

# Adjunct Faculty Responsibilities

## (Handbook 2023-2025)

*The content of this chapter is applicable to only adjunct faculty.*

### CHAPTER VIII. ADJUNCT Faculty Responsibilities

- 8.1. [Class Rosters](#)
- 8.2. [Code of Ethics Policy](#)
- 8.3. [Course Syllabi](#)
- 8.4. [Coursework Accommodations for Athletes and Debaters](#)
- 8.5. [Office of Student Accessibility](#)
- 8.6. [Final Examinations](#)
- 8.7. [Grade Dispute Policy](#)
- 8.8. [Meeting Classes](#)
- 8.9. [Office Hours](#)
- 8.10. [Online Evaluations](#)
- 8.11. [Photocopy Guidelines](#)
- 8.12. [Testing and Grading](#)
- 8.13. [Hybrid and Online Courses](#)

#### 8.1. CLASS ROSTERS

*(Included since 1978; modified 2012)*

Faculty members have access to their class rosters through WaveNet. Following the add/drop period, a second class roster will be sent to faculty via electronic mail from the

Registrar. Instructions accompanying this roster must be followed promptly and explicitly. Discrepancies between the second roster and the students actually in attendance must be reconciled immediately so that the final grade roster will be accurate. Photo rosters are also provided through WaveNet.

## **8.2. CODE OF ETHICS POLICY**

*(Adopted Jan 2, 2007; modified 2010, 2012)*

Pepperdine University is a Christian University committed to the highest standards of academic excellence and Christian values. Members of the Pepperdine University community - faculty, staff, students, administrators, members of the Board of Regents, members of the University's advisory boards, and volunteers - are responsible for maintaining the standards of the institution and of the various communities in which they live. We value integrity, honesty, and fairness and strive to integrate these values into our daily practices.

Our ethical expectations are found in Holy Scripture, the University Mission Statement, the founding vision of George Pepperdine, and the University Affirmation Statement. Holy Scripture provides the ultimate source for our ethical standards, including the two great commands taught by Jesus: the duty to love God and love one's neighbor as one's self (Matthew 22: 37-40).

In this spirit, we commit ourselves to the highest standards of ethical conduct. We act with integrity; we treat others with respect and dignity; we carefully steward the University's resources; we avoid conflicts of interest or commitment; we maintain confidentiality; and we comply with legal and professional obligations. We are individually accountable for our own actions, and we are collectively accountable for upholding these standards of behavior and complying with all applicable laws, policies, standards, and regulations. While human and therefore fallible, we constantly strive to meet our ethical expectations. Moreover, because the Pepperdine community is composed of many distinct constituencies, we understand that, beyond the general ethical principles outlined in this document, we may be subject to additional rules of conduct specific to our respective roles within the community.

Complete information can be found in the [University Code of Ethics Policy](#).

## **8.3. COURSE SYLLABI**

*(Included since 1988; language edited in 1998; modified 2010, 2012; updated 2021, 2023)*

A syllabus is simply an outline of the academic content of a course, but it also serves to communicate course organization and process. Syllabi are distinctive, following the personality of the professor and the course itself; thus, there are no strict formulae for creating a syllabus. However, it is required that faculty develop syllabi that communicate effectively to students key areas of course organization and content. The following is intended to aid the process of syllabus development in order to facilitate effective communication with Seaver College students. *The following was prepared using syllabus guidelines approved by UAC on April 20, 2012.*

Faculty must include the following content on the course syllabus:

1. Instructor Information:

- Professor name and professional title
- Professor contact information
- Office hours and office location. You must hold office hours at regular times at least two times per week (see section 8.9).
- Course Information:
  - Course title and catalog number
  - Course Description/Purpose
  - Meeting time and meeting place
  - Any required course materials (textbooks, lab manuals, etc.)
- The Student Learning Outcomes (SLOs): Each SLO must be linked to the appropriate Program Learning Outcomes (PLOs).
- Support of the University and College Mission: A brief statement on the relationship between the course and the Mission of [Seaver College](#) and [Pepperdine University](#).
- Course Calendar and Topical Content
- Grading:
  - The methodology used for assessing student learning and the assignment of a course grade should be clearly defined.
  - Late and attendance policies also should be clearly defined.

- Final Examinations:
  - The [date and time](#) of the final examination.
  - All courses must have a final examination or concluding experience. All final exams (or concluding experiences) must occur during the scheduled exam period. Please review the policy on final examinations (see section 8.6).
  - All students enrolled in the course must take the final examination at the scheduled time. Exceptions are only granted if a student has two exams scheduled at the same time or three examinations scheduled on the same day.
- Course Evaluations:
  - Online course evaluations are conducted for all Seaver courses.
  - Further information and instructions for conducting course evaluations are found in section 8.10.
  - Please encourage all students to complete the course evaluation.
- Students with Disabilities:
  - A statement concerning the [Office of Student Accessibility](#). A suggested statement is included here:
 

Any student with a documented disability (chronic medical, physical, learning, psychological, or temporary) who requires academic accommodations should contact the Office of Student Accessibility (Student Assistance Center, SAC 105, Phone: 310-506-6500) as early in the semester as possible. All discussions will remain confidential.
- Academic Integrity:
  - A statement regarding [Academic Integrity](#).
  - The process to be enacted upon violation of course standards also should be referenced (catalog or appropriate school web page).

Faculty may wish to include the following on the course syllabus. This content is optional.

1. Intellectual Property: A statement regarding intellectual property of the course content.

You may use one of the following statements on intellectual property or compose your

own statement.

A. Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Electronic devices other than laptops (e.g., cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

B. Copyright 20XX [Name of Professor] as to this syllabus and all lectures. Students shall not sell notes (or receive remuneration for taking notes) during this course to or by any person or commercial entity without the express written permission of the professor teaching this course.

C. My lectures are protected by state common law and federal copyright law. They are my own original expression and I record them at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes (including any presentations, handouts, guides, outlines made available to you in this class) to anyone else or to make any commercial use of them without express prior written permission from me.

2. Student Behavior: You may wish to include comments related to respectful classroom discourse or standards of behavior.

3. Dates: Indicating the following dates on the syllabus may benefit students.

- Classes, begin and end
- Final exams, begin and end
- Last day to submit Change of Final Exam form
- Holiday periods - Thanksgiving & Christmas
- Holidays - Labor Day & Martin Luther King Day
- Faculty Conference, Fall Break, and Spring Break

- "W" and "WP/WF" days
- Graduation

## **8.4. COURSEWORK ACCOMMODATIONS FOR UNIVERSITY SPONSORED ACTIVITIES**

*(Included since 2002; updated 2006, 2023)*

1. When students are required to be absent from class for NCAA intercollegiate athletic competitions, debate team trips, or other co-curriculum activities sponsored by the College, the University has an obligation to help the student negotiate these conflicting responsibilities. In such cases, professors will make reasonable efforts to accommodate those absences. These accommodations may include, but are not limited to:

- a. assigning alternate work to be done that captures the spirit of the assignment,
- b. apportioning the weight of missed assignments among the remaining assignments, when one or more of a series of graded assignments are missed because of travel requirements.
- c. creating make-up tests or assignments when feasible.

2. It must be acknowledged that for some classes, the class time or lab time learning experience is irreplaceable and some course requirements cannot be compensated. If a significant number of class hours are to be missed because of required competition in NCAA intercollegiate athletic competitions, debate team trips, or certain co-curricular activities, students will be encouraged to take the course during a semester when such conflicts do not exist.

## **8.5. OFFICE OF STUDENT ACCESSIBILITY**

*(Included since 2012, updated in 2017)*

It is the policy of Pepperdine University to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local regulations regarding students and applicants with disabilities. Pursuant to these laws, no qualified individual with a disability shall unlawfully be denied access to or participation in any services, programs, or activities of Pepperdine University. Faculty are expected to make reasonable accommodations to accommodate students with disabilities. The role of the Office of Student Accessibility is to provide support to faculty as it helps to maintain an

environment that guarantees students with disabilities full access to all University educational programs, activities, and facilities. All services through the Office of Student Accessibility are kept strictly confidential.

The complete University policy for accommodating students and applicants with disabilities can be found on the [Office of Student Accessibility website](#).

Information specific to faculty may be found on the [Office of Student Accessibility website](#).

## **8.6. FINAL EXAMINATIONS**

*(Included since 1978; modified 1989 and 2002; updated 2017, 2023)*

1. A final examination or concluding evaluative activity must be held for each regular course at the time and place published in the finals schedule. EXCEPTIONS MUST BE APPROVED IN WRITING BY THE SENIOR ASSOCIATE DEAN. Failure to comply is a serious dereliction of duty as a member of the Seaver faculty, subject to disciplinary action.
2. All students are required to be present during the final exam period. Exceptions may be granted only in case of emergencies or very special circumstances. Faculty members are not required to give a student permission to take a final at any time other than the time scheduled. However, in exceptional cases, such as when a student has three exams scheduled on the same day, students may obtain a form from the divisional office or the Seaver Dean's Office to petition to change the time or day of their exam. Students must obtain the faculty member's approval prior to submitting their petition to the Dean's Office.
3. Final reports of student grades are due in the Registrar's Office the first Monday following the last day of finals. For spring term graduation, grades of graduating seniors must be turned in on Friday at noon of finals week. Grades must be turned in online via WaveNet.
4. The grade of "I" may be given only (1) when the student is passing the course at the time an illness or emergency arises; (2) when the student does not have excessive unexcused absences; and (3) when the only work unfinished by the student is the final exam or a final major project. An incomplete grade is not intended to give students with poor grades additional time to improve their grades. Faculty-initiated grade changes (other than mere computation errors) must be submitted to the Credits Committee in writing, with justification for the change and the divisional dean's signature.

## **8.7. GRADE DISPUTE POLICY**

*(Included since 2000; modified 2012, updated 2017)*

Grades measure student performance and serve as a means of determining graduation eligibility and honors. As such, Seaver College recognizes that a fair and rigorous assessment of student coursework is vital to the mission of the school and wishes to ensure that disagreements that arise over assigned grades are handled promptly, fairly, and professionally. The [grade dispute policy](#) is found in the Student Handbook and on the University website.

## **8.8. MEETING CLASSES**

*(Included since 1978; modified 1988, updated 2017, 2023)*

With the exception of classes listed as online classes, faculty members are expected to meet all classes in person. All classes should begin promptly at the time scheduled. Necessary absences must be reported to the relevant divisional dean in advance whenever possible. Failure to meet scheduled classes and chronic tardiness are serious lapses of professional behavior.

## **8.9. OFFICE HOURS**

*(Included since 1978; modified 1998 and 2006)*

Arranging office hours may be challenging for adjunct faculty members, but efforts should be made to provide time for consultation with students outside of scheduled class time. Each division provides space for such consultations, and adjunct faculty members are urged to take advantage of this provision. Regular times, usually just before or after class, should be announced to the class and maintained conscientiously, aiming for a frequency of two times per week to be available to meet with students outside of class.

## **8.10. ONLINE EVALUATIONS**

*(Included since 2010, updated 2017, 2021, 2023)*

Since thoughtful reflection is very important, please allow a minimum of 15 minutes for completion of the surveys at the beginning of a class session during the survey period. The course evaluation survey period begins at 3 AM PST on the Monday of the penultimate week of regular instruction and closes after 14 days, before final exams begin, at 3 AM PST



on the Monday of final exam week.

Read the following statement to your class prior to releasing the students to fill out the evaluation forms:

Thank you for taking the time to complete these course evaluation surveys. Your input is a very important part of ensuring the highest quality of teaching here at Seaver. Evaluations really do count. These surveys help faculty improve their classes for future students as well as contribute valuable information for faculty performance and promotion reviews. Your professor will not be able to see the evaluation until after grades have been assigned. Comments regarding strengths of the class are as helpful as those regarding areas that need improvement.

Absent yourself from the room while students are filling out the form. Avoid offering incentives for the completion of the surveys, since the uneven distribution of any kind of incentives, such as extra credit or food, may skew results. If possible, surveys should be administered on a day as similar as possible to a typical class day, (e.g. end-of-semester celebrations should preferably occur on a different day of the semester). Students who are absent or have forgotten a device can still complete the surveys since they are available during the entire survey period and not linked to in-class administration.

When the online evaluation period begins, students are notified by an email from the Dean's Office with directions for logging into Course Eval. Students are able to print a confirmation page upon completing their evaluation for each course; printing this page does not compromise the anonymity of the students in making their responses. Faculty are advised to collect these sheets since this is the only way to verify whether a specific student has completed an evaluation. Having a high percentage of student responses is important because student evaluations play a significant role in the rank, tenure, and promotion process. Throughout the evaluation period a faculty member will receive email updates regarding the number and percentage of students who have completed the evaluations for each course.

After all grades have been submitted, faculty may [log in](#) and see both numerical ratings and student comments for each course.

## **8.11. PHOTOCOPY GUIDELINES FOR CLASSROOM AND RESEARCH USE**

*(Included since 2012; updated 2023)*

The complete [photocopy guidelines](#) are found on the Provost's website.

## **8.12. TESTING AND GRADING**

*(Included since 1978; modified 2002, 2012, 2013; updated 2017, 2023)*

Grades must be assigned accurately and fairly. Careful records of student progress should be maintained. All records pertaining to students' work should be retained for one semester following conclusion of a class. Students deserve a clear understanding of their status and progress. This requires a systematic evaluation program on the part of the instructor. Evaluation should begin early in the semester, continue at reasonable intervals, and be communicated regularly to students. Students may appeal grades to the relevant divisional dean. (Please refer to the [Grade Dispute Policy](#).)

## **8.13. COURSE GRADE POLICY IN TIME OF DISRUPTION**

*(Included since 2023)*

The Seaver Academic Council (SAC) approved a [Course Grade Policy in Time of Disruption](#) in Spring 2021, and the policy took effect during the 2021-2022 academic year.

## **8.14. HYBRID AND ONLINE COURSES**

*(Included since 2017; updated 2023)*

Given the events of the global pandemic that began in 2020, this section will undergo further review and revision prior to the next handbook revision period in summer 2025. In the interim period, faculty who have not taught an online course for Seaver College previously will be asked to complete the CTE ROOT training prior to the start of the online course. All exceptions must be approved by the Senior Associate Dean.

### **Review and Approval Process for Hybrid and Online Courses**

Seaver College neither promotes nor discourages the development of hybrid or online courses. The development of hybrid and online courses is a decision for the faculty.

If faculty seek to develop hybrid or online courses, it is imperative that they have the necessary knowledge and training to produce high-quality classes. Thus, it is recommended that all faculty teaching hybrid and online courses be trained in online course development, implementation of effective online pedagogies, assessment of online learning, and the proper use of software tools required for developing and delivering hybrid or online courses. It is also recommended that all hybrid and online courses be

reviewed and approved by the Seaver College Academic Council (SAC) before the initial offering of the course.

- Faculty teaching hybrid or online courses must be certified to teach online courses by completing a two-course sequence in hybrid and online course development.

- The courses are offered in the Faculty Professional Development program through the Technology and Learning Group of the Information Technology department at Pepperdine.

- o FPD 101 – This course focuses on integration of technology in the classroom and introduces a variety of technology tools and techniques.

- o FPD 301 – This course is focused on online course development, online pedagogy and assessment.

- The associate dean, in consultation with SAC, may approve alternate courses or educational programs to act in fulfillment of the FPD 101 and FPD 301 courses.

- Faculty must complete FPD 301 (or its equivalent) before submitting an Online or Hybrid Course Proposal form to SAC.

- The following policies apply to all courses taught at Seaver College, except directed study (299, 499, or 599) or internship (295, 495, or 595) courses.

- All hybrid or online courses must be approved by the Seaver College Academic Council before the initial offering.

- Faculty teaching an approved hybrid or online course will receive release time for a single course (maximum of four units) in the semester preceding the hybrid or online course offering.

- o In order to receive release time to develop a hybrid or online course, the course must have been approved by SAC.

- o Release time will only be granted for the initial offering of a hybrid or online course.

- o To facilitate the registration process, the following schedule will determine the earliest semester in which release time may occur.

- i. Courses approved by SAC between January 1 and August 31

- Release time occurs in the spring semester of the subsequent calendar

year

ii. Course approved by SAC between September 1 and December 31

- Release time occurs in the fall semester of the subsequent calendar year

o Exemplar timelines

viii. Summer 2015 (or earlier) – Faculty completes FPD 301

ix. SAC approves online course proposal between January 1, 2015 and August, 2015

x. Spring Semester 2016 – Initial offering of online course

OR

xi. Summer 2015 (or earlier) – Faculty complete FPD 301

xii. SAC approves online course proposal between September 1, 2015 and December 31, 2015

xiii. Full Semester 2016 – Course release semester

xiv. Spring Semester 2017 – Initial offering of online course

- Directed study (299, 499, or 599) or internship (295, 495, or 595) courses may be offered in an online or hybrid format if the following conditions are met.
  - The faculty member teaching the course has completed FPD 101.
  - Faculty teaching directed study or internship courses in either a hybrid or online format do not receive release time for course development.

#### Workload

- Faculty workload for hybrid and online courses will be determined in compliance with the policy on faculty teaching loads published in section 3.21 of this handbook.

#### Intellectual Property

- The professor maintains the intellectual property rights to all content delivered in a course, regardless of the medium in which it is presented, while he or she is an employee of Pepperdine University.
- Pepperdine University reserves the right to teach a hybrid or online course using

material developed by a faculty member for a period not to exceed 18 months once the faculty member is no longer an employee of the university.

- Contractual obligations may limit the ability of faculty members to take media applications used to develop and deliver an online or hybrid course to another institution of higher education. For example, courses developed using a third-party provider or with software tools licensed exclusively to Pepperdine University may restrict the ability of the faculty member to deliver the course at another institution. In such cases, the faculty member will retain intellectual property rights to the course content, but the third-party provider or university may retain the rights to course packaging, formatting, and presentation.

#### Course Branding and Identification

- All hybrid or online courses must have information identifying the course name, prefix and number in the introductory and closing content for all course materials distributed using online learning technologies.