faculty and staff via <https://www.southern.edu/campussafety/Pages/VehicleRegistration.aspx>

## Textbooks

Provide the names of the author(s) and the title(s) of the textbook(s) you select for your class to the school dean/department chair in time to place an order at the Campus Shop. If you find that the class is short of textbooks after the first or second class period, determine how many additional books you need and notify the school dean/department chair. You may place a copy or copies on reserve in the library until the other books arrive.

## Syllabus

You must have a course syllabus ready for your students on the first day of class. You must distribute it and explain important sections during that first class session. This syllabus functions as a contract between you and your students. A checklist of required components and a model course syllabus are available at: <http://www.southern.edu/administration/academic-administration/index.html>, click on "Faculty Information," then "Forms for Faculty." Submit a copy of the course syllabus to the school dean/department chair to keep on file in the school/department. You must upload your syllabus electronically to: <https://myaccess.southern.edu/apps/courseschedule/Default.aspx>

1. Login to My Access (<https://myaccess.southern.edu/Employee/Pages/default.aspx>)
2. Click "Course Tools" and then "Course Schedule"
3. Pick the term (e.g. Summer 2015 Session 2)
4. Find your course section (e.g. PEAC-134-A)
5. Click "Add" to upload your syllabus (A window will appear for you to browse to locate your file. Click on your file and then open. Then you click upload.)
6. Click "View" to download your syllabus (Once file has been uploaded the word "view" will appear and you can then see the syllabus...you may need to refresh the screen to see this word.)



## Academic Freedom

Academic freedom is defined as the right to investigate, to instruct, and to publish, within the area of the faculty's competence and appointment. In a Seventh-day Adventist university, academic freedom is further understood to carry certain responsibilities to one's God, colleagues, institution, and state. Faculty members are expected to exercise their right of academic freedom within a framework of Seventh-day Adventist values. A full description of the Academic Freedom and Responsibility Policy (5420) is in the Employee Handbook available online at:

<http://www.southern.edu/administration/hr/foremployees/index.html>

## Controversial Teaching Materials – (Policy 5430)

As a Christian institution of higher learning, Southern Adventist University finds itself committed to two obligations: the intellectual development of its students; and the nurture of Christian faith as understood by the Seventh-day Adventist Church. These two can conflict at those points where students' exposure to currents of thought and expression deemed important to a well-rounded collegiate education rub against traditional Seventh-day Adventist standards. The following policy will guide faculty in making decisions on what constitutes appropriate assignments and provide protection for faculty when questions are raised regarding the use of such materials.

- Faculty members carefully weigh the benefits of potentially disturbing assignments (e.g., those with explicit sexual or violent content, offensive language, or overtly anti-Christian bias) before adding them to their classes. If alternate assignments can be found that provide similar educational outcomes, those are preferred.
- Faculty who judge controversial materials to be significant enough to include will (a) discuss the assignment with the school dean/department chair, and (b) make it clear that an alternative assignment may be arranged.
- When using controversial materials faculty will strive to help students interpret the work in a responsible manner. This would include not emphasizing passages of purely prurient interest, but stressing themes of enduring value. It would also involve helping students think through the often difficult elements of secular life and ponder how such phenomena ought to be understood by Christians.
- When people outside the university raise objections to class content, the protocol to follow is:
  1. If such complaints concern a particular faculty member or class, these complaints will be directed to the involved faculty member.
  2. The faculty member may then take the initiative to invite the parent or other individual to discuss the matter and explain the educational goals of the assignment. A third person, such as a colleague, may also be invited to participate in the session. Documentation of what transpired will be in written form.
  3. If serious objections persist, the issue will be referred to the school dean/department chair; then to Faculty Affairs Committee where the assignment will be reviewed.
- Southern Adventist University affirms its commitment to academic freedom and to shielding its faculty from external harassment. The university should express confidence in its faculty's good

judgment in choice of assignments and only intercede after careful examination has revealed ill-considered action.

## **Dress Code**

The University promotes a dress code reflective of the culture of the Seventh-day Adventist Church. This includes modest attire and discourages excessive personal adornment. Faculty members at SAU adhere to the same standards as the students, and the policy is outlined each year in the *Student Handbook*.

## **Guests in the Classroom**

Classes are open to registered students only. Any visitor must be an official guest of the institution with legitimate business in the classroom, or be present by permission of the instructor. Classroom visitors have no right to engage in class discussion unless invited by the instructor to do so.

## **Inclement Weather/Power Outage (Policy 4185, Employee Handbook)**

### **1. CAMPUS DECISION MAKERS:**

In the event of inclement weather, Campus Safety personnel will monitor weather reports and campus road, sidewalk, and building conditions.

**Power Outage:** In the event of a power outage, Campus Safety will collaborate with Plant Services to monitor the situation. Campus Safety will inform the Senior Vice President for Financial Administration (VPFA) of the conditions; the VPFA will contact the Senior Vice President for Academic Administration (VPAA) and the President, as well as other Cabinet members as appropriate. (The Associate Vice President for Facilities is the backup when the VPFA is unavailable.)

**Inclement Weather:** In the event of inclement weather involving possible class cancellation, Campus Safety will inform the VPAA of the conditions; the VPAA will contact the VPFA and the President, as well as other Cabinet members as appropriate. (The Associate Vice President for Academic Administration is the backup when the VPAA is unavailable.)

### **2. COMMUNICATION SCHEDULE:** When possible in advance, Marketing and University Relations will inform the campus WHEN and WHERE to look for official notice of school opening/closure.

When possible:

- By 4:45 a.m., Campus Safety will inform the appropriate Senior Cabinet member of the situation.
- By 5:15 a.m., the Senior Cabinet team member will inform Marketing and University Relations of the decision to open/close.
- By 6:00 a.m., Campus Safety will communicate the decision to campus via the text alert system.
- By 6:00 a.m., Marketing and University Relations will communicate the decision to campus via email and web.
- **Note:** Announcements regarding closures for evening classes and activities will be made by 4 p.m.

### **3. COMMUNICATION METHODS:** Indicated personnel will announce the open/close status via the following methods, in the following sequence:

**CAMPUS SAFETY:** The Emergency Alert Notification text message is used ONCE for first notification of snow status then refer to other resources. Example: "Southern will be closed on [day] due to unsafe conditions. For any further updates, go to southern.edu or call 236.2000". (Texts go to those who have signed up and have current cell number information validated in the system. Web address for signup is <https://www.southern.edu/notify/Pages/textmessagealertssignup.aspx>.)

**MARKETING AND UNIVERSITY RELATIONS:**

- E-mail notification via the Alert email list.
- The university website – [www.southern.edu](http://www.southern.edu).
- Notification of status to the Wright Hall, Talge Hall, Thatcher South, and Thatcher Hall reception desks.

- Notification of 1.800.SOUTHERN call center via Director of Admissions or VP for Enrollment Management.
- Notification of status closures due to weather will be provided to WRCB-TV, WTVC-TV, WDEF-TV, Chattanooga Times Free Press and other media outlets as appropriate.

#### 4. EMPLOYEE INCLEMENT WEATHER PROCEDURE:

**Closed Campus:** If the campus status is “closed” during inclement weather or power outage, employees should remain safely at their residence. No classes are to be held. Hourly employees will receive pay for their regularly scheduled work hours. Emergency personnel are required to report to work as usual.

**Open Campus:** If the campus status is “open” during inclement weather, employees who are unable to arrive for campus work will need to report PTO time to receive pay, or will need to take a vacation day.

#### 5. STUDENT INCLEMENT WEATHER PROCEDURE:

**Closed Campus:** If the campus status is “closed” during inclement weather or power outage, students should remain safely at their residence. No classes will be held.

### Tornado Alerts

In the event of a tornado watch or warning, the University will determine if a change in the school schedule should take place. A message will be sent via telephone and e-mail to all full-time faculty and department chairs. Chairs will notify their adjunct faculty. In addition, the university website will be updated with the most current information. If the tornado alarm sounds anytime other than the scheduled testing dates, and you are on campus, seek shelter immediately and encourage students to do the same. An *Emergency Resource Guidebook* is present in each classroom for procedures to follow in case of emergencies, and evacuation maps are located near each of the exit doors. It is important to familiarize yourself with the procedures and evacuation routes and be sure your students are familiar with them as well.

### McKee Library – The Knowledge Commons

Services offered to assist class instruction include:

- Faculty orientation to library services/instruction
- Class orientation/instruction
- Subject bibliography preparation
- Reserve material processing
- Embedded Librarian
- Audio/video/CD/DVD duplication
- Consultation regarding copyright law
- Assistance in selection of books, e-books, periodicals, databases, DVDs and videos
- Interlibrary loan
- Wireless and Ethernet access
- Individual study carrels
- Viewing carrels

You are encouraged to become familiar with all library resources for incorporation with course syllabi. Individual orientation and training will be extremely valuable. Information on services as well as access to our resources is available at <https://www.southern.edu/library/Pages/home.aspx>. Additional faculty services can be found under <https://www.southern.edu/library/services/Pages/faculty.aspx>. Your Southern ID card is necessary for check-out privileges, and your Southern username and password are required to access library databases off-campus.

Call Main Desk for additional information: ext. 2788.

## Mail and Notices

The school dean/department chair will designate a place for you to pick up mail and notices and/or send information back to the school dean/department chair. An interdepartmental mail system is available for sending materials to someone in another part of the university.

## Media Services

The school dean/department chair will let you know about instructional media available in your school/department classroom. Other services are located in the following areas:

- *Library (ext. 2009)* – Electronic Services Librarian.
- *Information Systems Help Desk (extension 2712)* – The information systems help desk provides support for the hardware and software of university owned computers. To enter a support request call ext. 2712 or visit <https://support.southern.edu/portal>.
- *Audio Visual – (ext. 2411)* - Schedule, delivery, and set up visual presentation equipment including video projectors, slide projectors, etc.; technical support and maintenance of audio visual equipment (problems affecting faculty during class will always be given first priority). Set up and operate stage lighting for campus events; videotape classroom presentations; operate public address systems on campus; ensure safety of equipment in classrooms. Reservations should be made at least two business days prior to the date of the presentation or program.
- *Online Campus (ext. 2087)* - Support and develop Web-based courses according to faculty's specifications; convert different types of media such as digitizing pictures, digital recordings, etc.; provide training programs utilized campus-wide.

## Non-Fraternization (Employee Handbook, Policy 2025)

### PURPOSE

Southern Adventist University desires to provide a learning/working environment free from the potential complications that may occur when faculty/staff are engaged in inappropriate relationships with students/subordinates. Interactions between faculty/staff and students need to be guided by

mutual trust and confidence, as well as Christian and professional ethics. As a Christian institution the university believes that sexual relationships belong only in a biblical marriage context.

#### POLICY

Romantic relationships where one member of the University community has evaluative or other supervisory responsibility for the other carry risks of conflict of interest, breach of trust, abuse of power, breach of professional ethics and perceptions of undue advantage. The relationships may, moreover, be less consensual than the individuals whose positions confer power believe, or may be perceived in different ways by each party, especially in retrospect. These relationships are deemed inappropriate and are prohibited.

Further, relationships between faculty and students are prohibited even where the student is not under the teaching or supervision of the faculty member. Romantic relationships between staff and students are not explicitly prohibited except in the case where a supervisory role is involved. Any exceptions to this policy should be approved in writing by the immediate supervisor of the faculty/staff, and any faculty/staff engaged in such a relationship must self-report the relationship to his/her supervisor.

To report an instance of an inappropriate relationship, follow the forms of redress as outlined in the *Employee Handbook*, Grievance Procedure Policies 4040 and 5080.

This policy does not change those instances covered by the Harassment (Policy 2020) or Employment of Relatives (Policy 2100) policies.

## Off Campus Trips

Off campus trips must be approved by the school dean/department chair. Required Off Campus Trip Request forms may be obtained online at: <http://www.southern.edu/administration/academic-administration/index.html>. Completed forms must be submitted to the associate vice president for academic administration at least **two weeks** prior to the planned trip. Any trips requiring students to miss more than two days of classes must be approved one semester in advance. No off campus trips are to be taken the week prior to final exam week.

Policy 5580 – Off Campus trips and tours are usually a very positive part of a student’s educational experience. However, because trips require travel, visiting and staying in unfamiliar surroundings, contact with strangers, etc. they entail certain risks. Those risks have the potential to escalate into trip participants becoming the victims of violent acts. The policies below are designed so as to alert participants to potential risks and to assist trip leaders in minimizing those risks in order to maximize the potential for successful and positive trips for all participants. The following policy is for all mission, outreach, class field trips, study tours, and touring groups.

1. It is the student’s responsibility to make arrangements with their professors and/or work supervisor before the trip to make up the work for all trips and tours scheduled by a trip leader as part of a course or organizational activity that conflicts with another class or lab.
2. It is the trip leader’s responsibility to obtain prior approval from the department head/chair or school dean before scheduling off campus trips or tours.
3. It is the trip leader’s responsibility to notify the associate vice president for Academic Administration at least two weeks before the field trip or tour is taken. This notification must be in writing, with a list of participating student names and ID numbers, the dates, destinations,

and duration of the trip, as well as the signature of the department head/chair or school dean. Form is found on the Academic Administration website (<https://www.southern.edu/academics>).

4. It is also the trip leader's responsibility to notify the associate vice president for Academic Administration immediately after the trip or tour, if any of the students previously listed as participating did not actually attend the trip or tour.
5. It is the trip leader's responsibility to provide for emergency communication to the campus at all times during the trip. (University would provide satellite phone if necessary.)
6. The associate vice president for Academic Administration will notify other faculty on campus who may be affected by the absences of students on trips and tours. However, it should be noted that it is up to the student to make prior arrangements with their other faculty for work missed during trips and tours.
7. It is the university's preference that no trips or tours be scheduled during Weeks of Spiritual Emphasis meetings.
8. No trips or tours are to be scheduled during the week before midterm, during midterm exams, the week before final exams, or the week of final exams. Extended tours should be scheduled, as much as possible, over weekends and breaks in the academic calendar in order to minimize the number of classes and labs students must miss.
9. Approval must be obtained from the Undergraduate Council/Graduate Council if more than two days of classes will be missed. This approval needs to be obtained one or more semesters prior to the one during which the trip is scheduled.
10. Large promotional touring groups such as the orchestra, the band, the choirs, Destiny, or Gym-Masters must coordinate their annual touring schedules and budgets through the Promotional Tours Committee.
11. Trip leaders must check with the office of Risk Management to ensure that all insurance forms and any hold-harmless agreements are signed and in proper order.
12. All General Conference guidelines and policies for international tours must be followed, including attention to insurance details.
13. Approval of international tours must follow the procedures outlined in Policy 5590 in the *Employee Handbook*, and be submitted through the Administrative Council at least six months in advance.

Detailed itineraries, list of participants and emergency numbers, as well as phone numbers of all pre-planned lodging accommodations, must be submitted to Academic Administration for posting to a special Trip/Tour SharePoint site so that documents that might be vital in case of an emergency can be accessed by trip and University leadership. Because this SharePoint site will be the depository of documents pertaining to the trip which contain private information about trip participants, access will be restricted in accordance with FERPA guidelines.

## **Supplies and Duplicating**

It is the responsibility of the school dean/department chair to show you where to obtain office supplies, where to duplicate materials for your classes, and how to operate the audio visual equipment in your assigned classroom.

## **Teaching Materials Center**

The Teaching Materials Center (TMC) in the School of Education and Psychology houses thousands of curricular items including hundreds of videos and teaching aids. You may make teaching materials for your classes in the Teaching Materials Center located in Summerour Hall, Room 2500. Call (423)-236-2661.



# APPENDICES



## **Appendix A**

### **An Adventist Campus: What is it Like?**

#### **A Message to Adjunct Faculty**

WELCOME. We are a Seventh-day Adventist-sponsored institution with an abiding commitment to a Seventh-day Adventist Christian environment. As a consequence, there will almost certainly be aspects of life here that you will find quite different from what you might find on a wholly secular campus. For those adjunct faculty who may be of other faiths, we are glad you are here, and we want you to know that our community is enriched by your presence and participation. This is true if you are an adjunct professor on our campus, a student, or if you are merely considering an association with Southern Adventist University.

If you are new to an Adventist Campus, there will almost certainly be some things about campus life that you will find new and perhaps even unexpected. In order to be sure we are all on the same page, we thought it would be helpful to list some of the things you should expect to find on our campus and some of the mutual expectations we share. Among the most important are:

- **CHRISTIAN VALUES.** By choosing to work at a Christian university, you have accepted—or even specifically sought out—certain unique characteristics that are central to the experience on our campus. You chose to be in a place that embraces a biblical worldview and Christian values. It is vital that you understand, from the very beginning, what a Christian university means and how you can take full advantage of the time you spend here. If you are uncertain of anything, we are always eager to take time to answer your questions.
- **TENSION BETWEEN VALUES AND FREEDOM.** When you choose to work on a Christian campus, you should expect to experience the positive tension that exists between values and freedom. We want the atmosphere to reflect our values in positive, obvious ways that give students reasons for choosing a Christian university, yet we don't want to intrude unnecessarily into your personal space. You may not always agree with the ways in which we attempt to resolve this tension. If this proves to be the case for you, our academic administration office is located on the second floor of Wright Hall. We are eager to have conversations with you about any issues that capture your interest.
- **RELATIONSHIP BETWEEN VALUES AND EXCELLENCE.** Students enroll in colleges or universities to learn, to prepare themselves for a bright future, and to experience fully a remarkable time in their lives. Academic excellence is tied to all other forms of excellence in life, including a direct correlation between values and excellence. You will find that we shape many conversations on campus around the ways in which specific actions contribute to or inhibit excellence. It is a major commitment of the university to be sure every aspect of life on our campus supports the highest aspirations of our students and faculty.
- **UNIQUE EXPECTATIONS:**
  - a. *Vegetarian food services.* Not all Adventists are vegetarians, it is true; however, as an organization we recognize the benefits of a vegetarian diet and establish vegetarian food

services in our various institutions. The university has chosen to offer only tasty, nutritious, and varied vegetarian meals on our campus.

- b. *A culture of worship.* Students on the campus experience worship and chapel experiences which you are invited to attend. Similarly, most teachers pray with students before classes or examinations. This distinctive culture of worship may seem most obvious in terms of our Sabbath schedule (sundown Friday night to sundown Saturday night is celebrated as “the Sabbath” by Adventists) when distinctive spiritual programming is put in place and various services (such as laundry or library services) are not available. This is also a time when neither classes nor activities of a curricular nature are scheduled.
- c. *An atmosphere of respect* There will be a wide assortment of practices and behaviors you will be expected to support on campus that are all tied to an atmosphere of respect. These will include matters of dress, such as women wearing modest apparel to class and men not wearing caps or other headgear in chapel or in the dining hall. They include other kinds of behaviors as well, such as the language you and students use—and in general all the ways you interact with other students, faculty, and staff to help create an atmosphere of respect.
- d. *A firm posture toward substance abuse.* Because it has such a direct correlation with student success, we have a zero-tolerance policy toward smoking, the use of alcohol, illegal drugs, and the abuse of prescription medicines. Please understand that we want to be generous and supportive in all ways; however, direct and immediate discipline will be utilized to enforce this policy.
- e. *A commitment to embracing diversity.* Having a culturally-mixed community is one of the extremely positive aspects of our campus, specifically in that our students are exposed to the real world in which they will live in our increasingly urban society. Our culture also provides students with life-enriching opportunities to make friends from various ethnic and cultural groups, altering their futures in profound ways. Embracing diversity means more than acknowledging the numbers, however; it also means celebrating the students we have on campus and working in intentional ways to assure that the entire campus exhibits all the positive characteristics that such diversity allows and requires—including specifically the ways in which faculty and staff interact with students.
- f. *A central focus on service.* As a Christian university, we’re not just concerned with matters that relate to personal morality. We’re also concerned with a broader social morality and are committed to preparing students who can make a difference in the world. We do this by helping to build into their lives a powerful commitment to community service and humanitarian involvement. We take this very seriously and engage students in many different ways, particularly as faculty members, working toward a culture of service that is seen most clearly in our alumni community.

It is not our contention that there are no other colleges or universities where similar characteristics to those noted above might be displayed. There are other Christian universities, of course, including other Adventist colleges and universities. Each college or university is different in various ways, however, including the specific elements they emphasize. Students who transfer in from other colleges and universities often tell us they do so because they are looking for the Christian environment we seek to

create here. They often view the Christian environment of Southern Adventist University as a life-changing context.

We hope that as you become a part of our Christian community you will come to appreciate as fully as we do just how special Southern Adventist University really is. We also hope that you will take the full advantage of what it means to share your own experience in this Adventist university.



## **Appendix B**

### **The Fundamental Beliefs of the Seventh-day Adventist Church - Condensed**

**1. The Word of God**

The Holy Scriptures, Old and New Testaments, are the written Word of God given by divine inspiration through men of God. They are the infallible revelation of His will. They are the standard of character, the test of experience, the authoritative revealer of doctrines, and the trustworthy record of God's acts in history. (Romans 1:2; II Samuel 23:2; II Timothy 3:15-16, Ezekiel 2:2,11:5, 24; Hebrews 3:7, 4:12)

**2. The Trinity**

There is One God: Father, Son, and Holy Spirit, a unity of three co-eternal persons. God is immortal, all-powerful, all-knowing, above all, and ever-present. (Matthew 22:37; Psalms 19:1; Rom. 1:18-20; Daniel 4:35; Heb. 4:13)

**3. God the Father**

God the Eternal Father is the Creator, Source, Sustainer, and Sovereign of all creation. He is just, holy, merciful, gracious, slow to anger, and abounding in steadfast love and faithfulness. The qualities and powers exhibited in the Son and the Holy Spirit are also revelations of the Father. (Heb. 1:1-2; John 8:58; Genesis 9:1-7; Psalms 46:1)

**4. God the Son**

God the eternal Son became incarnate in Jesus Christ. Through Him all things were created, the character of God is revealed, the salvation of humanity is accomplished, and the world is judged. (Gen. 22:18; Matt 28:18-20; John 1:14; Luke 1:35; Daniel 7:9-14)

**5. God the Holy Spirit**

God the eternal Spirit was active with the Father and the Son in creation, incarnation, and redemption. He inspired the writers of Scripture. He was sent by the Father and the Son to always be with His children. (John 16:14; Matt 28:19; II Corinthians 13:14; Joel 2:28)

**6. Creation**

God is the Creator of all things. In six days he made the heavens, the earth, and all living things upon the earth. Then He rested on the seventh day of the first week. Thus, the Sabbath as a perpetual memorial of His completed creative work was established. (Gen. 1:14-16; Psalms 33:16; Heb. 4:3)

**7. The Nature of Man**

Man and woman were made in the image of God with individuality, and the power and freedom to think and to do for themselves. Though free beings, each is dependent upon God for life, breath, and all else. When our first parents disobeyed God, they denied their dependence upon Him and became subject to death. Their descendants share this fallen nature and its consequences. They are born with weaknesses and tendencies towards evil. (Gen. 2:7-17, 3; Psalms 8:4-9; Rom. 5: 12-17; Psalm 51:5)

**8. The Great Controversy**

All humanity is involved in a great controversy between Christ and Satan regarding the character of God, His law, and His sovereignty over the universe. This conflict originated in heaven when a created being, endowed with freedom of choice, in self-exaltation became Satan, God's adversary, and led a portion of the angels into rebellion. He introduced the spirit of rebellion

into this world when he led Adam and Eve into sin. To assist His people with this controversy God sent the Holy Spirit and loyal angels to guide, protect, and sustain them in the way of salvation. (Isaiah 14:12; Rom 8:37; Gen 3)

#### **9. The Life, Death, and Resurrection of Christ**

Through Christ's life of perfect obedience to God's will, His suffering, death, and resurrection, God provided the only means of atonement for human sin. This was done so those who by faith accept this atonement may have eternal life, and so the whole creation may better understand the infinite and holy love of the Creator. This perfect atonement vindicates the righteousness of God's law and the graciousness of His character; for it both condemns our sin and provides for our forgiveness. The death of Christ is substitutionary, expiatory, reconciling, and transforming. The resurrection of Christ proclaims God's triumph over the forces of evil and, for those who accept the atonement, assures their final victory over sin and death. (John 3:16; Isaiah 53; Gen. 3:15; John 3:36; Psalms 7:12; Colossians 2:15; Rom 3:25)

#### **10. The Experience of Salvation**

In infinite love and mercy God made Christ, who knew no sin, to be sin for us so that, in Him, we might be made the righteousness of God. Faith, through which we receive salvation, comes through the divine power of the Word and is the gift of God's grace. Abiding in Him, we become partakers of the divine nature, and have the assurance of salvation now and in the judgment. (I Cor. 4:16; Rom 2:4; Galatians 5:25; Titus 3:5)

#### **11. Growing in Christ**

By His death on the cross Jesus triumphed over the forces of evil. Jesus' victory gives us victory over the evil forces that still seek to control us. No longer do we live in darkness, fear of evil powers, ignorance, or the meaninglessness of our former way of life. In this new freedom we are called to grow in the likeness of His character, commune with Him daily in prayer, feed on His Word, meditate on the Word and on His providence, sing His praises, gather together for worship, and participate in the mission of the Church. As we give ourselves in loving service to those around us and in witnessing to His salvation, His constant presence with us through the Spirit transforms every moment and every task into a spiritual experience. (I Thessalonians 5:16-17; Psalm 1:1,2; Col 1:13; II Peter 3:18)

#### **12. The Church**

The Church is the community of believers who confess Jesus Christ as their Lord and Savior. The Church is the body of Christ, a community of faith of which Christ Himself is the Head. (Psalms 62:7; I Corinthians 3:11, 12:13; Matt 18:17-18)

#### **13. The Remnant and Its Mission**

The Universal church is composed of all who truly believe in Christ. However, in the last days, which will be a time of wide-spread apostasy, a remnant has been called out to keep the commandments of God and the faith of Jesus. This remnant announces the arrival of the judgment hour, proclaims salvation through Christ, and heralds the approach of His second advent. (Matt 24:4; Revelation 12:17, 14:6-12, 18:1-4)

#### **14. Unity in the Body of Christ**

The church is one body with many members, called from every nation, kindred, tongue, and people. We are all equal in Christ, who by one Spirit has bonded us into one fellowship with Him and with one another. We are to serve and be served without partiality or reservation. (Rom 12:4-6; 1 Cor. 12:13; Rev 14:12; Gal 3:27-29)



## **15. Baptism**

Through baptism we confess our faith in the death and resurrection of Jesus Christ, and testify our death to sin. Thus we acknowledge Christ as our Lord and Savior, become part of His people, and are received as members by His church. Baptism is a symbol of union with Christ, the forgiveness of sins, and the reception of the Holy Spirit. It is by immersion in water and is contingent on an affirmation of faith in Jesus and evidence of repentance of sin. (Matt 3:13-15; Rom 6:1-7; Acts 16:30-33; Mark 16:16; Acts 22:16)

## **16. The Lord's Supper**

The Lord's Supper is a participation in the emblems of the body and blood of Jesus as an expression of faith. As we partake, we joyfully proclaim the Lord's death until He comes again. Preparation for the Supper includes self-examination, repentance, and confession. The Master ordained the service of foot washing to signify renewed cleansing, to express a willingness to serve one another in humility, and to unite our hearts in love. The communion service is open to all believing Christians. (Luke 22:15-16; John 13:14-17; Matt 26:26-30; I Cor. 10:16-17)

## **17. Spiritual Gifts and Ministries**

God bestows spiritual gifts upon all members of His church in every age which each member is to employ in loving ministry for the common good of the church and of humanity. According to the Scriptures, these gifts include such ministries as faith, healing, prophecy, proclamation, teaching, administration, reconciliation, compassion, self-sacrificing service, and charity for the edification of God's people. (Rom 12:4-8; Ephesians. 4:11-16; I Cor. 12:4-6)

## **18. The Gift of Prophecy**

One of the gifts of the Holy Spirit is prophecy. This is considered an identifying mark of the remnant church and was manifested in the ministry of Ellen G. White. The Bible is the standard by which all such prophecies must be tested. (Joel 2:28-29; Rev 19:10; Rom 12:6; II Peter 1:18; 1 John 4:1; Isaiah 8:20)

## **19. The Law of God**

The great principles of God's law are embodied in the Ten Commandments and exemplified in the life of Christ. These precepts are based in God's character, are the basis of God's covenant with His people, and the standard in God's judgment. They never change, and are for all people in every age. Through the agency of the Holy Spirit they point out sin and awaken a sense of need for a Savior. Although Salvation is of grace and not works, its fruit is obedience to the commandments. The obedience of faith demonstrates the power of Christ to transform lives. (Exodus 20:1-17; Psalm 40:8; Matt. 22:36-40; Deuteronomy 28:1, 14; Matt 5:17-20; Psalm 19:7-8)

## **20. The Sabbath**

The Creator rested on the seventh day and instituted the Sabbath for all people as a memorial of Creation. The fourth commandment of God's unchangeable law requires the observance of this seventh-day Sabbath as the day of rest, worship, and ministry in harmony with the example set by Jesus, Lord of the Sabbath. The Sabbath is God's sign of His covenant with His people, and is observed from sunset to sunset on the 7<sup>th</sup> day of the week as a celebration of creation and redemption. (Gen 2:3; Ex 20:8-11, 31:17; Luke 4:16; Isaiah 58: 13-14; Matt 12:1-12; Eze. 20:12,20; Mark 1:21-34; Heb 4:8-11)

## **21. Stewardship**

We are God's stewards, entrusted by Him with time, opportunities, abilities, possessions, and

the blessings of the earth and its resources. We are responsible to Him for their proper use. We acknowledge God's ownership by faithful service to Him and our fellow men, and by returning tithes and giving free-will offerings from the blessings he bestows upon us. (Psalm 24:1-2; Gen. 1:26-30, 2:15; I Cor. 3:21, 6:19-20, 4:2; I Chronicles 29:14; Malachi 3:8-12; Rom 15:26-27; II Cor. 9:7)

## **22. Christian Behavior**

Followers of Christ are called to be godly people who think, feel, and act in harmony with the principles of heaven. This means we are to involve ourselves only in those activities which will cultivate Christ-like purity, health, and joy in our lives. This standard of living influences our choices in matters of adornment, food and drink, and entertainment. (Rom 12:1-2; Psalm 46:10; I John 2:6; Eph 5:1-21; Philippians 4:8; II Cor. 10:5, 6:14-7:1; I Peter 3:1-17; Leviticus 11; I Cor. 6:19-20)

## **23. Marriage and the Family**

Marriage was divinely established in Eden and affirmed by Jesus to be a lifelong union between a man and a woman in loving companionship. A marriage commitment is to God as well as to the spouse, and should be entered into only between partners who share a common faith. Mutual love, honor, respect, and responsibility are the fabric of this relationship, which is to reflect the love, sanctity, closeness, and permanence of the relationship between Christ and His church. Marriage and the Family is an important topic that covers much information. For more detail, see the following texts: Gen. 2:18-25; Matt. 19:3-9; John 2:1-11; II Cor. 6:14; Eph. 5:21-33, Matt. 5:31-32; I Cor. 7:10-16; Ex. 20:12; Eph 6:1-4; Deut. 6:5-9; Proverbs 22:6; Mal 4:5-6.

## **24. Christ's Ministry in the Heavenly Sanctuary**

There is a sanctuary in heaven, the true tabernacle, which the Lord set up and not man. In it Christ ministers on our behalf, making the benefits of His atoning sacrifice available to all believers. He was inaugurated as our great High Priest and began His intercessory ministry at the time of His ascension. In 1844, at the end of the prophetic period of 2300 days, He entered the second and last phase of His atoning ministry. It is a work of investigative judgment which is part of the ultimate disposition of all sin, typified by the cleansing of the ancient Hebrew sanctuary on the Day of Atonement. The completion of this ministry of Christ will mark the close of human probation before the Second Advent. (Heb. 8:1-5, 4:14-16, 9:11-28, 10:19-22, 2:16-17; Dan 7:9-27, 8:13-14, 9:24-27; Numbers 14:34; Eze. 4:6; Lev 16; Rev 14:6-7, 20:12, 14:12, 22:12)

## **25. The Second Coming of Christ**

The second coming of Christ is the blessed hope of all believers, and the grand climax of the gospel. The Savior's coming will be literal, personal, visible, and worldwide. When He returns, the righteous dead will be resurrected, and together with the righteous living will be glorified and taken to heaven. The unrighteous will die. The time of that event has not been revealed, although the current state of the world taken in the context of prophesy indicates that Christ's coming is imminent. As Christians, we are exhorted to be ready at all times. (Titus 2:13; Heb. 9:28; John 14:1-3; Acts 1:9-11; Matt 24; Rev. 1:7, 6:15-17; 14:14-20; 19:11-16; Mark 13; Luke 21; I Thess. 5:1-6; II Peter 3:1-13)

## **26. Death and Resurrection**

The wages of sin is death, But God, who alone is immortal, will grant eternal life to His redeemed. Until then, death is an unconscious state for all people. When Christ, who is our life,

appears, the resurrected righteous and the living righteous will be glorified and caught up to meet their Lord. (Psalm 78:39; I Thess. 4:13-17; Rom 6:23; I Tim 6:15-16; Ecclesiastes 9:5-6)

**27. The Millennium and the End of Sin**

The millennium is the thousand-year reign of Christ with His saints in heaven between the first and second resurrections. During this time the wicked dead are judged. The earth will be utterly desolate and devoid of life except for Satan and his angels. At its close Christ with His saints and the Holy City will descend from heaven to earth, and the universe will be freed of sin and sinners forever. (Rev. 20-21:5; I Cor. 6:2-3; Mal 4:1)

**28. The New Earth**

On the new earth, God will provide an eternal home for the redeemed and a perfect environment for everlasting life, love, joy, and learning in His presence. God Himself will dwell with His people and suffering and death will have passed away. So shall we always be with the Lord. (2 Peter 3:13; Isaiah 35, 65:17-25; Rev. 21:1-7, 22:1-7)

This adaptation of the 28 fundamental beliefs of the Seventh-day Adventist church has been condensed from its original form. The full version is available here:

<http://www.adventist.org/fileadmin/adventist.org/files/articles/official-statements/28Beliefs-Web.pdf>



## Appendix C

### Teaching: What's it all about?

Taken from *A Handbook for Adjunct/Part-time Faculty and Teachers of Adults*<sup>1</sup>

#### Establishing a Teaching Environment

Over the past two decades, there has been a major movement in higher education called “the learning college” movement or community-centered learning. Quite simply, this means that learning has become student-centered rather than instructor-centered. This is especially important to adjunct faculty members, most of whom come from the surrounding community and thus are aware of community mores.

When establishing a student-centered learning environment, one should first examine the teacher-student relationship. The simple and most obvious way to develop a relationship with your students is be yourself and be honest, establishing communication in the classroom the same as you would in any other human endeavor. There are, however, additional specific steps that can be taken to establish a proper learning environment. Helen Burnstad describes four areas in which the learning environment should be examined: teacher expectations, teaching behavior, physical space, and strategies for creating an environment for learning (Burnstad, 2000). Although it is impossible to describe these areas completely in this handbook, some of Burnstad’s major points are examined below.

- **Teacher Expectations**—It is important first, that each instructor have a clear picture of his or her own style and expectations. The expectations that you as an instructor have of yourself may differ considerably from those of the students in your class. This does not mean that you need to change your style. However, you need to examine the expectations of your students in terms of their position (rather than your position) on issues and principles that may arise in class. Also, it is important that you consider your own teaching goals. From this you can frame your philosophy and intent regarding the content of the course.
- **Teacher Behaviors**—It is important that you examine your presence in the classroom. Students will sense whether you really love your subject matter or are teaching the course to reach some unrelated professional goal. A pleasant personality is important. Enthusiasm may be demonstrated through energy and engaging in activities with students. Remember, your feelings concerning the expectations of your students will unwittingly be reflected in the success or failure of your students.
- **Physical Space**—Although in most cases you will have little control over the physical aspects of the classroom environment, there are several things that can be done by the instructor. If possible, you may move seats so that dialogue and eye contact are easier. You should monitor the attention span of your students; sense the need for reinforcement; calculate the time-on-task; and encourage students to move, interact, and ask questions.
- **Environmental Strategies**—Some strategies that can improve the classroom environment include:
  - a. Introducing yourself to your students with some personal anecdotes.
  - b. Being prepared for students with diverse backgrounds.
  - c. Using an activity for getting to know your students, whether a game, a writing assignment, or reference card, etc.
  - d. Learning each student’s name and providing ways for students to get to know one another.

- e. Preparing a complete and lively syllabus. You can have your students from a previous class leave a legacy by asking them to write a letter for incoming students then sharing it.
- f. Using classroom assessment techniques.

Finally, whether one is establishing a classroom environment or doing day-to-day activities, it is important that you be as positive in your student-teacher relationships as toward your subject matter. Make yourself available for student contact, either personally or electronically. Take a personal interest in each student and never judge or stereotype students.

### **Characteristics of Good Teaching**

Using one's mind in the pursuit of knowledge and at the same time sharing it with others is very gratifying. The responsibility for a class and the potential influence on students can be very stimulating. It remains stimulating, however, only so long as the instructor continues to grow and remains dynamic. The qualities of good teaching are quite simple:

- Know your subject content.
- Know and like your students.
- Understand our culture.
- Possess professional teaching skills and strategies.

Knowing your subject means simply that you have a command of your discipline and the capability of calling upon resources. Knowing students is part of the teaching process and is aided by formal and informal communication within and outside the classroom. Understanding our cultural milieu has become increasingly complex for today's instructor. Sensitivity to the diverse cultures in your classroom is necessary to succeed in teaching. Finally, it is necessary that you continue to develop and improve strategies and techniques for the delivery of instruction in the classroom. Some characteristics that students look for in good teachers are:

- Being knowledgeable, organized, and in control.
- Getting students actively involved in their learning.
- Helping students understand the course objectives and goals.
- Being a facilitator, not a director.
- Knowing the latest trends and technology.
- Stimulating discussion by utilizing icebreakers.
- Preparing professional materials and handouts.

### **The First Class**

No matter how long you have been teaching, you will always be faced with another "first class." If it is your very first time teaching as an adjunct, the strategies you incorporate are not significantly different from those used on the first class of any future course you may teach.

There will always be anxieties and some nervousness before the first class. For experienced faculty who have just completed a course where rapport and communication had been developed, you now face a new class where your students are strangers to you and you are a stranger to them. The anxieties of this returning class are the same as those of the very first class that you will or have ever taught. It is often stated that you never get the second chance to make a first impression and this is certainly true in the world of teaching.

In preparing for the first class, keep in mind that it is nearly impossible to anticipate all situations. The speed at which your first class presentation goes will vary from class to class. Many times student response is significantly greater or less than expected. Having excessive material prepared for the first class will allay this problem and is worth the extra effort in confidence gained.

Another stress reliever when facing your first class is knowing yourself as a teacher. Anyone mature enough to be teaching has some feeling of his or her own personal characteristics. Most of us are average in appearance; however, we usually have gone through life compensating for our variations from the average. There is no more need to be self-conscious in front of a class than there is in any social situation. However, minor compensations may help. If you have a tendency toward casual or even sloppy appearance, appearing neat and professional will pay off. If you have a light voice, practice in expression may be well worth the time spent. Generally speaking, students' first impression of you will include your appearance and actions. If you are timid, take charge. Being in control pays off not only in eliminating barriers to classroom communication, but also in developing self-confidence in teaching.

Since the first class is a form of social introduction, it will influence all successive meetings. You should have a detailed plan for the first class period that will diminish the threats and anxieties of expecting the unexpected. It might be helpful to speak with other teachers who have taught the class in an attempt to anticipate students' questions or concerns. It is a good idea to physically visit the classroom where you will be teaching before the first day. If possible, find out who your students are, their ages, their background, and any previous courses or prerequisites they may have taken. Listed below are some suggestions that will help alleviate any anxieties and get your class off to a good start:

- **Plan an activity** that allows students to get involved immediately. It may simply be an information-gathering exercise.
- **Initiate casual conversation** with and among the students prior to presenting the specifics of the course.
- **Share anecdotes.** Students are interested in your background and some of your course-related experiences.
- **Introduce the following items** to your students: the name and number of the course, the objectives of the course, the text(s), syllabus, the dates of all exams, and your grading system. Finally, take a roll call to establish that everyone there intends to be in your class.
- **Make certain you are early**, at least 20 minutes before the start of the first class. If possible, greet your students as they come in the door.
- **Identify course standards** including the time required for outside work.
- **Use an icebreaker.** If possible, make it a question that is related to your course, but without a specific answer.
- **Take care of housekeeping items** such as breaks and restroom locations.
- **Conduct a class with real course content.** It is important that students immediately understand that coming to class is a work situation with specific goals and purposes.
- **Ask students to write a short paragraph** about themselves and their concerns. Often students are willing to discuss their anxieties. This will help in understanding the class.

### Setting the Tone

Education professionals and teacher trainers agree that creating positive feelings about the course is an important goal for any instructor. Often instructors assume that students know they intend to be

pleasant, cooperative, and helpful. However, this should not be taken for granted. With differing personalities and types of students in the classroom, faculty members must realize that a positive comment or gesture to one student may in fact be negative to another student. Thus, you should make a concerted effort to be friendly. A smile, a pleasant comment, or a laugh with students who are attempting to be funny will pay great dividends.

In setting the tone of the classroom, permissiveness is sometimes a good strategy. We are all familiar with the old classroom where students were essentially “passive” learners. We are also familiar with situations where excessive permissiveness became a distraction to other students. Teachers must realize that flexibility and permissiveness are important to a proper learning environment, and that encouraging creativity and unexpected comments is part of the learning and teaching process. The instructor has ultimate authority so excessive distraction can always be controlled. Instructors need not exercise authority for its own sake. Remember, permissiveness and flexibility requires considerable skill to work. Authority comes with the title of the instructor.

### **Teachers as Actors and Actresses**

In reality, teachers are on stage; they are actors or actresses whether or not they recognize and admit it. A teacher in front of the classroom carries all of the responsibility for the success of the performance, and this requires all of the talents of anyone on the stage. Due to modern technology, unfortunately, students compare faculty to professionals they have seen in other roles. Thus, adjunct faculty must be alert to the ramifications of poor presentation.

Faculty members have within themselves all of the emotions of stage performers but with greater audience interaction. There may occasionally be an emotional reaction in class and you should prepare for it. As an instructor, you will experience fear, joy, and feelings of tentativeness, but also feelings of extreme confidence and satisfaction. Handle fear with good preparation; confidence brought forward with good preparation is the easiest way to lessen fear. Remove anxieties from the classroom by developing communication systems. Some adjunct faculty members are effective at using humor. As a general rule, however, humor should be used delicately. Jokes are completely out. Almost any joke that is told will offend someone.

### **Classroom Communication**

Many kinds of communication exist in every classroom situation. You must be aware that facial expressions and eye contact with students as well as student interactions are all forms of communication. It is your responsibility to ensure that classroom communication is structured in a positive manner. Communication starts the moment you enter the classroom for the first class session. The communication methods you use during the first class and the initial interaction with students are indicative of the types of communication that will exist throughout the course.

The amount of student participation as the course progresses is an indicator of the direction in which the communication is flowing; more is always better. Since many students today are adults, there is greater opportunity to call upon their experiences. The discussion of facts, events, examples, analogies, an anecdotes will often elicit an association for your students. This will encourage students to share experiences and anecdotes of their own.

Do not assume that classroom communication can only be between the instructor and students. Communication in the classroom can take any number of forms. It can mean a room full of small group



activities where students are discussing and interacting with each other as the instructor stands silently by. It can also include animated and serious discussions and even disagreements while addressing a specific problem or issue presented in class. As the instructor, one of your major responsibilities is to provide a setting where students can communicate freely and provide an instructor-directed vehicle that maintains positive goal-oriented communication.

Some specific instructor-led communication activities include the use of open-ended questions, critical thinking techniques, anecdotes, and problem-solving activities. Communication activities among students include buzz groups, a partner system, student panels, collaborative learning activities, student group reports, brainstorming, and group discussions. Remember, a good class is dynamic, participative, and interactive.

### Teaching Styles

Just as students have styles of learning, faculty have their own styles of teaching. Whether your style is one of planned preparation or a natural development, your style is important. For example, an instructor who emphasizes facts in teaching will have difficulty developing meaningful discussions with students who have progressed to the analysis stage of their learning. It is not important that part-time instructors modify their behavior to match that of students. It is important, however, that part-time faculty recognize their own teaching styles and adapt teaching processes, techniques, and strategies to enhance their most effective style. Some questions to assist you in determining your teaching style are:

- Do I tend to be authoritative, directional, semi-directional, or *laissez-faire* in my classroom leadership?
- Do I solicit communication with and between students easily or with difficulty?
- Am I well organized and prepared?
- Am I meticulous in my professional appearance or do I have a tendency to put other priorities first and show up in class “as is?”

A common mistake for many instructors is that they assume their students will learn in the same manner in which the instructor learned as a student. Therefore, it would be wise to examine some of the basic learning styles of students. By understanding student learning styles (described at the end of this section), you can modify your teaching techniques to be certain that your presentation style does not turn off certain students.

For example, if you tended to learn best from a direct, no-nonsense instructor, then chances are you will lean toward that type of behavior in your own teaching. This would satisfy students who learn in that manner; however, there will be students in your class who are more successful in a more *laissez-faire* type environment that gives more freedom of expression. If you thrive on open communication and discussion in your learning process, expecting this from all of your students may be a false hope, since many students are silent partners and may be intimidated by the need to verbally participate in class.

These are only a few examples of the types of teaching style adjustments that may be necessary to become an effective facilitator of learning. I have found that teaching styles are not static. Many of the techniques I used early in my career with younger students who appreciated humor and diversion were not as effective later with more mature students who felt they were there to learn, not to be entertained. I also noticed later in my career that although I was well organized, had well-stated objectives, used good class communication, and observed the characteristics that I deemed important

to good teaching, I had become too serious. For that reason I now occasionally mix in with my lesson plan an additional sheet that says to me, “Smile, be friendly, smell the roses.”

### **Student Learning Styles**

- **Imaginative Learners**—These learners expect the faculty member to produce authentic curricula, to present knowledge upon which to build, to involve them in group work, and to provide useful feedback. They care about fellow students and the instructor.
- **Analytic Learners**—These learners are more interested in theory and what the experts think. They need details and data, and are uncomfortable with subjectiveness. They expect the class to enhance their knowledge and place factual knowledge over creativity.
- **Common Sense Learners**—These learners test theories and look for practical applications; they are problem solvers and are typically skill oriented. They expect to be taught skills and may not be flexible or good in teamwork situations.
- **Dynamic Learners**—These learners believe in self-discovery. They like change and flexibility, are risk-takers, and are at ease with people. They may, however, be pushy and manipulative. They respond to dynamic instructors who are constantly trying new things.

## **Appendix D**

### **Three-hour and Four-hour Evening Classes<sup>2</sup>**

Keeping the information flowing during a three-hour or four-hour evening class can be a challenge even for the most experienced instructor. What follows are a few suggestions to help prepare, plan, and conduct a long class.

1. Divide the session into modules.
  - Let the length of a module be driven by the topic and the need to minimize class fatigue.
  - Design the length of a session so the students have a clear understanding of when the breaks will be held and the duration of the breaks.
  - Longer modules work best at the beginning of a class session when students and instructor are fresher.
2. When using modules, think of teaching in 15-20 minute segments. There should be a change from segment to segment—the topic, the medium, the nature of student participation, the intensity, etc.
3. If you use the lecture method, use it at the beginning of class. Do the least interactive part of class first and break up the rest. Consider the following:
  - Case study discussions
  - Demonstrations
  - Discussion of issues
  - Guest speakers
  - Videos followed by discussion or a written assignment
  - Brainstorming
  - Role playing
  - Impromptu summaries, reaction statements, etc.
  - Quiz on material
  - Panel discussions
  - Review of assignments, quizzes, tests
  - Read an article and discuss or summarize
  - Group exercises, report back or summarize findings
  - Group presentations
  - Write, pair, share
  - Debate
  - Student created exam questions
4. When lecturing, promote interaction and vary the presentation mode as much as possible.
  - Use the black board/white board
  - Use PowerPoint or show videos
  - Link to current events and issues
  - Tell stories or demonstrate techniques
  - Show a relevant web site
  - Move around the room
  - Ask questions
5. Schedule a quiz at the end of a long class if declining attendance is a problem. If getting students to arrive on time is an issue, schedule the quiz at the beginning of class.
6. Find or create reasons to have students move around.



## **Appendix E**

### **Check List for Part-Time Faculty**

*Adapted from A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults<sup>3</sup>*

1. What are the names of the school/department dean/chair, academic dean, and other important officials?
2. Have I completed all of my paperwork for official employment? (It's frustrating when an expected paycheck doesn't arrive.)
3. Is there an orientation meeting?
4. Is there a school/departmental course syllabus, course outline, or statement of goals and objectives available for the course?
5. Are there prepared school/departmental handouts?
6. Are there prepared school/departmental tests?
7. Where is and/or how do I get my copy of the text(s) and support materials for teaching the class?
8. Is there a school/department and/or college attendance or tardiness policy?
9. When are grades due? When do students receive grades?
10. Is there a college or school/departmental grading policy?
11. Where can I get instructional aid materials and equipment, films, DVDs, software? What is the lead time for ordering?
12. Is there a student evaluation of instruction form for this course? Do I have or can I get a sample copy?
13. Where can I collect background and demographic information about students and their expectations?
14. Who are some of the other faculty who have taught the course? Are they open to assisting adjuncts?
15. Where can I find information to develop a list of resources and references pertaining to outside student assignments?
16. Have the course objectives been reviewed to be certain they reflect changes in text materials or technology?
17. Do I have a variety of instructional strategies planned to that my course does not become repetitious?
18. Do I have a current academic calendar that lists the length of term, the end of the quarter, or semester for special assignment so everyone clearly understands the beginning and termination of the course?



## Appendix F

### Campus Phone Numbers

Main Number: (423) 236-2000

Main FAX: (423) 236-1000

Direct Dial: (423) 236-Extension

Academic Administration (student-related questions) .....	2803
Academic Administration (faculty-related questions).....	2805
Accounting .....	2820
Cashier .....	2826
Advancement .....	2829
Alumni .....	2827
Development .....	2772
Planned Giving.....	2818
WSMC FM 90.5 .....	2905
Allied Health.....	2926
Audio Visual .....	2411
Biology.....	2926
Business & Management, School of .....	2751
Cafeteria.....	2710
Dial-A-Menu .....	2399
Campus Safety .....	2100
Campus Shop .....	2152
Center for Teaching Excellence and the Integration of Faith and Learning .....	2285
Chaplain's Office .....	2787
Chemistry .....	2931
Computing.....	2936
Education and Psychology, School of.....	2765
21 <sup>st</sup> Century Classroom .....	2778
Teaching Materials Center .....	2661
Energy Management.....	2917
English .....	2381
Financial Administration .....	2816
Health Service .....	2713
History and Political Studies .....	2381
Human Resources .....	2276
Payroll-Staff .....	2823
Information .....	2000
Information Services	
ID Card Desk .....	2707
Help Desk.....	2712
Journalism & Communication, School of.....	2330
KR's Place .....	2719
Library .....	2788
Learning Success Services .....	2838

Lost & Found .....	2100
Mail Services .....	2338
Marketing & University Relations .....	2831
Enrollment Services .....	2844
Public Relations .....	2831
Student Finance .....	2835
Mathematics .....	2874
Modern Languages .....	2221
Music, School of .....	2880
Nursing, School of .....	2940
Learning Resource Center .....	2970
Skills Lab .....	2969
Online Campus .....	2086
PE, Health, and Wellness, School of .....	2850
Physics and Engineering .....	2669
Quick Print .....	2861
Records	
Advisement .....	2896
Front Desk .....	2899
Director .....	2895
Transcripts .....	2921
Religion, School of .....	2976
Risk Management .....	2566
Security .....	2100
Service Department .....	2717
Social Work, School of .....	2768
Student Services .....	2814
Student Success Center .....	2782
Talge Hall for Men .....	2994
Technology .....	2860
Sales & Services .....	2863
Telephone Repair .....	2701
Thatcher Hall for Women .....	2904
Thatcher South .....	2910
Transportation .....	2716
Village Market .....	2300
Visual Art and Design, School of .....	2732
Writing Center .....	2384



## Endnotes

<sup>1</sup> Greive, Donald. *A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults*. 4<sup>th</sup> edition. (September 2001). Elyria, OH. Info-Tec.

<sup>2</sup> Angelo-Adams, Joan and Fuller, Geri-Ann. *Three-hour and Four-hour Evening Classes*. (2002).

<sup>3</sup> Greive, Donald. *A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults*. 4<sup>th</sup> edition. (September 2001). Elyria, OH. Info-Tec.