

# SEAVER COLLEGE

## FAQ Book for Adjunct Faculty

### 2011



This handbook is intended to provide the answers to the most Frequently Asked Questions posed by adjunct faculty members at Seaver College

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**FAQ Book for Adjunct Faculty, 2011**

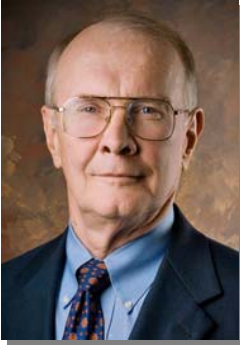
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## A MESSAGE FROM THE DEAN EMERITI



In 1858, John Henry Cardinal Newman described the ideal university as a residential community of students and teachers devoted to intellectual and spiritual matters. Unfortunately, few institutions of higher education today have managed to approach this ideal. There are widespread reports, nationwide, of low morale among teachers who feel overwhelmed and under-appreciated, performing work that seems mindless and mechanical. At the heart of this problem is the lonely work of teachers who often feel disconnected from administrators, colleagues, and many of their students.

Many in higher education speak of creating learning communities to address this issue. This idea of community is so appealing to many of us at Seaver College that my office has embraced it and has adopted the theme of “Building Community” as our focus for the college for the next few years. This is a challenging agenda. However, I am convinced that the building of a residential, liberal-learning community is an essential step in the larger goal of academic excellence within the context of Christian mission.

We are also fully aware that building community is an ongoing process and will always be unfinished work. As Martin Buber reminds us, “The empirical community is a dynamic fact. It does not take away (a person’s) solitude but fills it, makes it positive. It thereby deepens the consciousness of responsibility for the individual. The community does not have its meaning in itself.” As many of us know, one of the joys of teaching is the joy of participating in learning communities. I hope you will join us in one or more of the many programs we will initiate in the coming years and fully experience the joy of working as a co-learner in a collaborative setting.

W. David Baird  
Dean Emeriti of Seaver College

## A MESSAGE FROM THE DEAN



The vocation of a faculty member is simultaneously an exhilarating and intimidating endeavor. The challenges have never been greater for the scholar teacher; the explosion in information and the increasing expectations of the professoriate demand the utmost from today's professor.

Seaver College strives for excellence in all areas of the academic enterprise and attempts to weave seamlessly the curricular and co-curricular expectations. We earnestly long to participate fully in the intellectual, spiritual, emotional, and psychological growth of our students. We desire to help empower our students to seriously consider the implications of a life that loves the Lord our God with all our heart, soul, strength, and mind, and our neighbor as ourselves.

Higher education today remains paradoxically one of the most admired and yet critiqued institutions in America. Colleges and universities suffer no lack of constituencies offering advice, encouragement, and criticism. At Seaver College, we take our vocation as professors most seriously; we recognize and acknowledge that we have been entrusted with a most precious treasure – the future of our global community. As we live our lives among our students, and share the wisdom we have gained through our rigorous study and reflection, may God grant us the energy and discernment to serve this university and our profession with honor and integrity.

Rick R. Marrs  
Professor of Religion and Dean of Seaver College

## CHAPTER I INTRODUCTION

### A. THE MISSION OF PEPPERDINE UNIVERSITY

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership. The mission of Pepperdine University has remained consistent during its history. The statements of mission, direction, and values that the University affirms today are built on George Pepperdine's founding address (1937), the Pepperdine University Affirms statement (1970), and The Mission of Pepperdine University (1999).

#### **Introduction**

The mission of Pepperdine University has remained consistent during its history. The statements of mission, direction, and values that the University affirms today are built on the foundation of George Pepperdine's founding address (1937), the Pepperdine University Affirms statement (1970), and The Mission of Pepperdine University (1999).

#### **History**

A successful businessman, Mr. Pepperdine founded George Pepperdine College to implement his vision of a college based upon Christian values for men and women from all walks of life. He donated the funds to purchase thirty-four acres in Los Angeles. With 167 students, the college was dedicated on September 21, 1937. Mr. Pepperdine was an active leader in the Churches of Christ, with which the University has maintained a vital relationship since its inception.

From 1937 to 1970, Pepperdine was primarily a small, undergraduate liberal arts college. In 1971, with the addition of professional schools, the college became Pepperdine University. Through the generous support of Mrs. Frank Roger Seaver, the current 830-acre Malibu campus was dedicated in 1972. Seaver College (the undergraduate school), the School of Law, the School of Public Policy, and the University's principal administrative offices are located on the Malibu campus.

#### **Pepperdine University Today**

Today, Pepperdine University is a selective, mid-size, comprehensive university offering bachelor's, master's, and doctoral degrees in a wide range of disciplines. Pepperdine enrolls approximately 8,000 full-time and part-time students, with a full-time faculty of more than 300 professors and scholars. The University is particularly proud of its role in the greater Los Angeles area, one of the most vibrant and exciting regions of the world, providing students with enriched learning and service opportunities.

Pepperdine owns and operates campuses in Argentina, England, Germany, and Italy and for study-abroad programs. It offers regular programs in many other countries, for both graduate and undergraduate students, and has developed strategic alliances with world-class universities throughout Europe, Asia, Australia, and Latin America to facilitate student and faculty exchanges.

The University continuously improves the quality of its educational programs and facilities. The Drescher Graduate Campus in Malibu includes the Graziadio School of Business and Management, the Graduate School of Education and Psychology, and the School of Public Policy.

### **Values**

The most distinctive feature of Pepperdine University is its commitment to academic excellence in the context of Christian values. Mr. Pepperdine's original statement of purpose in 1937 continues to resonate with the mission of the University today:

"Therefore, as my contribution to the well-being and happiness of this generation and those that follow, I am endowing this institution to help young men and women prepare themselves for a life of usefulness in this competitive world and to help them build a foundation of Christian character and faith which will survive the storms of life."

This dual commitment to academic excellence and Christian values is more fully articulated in the affirmation statement in the University's catalogues and publications:

#### Pepperdine University Affirms

*That God is*

*That He is revealed uniquely in Christ*

*That the educational process may not, with impunity, be divorced from the divine process*

*That the student, as a person of infinite dignity, is the heart of the educational enterprise*

*That the quality of student life is a valid concern of the University*

*That truth, having nothing to fear from investigation, should be pursued relentlessly in every discipline*

*That spiritual commitment, tolerating no excuse for mediocrity, demands the highest standards of academic excellence*

*That freedom, whether spiritual, intellectual, or economic, is indivisible*

*That knowledge calls, ultimately, for a life of service.*

## **Governance**

The University is governed by a forty-member, self-perpetuating Board of Regents. To maintain the University's vital relationship with the Churches of Christ, the majority of regents are active members of that faith community. Regents are selected to represent a broad diversity of community and professional interests. The authority of the regents and the relationship with the Churches of Christ are defined in the Articles of Incorporation and Bylaws. The impact of this religious affiliation permeates the University and its programs.

## **Educational Programs**

The University implements its mission through a variety of educational programs. In each school and program, the University strives for: (1) an excellent and demanding educational experience that focuses on the student as the heart of the learning experience, and (2) a Christian values focus that challenges the student to examine the moral, ethical, and spiritual dimensions of learning and life.

Seaver College, a highly selective undergraduate college of approximately 3,000 students, offers a rigorous core curriculum with majors in a variety of disciplines. A majority of Seaver students live on the Malibu campus, enabling participation in a broad range of activities beyond the classroom, ranging from the arts to athletics. More than half the undergraduates study abroad. Seaver College also offers selective master's degree programs.

The University's four professional schools offer graduate programs in management, education, psychology, law, and public policy. While providing a values-centered education within their disciplines, each of the four professional schools emphasizes the University's mission of service to others through societal leadership. Beyond the traditional graduate programs in these fields, the University offers a broad range of programs for adults engaged in lifelong learning.

## **Faculty and Staff**

Faculty and staff members support the University's mission of academic excellence and Christian values. They serve as role models and mentors, as well as teachers and scholars; the faculty members are committed to the primacy of teaching and learning. Virtually all tenured or tenure-track faculty members have earned terminal degrees in their disciplines. Students and alumni consistently cite the quality, accessibility, and caring nature of the faculty and staff as among Pepperdine's major strengths.

## **The Students**

Pepperdine students come from all fifty states and more than seventy nations. The students represent a wide variety of religious, cultural, ethnic, and socioeconomic



backgrounds. The University embraces this diversity, which enriches the educational process. Students of all ages are enrolled, reflecting the University's commitment to lifelong learning.

### **Alumni, Parents, Friends and Advisors**

Pepperdine is supported by a strong and vibrant constituent network composed of alumni, parents, friends, donors, volunteers, and advisors. The more than 80,000 alumni of Pepperdine University are highly successful in both graduate study and in a wide variety of professional interests. Alumni join parents, friends, and donors in serving the University through a variety of volunteer advisory boards, support councils, and committees.

### **Distinctiveness**

The University is blessed with many assets to achieve its aspirations: a clear vision and mission, a consistent and guiding spiritual heritage, an intellectually vibrant and caring faculty and staff, excellent students, small student-focused classes, a strong core curriculum combined with leading-edge programs, a unique global perspective and emphasis, an embracing of diversity, a beautiful and spiritually uplifting campus in the world's most exciting region, and strong alumni, community, and financial support.

Among the 3,500 colleges and universities in the United States, and the thousands more abroad, Pepperdine aspires to establish its distinctive place in higher education. Pepperdine University seeks global recognition as an academically outstanding, mid-size, comprehensive university grounded in Christian values, dedicated to strengthening its graduates for lives of purpose, service, and leadership in the twenty-first century.

## **B. ACCREDITATION**

Pepperdine University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. In addition, a number of Seaver College academic programs are nationally accredited.

### **Foreword**

It has been rightly observed that we never rise higher than our dreams. Nor are we likely to stumble accidentally into greatness. Rather, we must illuminate the path we intend to take with as much clarity as possible. In April, 1995, the Pepperdine University Strategic Planning Committee adopted the Seaver College Integrated Strategic Plan. This plan presents a comprehensive picture of the College as it is and an image of what it hopes to become.

What is presented here is the introduction to that larger plan. The goal of this introduction is to paint with a broad brush what is detailed with considerable specificity in the complete planning document—laying out what we believe ourselves to be and helping us see our way into the future.

Thanks are due to the countless Pepperdine University faculty members, staff persons, and administrators who have contributed their time and energy to the development of this plan.

*Rick R. Marrs*  
*Dean of Seaver College*

### **C. THE MISSION OF SEAVER COLLEGE**

Seaver College exists to provide a link between the knowledge and wisdom of the past and present with the challenges of the future. The College is a community within the larger Pepperdine University community which integrates several groups: teachers committed to a life of instruction and scholarship; students preparing to assume responsible roles in contemporary society; staff members, volunteers, and donors committed to advancing the goals of the community; and administrators and regents charged with helping to achieve these goals.

Seaver College is primarily undergraduate and residential. It is selective in enrollment and committed to high academic standards. Its task is to prepare persons of diverse economic, social, ethnic, and religious backgrounds to become moral and intellectual leaders and to challenge them to value service above material success. To accomplish this task, Seaver faculty members, administrators, and staff members serve as role models, both as professionals and as human beings who are committed to excellence and motivated by personal faith in God. Students benefit from many small classes, a nurturing campus environment, opportunities for diverse social interaction, and individual attention from these teacher-mentors.

Seaver is a liberal arts college. As such, it nourishes and transmits the noblest ideas of Western culture – the achievements of science and technology as well as the artistic, intellectual, and ethical heritage of the Western world. At the same time, the Seaver curriculum and co-curriculum also reflect a modern, global worldview much broader than that of the West and more complex and egalitarian than in former times. Nor does it isolate itself from the nature of life and the economic realities of our own age. Therefore, many subjects are studied that are not included in the traditional categories of the liberal arts. Nevertheless, the College is completely committed to the spirit and intent of the traditional baccalaureate: the sharpening of the mind, the ennobling of the heart, the broadening of the vision, and the cultivation of the arts of speaking and writing which result in civilized and fruitful discourse. It is likewise devoted to the relentless search for truth in an atmosphere of freedom of inquiry: to think, to question, to doubt, to believe, and to affirm.

Seaver College places the students' total development at the heart of its educational strategy. The College therefore recognizes the importance of both the curriculum and the co-curriculum. It strives to effect the total development of the student – intellectual, physical, emotional, social, and spiritual – and to lay the foundations of lifetime learning. It recognizes that learning takes place constantly, in every facet of the student's life, and

therefore seeks to integrate and direct this complex of experiences toward its developmental goals.

Since there is a significant correlation between the degree of individual student involvement in the life of the college and success in effecting student development, concerted effort is made to maximize the involvement of each student in the larger life of the College.

Seaver is a Christian college. As such, it affirms in undergraduate and graduate programs that there are sources of truth deeper than those of secular culture: Moses, purveyor of divine laws; Amos, crying out for social justice and unfeigned piety; Paul, overwhelmed with both the reality of sin and the joy of forgiveness; and ultimately, Jesus of Nazareth, in whom God is uniquely revealed, and by whose death and resurrection all humankind can receive reconciliation with God. The study of religion and the opportunity for corporate worship are integral elements in the Seaver experience. A commitment to Christian beliefs regarding the origin, nature, and destiny of humanity permeates the curriculum. The College's ties to the Churches of Christ call it to a serious commitment to Biblical Christianity. Thus, in its mission, Seaver College seeks to remain true to the most profound insights of the religious movement which constitutes its heritage.

## **The Seaver Faculty**

### **Community**

Seaver College of Letters, Arts, and Sciences is a community of scholars within Pepperdine University sharing the ongoing process of intellectual discovery and personal growth. The faculty forms the nucleus of this community, and its interaction with students is the community's central activity. The Seaver faculty draws its strength from both its commonality and its diversity.

### **Commonality**

Seaver faculty members share the following qualities and values:

**Excellence and satisfaction as teachers of undergraduate students.** Seaver's primary mission centers on its impact on students, especially undergraduate students. Seaver faculty members therefore strive to be excellent teachers—well prepared, fair, enthusiastic, innovative, and constantly improving. The priority which they place on teaching can be seen in such things as the level of energy expended in preparing for instructional activities, creativity in using varied methods of instruction, and sensitivity to student needs and questions in and out of the classroom.

**Thorough academic preparation.** Seaver faculty members have acquired the highest appropriate degrees in their areas of teaching and research. This initial preparation

becomes the basis for continued intellectual growth, active participation in professional organizations, and contributions to the disciplines of academic specialization.

**Strength of character worthy of emulation.** The ideal relationship between teacher and student at Seaver College is more than mere academic interaction; therefore, faculty members at Seaver seek to be role models as well as academicians. While this fact does not imply that faculty members lack the right to private lives beyond the confines of the college, it does call attention to the Seaver philosophy of educating the whole person and recognizing that such an education extends beyond the classroom. The faculty's strength of character, maturity, and ethical clarity are integral to the heritage it seeks to pass on to students.

**An inquisitive spirit.** The love of learning and a critical approach to knowledge are the beginning of scholarship. The Seaver faculty views learning and discovery as exciting and takes special joy in them. The faculty is in fact a community of life-long learners who have never stopped growing intellectually. Research at Seaver is not a sterile professional exercise but rather the natural fruit of an inquisitive spirit. Seaver faculty members often share their research with the wider scholarly community through publication or oral presentation, and the spirit which generated these discoveries is highly valued.

**A devotion to Christian moral and ethical values based upon a personal spiritual commitment.** The power of these values is dependent upon an honest allegiance to them. Consequently, Seaver College, as an independent, church-related institution, gathers scholars who are themselves unreservedly committed to such values and who discipline their own lives by them. A significant majority of faculty base their commitment to such values, and their daily lives, on a personal faith in Jesus Christ, and live out that faith in their churches and communities.

**A sense of servanthood.** One of the paramount Christian values is this: "Whoever wants to become great among you must be your servant." While it is the responsibility of the University to provide adequate support and compensation to the faculty, excellence in the respected serving professions comes from within. This fact not only influences the activities of the Seaver faculty within the University but also results in service to the larger community through the religious, civic, political, social, and cultural life of the local communities in which faculty members live.

## **Diversity**

The strength of the Seaver faculty consists not only in its commitment to shared values, but also in its diversity. This diversity broadens the students' horizons and contributes to an objective search for truth. The faculty exhibits a balance between age and youth, varied levels of experience, and differing rank and tenure status. Men and women are both represented. Faculty members have varied undergraduate and graduate experiences, cultural and racial heritages, and areas of special interest and expertise. Individual faculty

members excel in various ways and with varying combinations of teaching, research, and service. The makeup of the faculty reflects the university's strong historic relationship to the Churches of Christ while fully recognizing the valuable contributions of those who, while not members of the Churches of Christ, complement and share a commitment to the mission of Seaver College.

## **Seaver Administration and Staff**

### **Commonality**

Administrators and staff members at Seaver College plan, structure, organize, supervise, coordinate, and carry out tasks that facilitate the work of the faculty and the interaction of faculty members and students, and that provide the co-curricular environment in which student development occurs. They share with the faculty the responsibility for achieving the college's goals within the framework of its mission statements. They must therefore share many of the same qualities and values that characterize the faculty. These include:

**Thorough preparation.** Seaver administrators and staff members have adequate experience and/or professional preparation to perform with excellence, and a strong interest in constantly improving performance and skills.

**Strength of character worthy of emulation.** Administrators and staff members interact with students daily and in those interactions teach by example. In demonstrating a service orientation, maturity, and ethical clarity, they serve as role models along with the faculty. This aspect of their responsibility is no less important than the specific tasks that they perform.

**A devotion to Christian moral and ethical values based upon a personal spiritual commitment.** The power of these values is dependent upon an honest allegiance to them. Consequently, Seaver College, as an independent, church-related institution, appoints administrators and staff members who are themselves unreservedly committed to such values and who discipline their own lives by them. A significant majority of them base their commitment to such values, and their daily lives, on an active personal faith in Jesus Christ, and live out that faith in their churches and communities.

**A sense of servanthood.** Administrators and staff members understand themselves to be servant leaders, recognizing that commitment to Seaver's mission and the welfare of the Seaver faculty and students is the primary factor in every decision made, every task accomplished, and every personal interaction undertaken inside or outside the college.

### **Diversity**

Diversity is as significant among administrators and staff members as among the faculty and students. These groups, therefore, all exhibit diversity in cultural and racial heritage. Men and women are both represented. The makeup of the administration and staff reflects the University's Christian character, and within Christianity its strong historic

relationship to Churches of Christ, while fully recognizing the valuable contributions of others who complement and share a commitment to the mission of Seaver College. Regardless of race, creed, or cultural origins, all staff members and administrators will demonstrate a high level of competence.

Implementation and Evaluation. It is the responsibility of those who hire, supervise, and evaluate staff members and administrators of the college to ensure that those under their supervision reflect the qualities noted above.

### **The Seaver Student**

Seaver College is committed to the concept that the total development of the student is the heart of the educational enterprise. The student body of Seaver College consists primarily of full-time residential students. A description of the Seaver student must include both those qualities that initially won admission to a selective program and those that the student and society at large should expect the college to add or to enhance during the period of matriculation.

All incoming students should share the following characteristics:

- An outstanding record of academic performance and service activities that indicates emerging maturity and promise of continuing growth.
- Strong moral character evidenced by past actions, such as explicit examples of mature ethical and moral decision-making, responsible and productive behavior, exhibition of a spirit of servanthood, and commitment to volunteer participation in institutions such as church, school, and nonprofit public service agencies and projects.
- An inquisitive mind and a willingness to learn.
- Creativity and special talents, especially the capacity for leadership—professional, personal, and social.
- Exposure to intellectual, social, and cultural diversity is also essential in the liberating process of education. The student body of Seaver should therefore include persons of differing economic and social status; geographical origins, both foreign and domestic; and racial and cultural heritage.
- The Seaver student body should represent a diversity of religious heritages, Christian and non-Christian, while at the same time reflecting the University's Christian character and its relationship with Churches of Christ.
- The Seaver curriculum emphasizes both breadth (through general education) and depth (through a concentration in one discipline). All graduating students should share the following characteristics:

- The ability to continue the quest for knowledge and insight and to adapt to constant changes spurred on by the excitement of discovery and aided by an understanding of the nature and techniques of intellectual research.
- The ability to think clearly, logically, independently, and critically—to synthesize and integrate knowledge, not simply to accumulate it.
- The ability to communicate and to understand the communication of others: to read, to listen, to speak, and to write effectively.
- A broad cultural perspective, defined by an exposure sufficiently broad to ensure familiarity with the history, literature, philosophy, and achievements of Western culture, as well as a sense of the global interaction between Western and non-Western civilization. This would naturally include a developed aesthetic sense capable of appreciating the arts, a grasp of the basic process of scientific discovery, and knowledge of the present state of human understanding of the physical and social world.
- Moral integrity and a sense of personal values, seen as a capacity and willingness to make value judgments based on a serious consideration of Christian ethics. While students may or may not accept these views as their own, they will be encouraged to consider seriously the question of Christian values in making life decisions.
- An enhanced potential for service in a chosen profession, in public life, and in the support of cultural life of a chosen community. Seaver students will be leaders—leaders, however, of a special kind, exercising leadership for the common good rather than for mere personal or material gain

## **CHAPTER II ADMINISTRATIVE AND ACADEMIC ORGANIZATION**

### **A. UNIVERSITY ADMINISTRATION**

Seaver College is one of the five schools of Pepperdine University. The others are the Graduate School of Education and Psychology, the Graziadio School of Business and Management, the School of Law, and the School of Public Policy. Although each functions somewhat independently under its dean, the five are tied together by the leadership of the University Provost and joint participation of the University Education Council. The Provost is the chief academic officer, has the overall responsibility for the academic activities of the University, and is the principal link between the central administration and the academic areas.

### **B. SEAVER COLLEGE ORGANIZATION**

#### **1. ORGANIZATION STRUCTURE**

The organizational structure of Seaver College is both traditional and non-traditional. It is traditional in that a single dean, with the support of associate and assistant deans, is charged with providing academic leadership. This leadership is exercised in cooperation with chairpersons of eight divisions. It is non-traditional in that the deans of student affairs, admission and enrollment management, international programs, and alumni and development also report to the Dean of Seaver College.

#### **2. ADMINISTRATIVE OPERATION**

With the characteristics of a full-service undergraduate school, Seaver College has an organizational chart that implies a complex administrative process. In actuality, however, that process is fairly simple. Central to the operation of the school is the Seaver College Cabinet (SCC), made up of the various deans (six in 2008), division chairpersons, president of the Seaver Faculty Association, the director of Summer School and Special Academic Programs including Seaver Graduate Programs, and the chief budget officer of the College. Chaired by the Dean of Seaver College, the cabinet meets monthly and reviews, assesses, and decides issues of importance to the College.

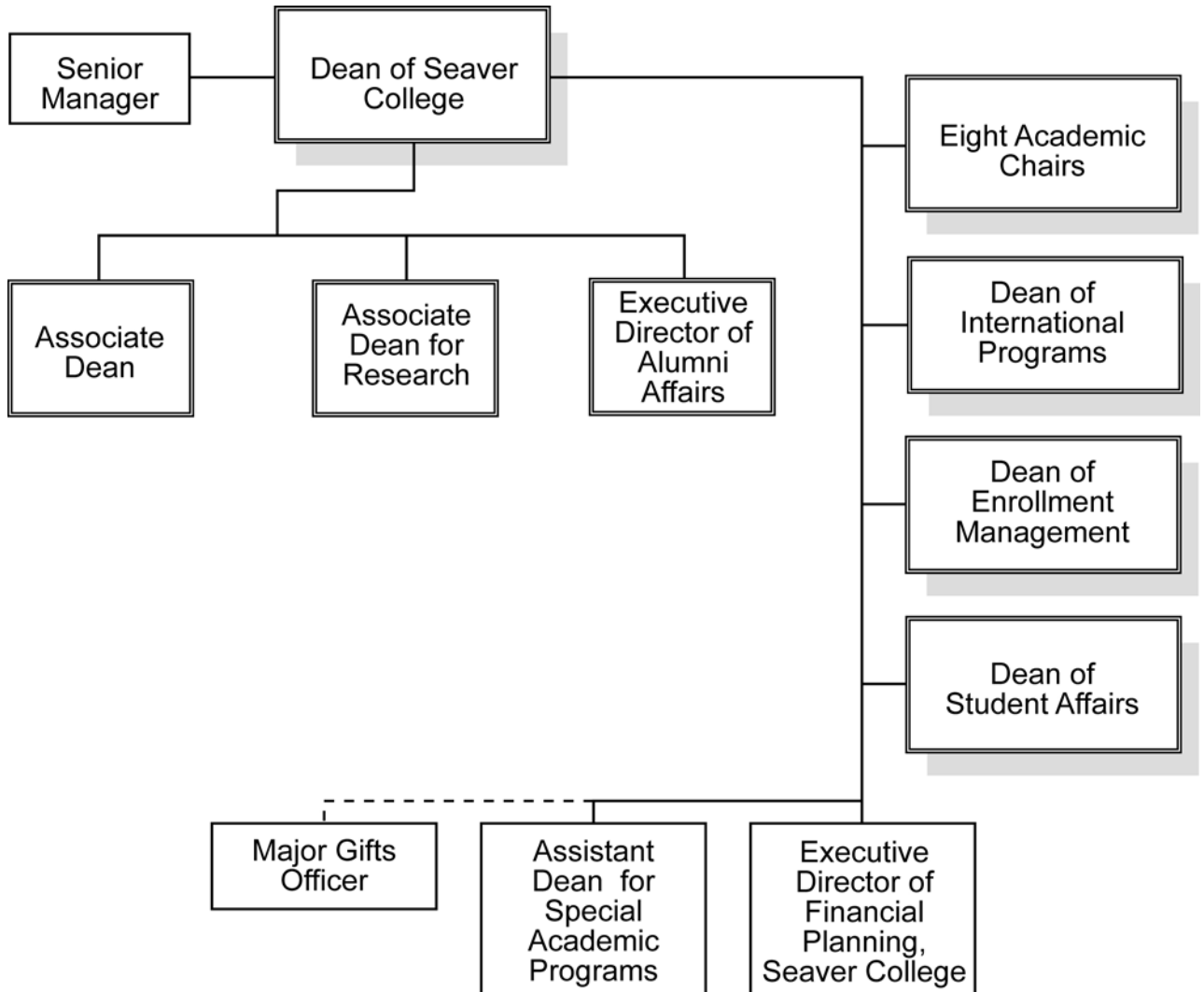
Issues associated with the curriculum of the school are considered by the Seaver Academic Council (SAC). Chaired by the associate dean of the College, the SAC reviews proposals for new majors and courses and supervises curriculum assessment during its monthly meetings.

The Seaver Faculty Association (SFA) operates independently of the SCC and SAC. It addresses issues of specific concern to the faculty, including professional development, curriculum, administrative issues, and budget matters. The president of SFA and the



dean of the college meet regularly and work collaboratively on issues of importance to faculty, administration and students.

3. SEAVER COLLEGE ORGANIZATION STRUCTURE  
(Updated 2009; 2010; 2011)





## **CHAPTER III FACULTY-INSTITUTION RELATIONS**

### **A. ADJUNCT FACULTY APPOINTMENTS**

Adjunct appointments are made on a term-to-term basis and carry the designation of adjunct instructor or adjunct professor. No rights of tenure or presumption of continued employment are conferred or implied by the signing of any contract or by a number of consecutive or concurrent contracts. No commitment for continued employment is implied beyond the semester for which the contract is written. Teaching responsibilities usually involve only one course per term and are limited to a maximum of two (2) courses or eight (8) units during a single semester, unless otherwise agreed to by written provision in the contract. If such extra teaching units are agreed to, the extra units shall not be constructed as creating or granting any rights to continued employment or tenure, and the status of the adjunct faculty member shall remain unchanged.

The University reserves the right to cancel a class with insufficient enrollment with no remuneration to the adjunct faculty member. In such cases, as much advance notice as possible will be given.

Divisional chairpersons select adjunct faculty members and prepare contracts, indicating the course to be taught, the number of units, and the salary rate per unit. The contract will be signed by the chairperson, the dean, the provost, and the adjunct faculty member. Pay cannot be authorized until the adjunct faculty member has signed the contract and returned it to the Dean's Office.

Adjunct faculty members shall not be eligible for University benefits except as specifically provided in this handbook.

### **B. FACULTY-STUDENT RELATIONS**

#### **1. NONACADEMIC AND SOCIAL RELATIONS**

One of the unique aspects of Seaver College, aside from the physical beauty of its location, is the traditional Pepperdine family atmosphere in which faculty members and students live and study together.

There are many opportunities for informal faculty-student contacts throughout the year. The Dean of Students Office sponsors activities such as volunteer activities, convocation programs, talent shows, the Christmas dinner, Songfest, faculty-senior breakfasts, and many other programs announced throughout the University community. All Seaver College faculty members are encouraged to participate with their families in these events in order to become better acquainted with students in nonacademic settings.

## 2. STUDENT ENTERTAINMENT FUND

The purpose of this program is to encourage faculty and staff to entertain students in their homes for a social meal. To assist in budgeting and utilizing the funds, the following guidelines have been established:

The fund is available to full-time and adjunct faculty and full-time University employees. For more information, please go to:  
<http://seaver.pepperdine.edu/studentaffairs/enrichmentfund/>

## 3. STUDENT HANDBOOK

An important document with which every Seaver faculty member should become familiar is the Pepperdine University Student Handbook, produced each summer by the Dean of Students Office. Seaver faculty members may be able to answer many student questions by referring to this publication. Included in the handbook are services provided by the institution; housing and student life policies, regulations, and sanctions; and the academic ethics code.

## 4. STUDENT ORGANIZATIONS

Many faculty members find time to be involved in a challenging, yet rewarding, activity: serving as an advisor to one of our chartered clubs or organizations. For more information on this opportunity, refer to the Pepperdine University Student Organization Handbook produced by the Campus Life Office. 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.

## CHAPTER IV

### FACULTY RESPONSIBILITIES

#### A. MEETING CLASSES

Faculty members are expected to meet all classes promptly at the time scheduled. Necessary absences must be reported to the relevant chairperson in advance whenever possible. Absences of more than two class days, for purposes not directly connected to college duties, must be approved in advance by the division chair. Failure to meet scheduled classes and chronic tardiness represent serious lapses of professional behavior.

#### B. COURSE SYLLABI

Faculty members are required to prepare a syllabus for each course. Each syllabus should include an outline of topics to be covered, course goals and objectives, an explanation of the course's relevance to Seaver's Christian mission, reading assignments, attendance requirements, dates of major examinations and assignments, and grading criteria. Many misunderstandings can be prevented by clearly stating assignments and policies at the beginning of a course.

#### C. CLASS ROSTERS

Faculty members will receive a tentative class roster soon after registration day. Following the add-drop period a second class roster will be sent out. 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.

#### D. OFFICE HOURS

Arranging office hours may be awkward 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.

#### E. TESTING AND GRADING

Grades must be assigned accurately and fairly. Careful records of student progress should be kept on file. 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 and continue at reasonable intervals. Students may appeal grades to the relevant divisional chairperson, but only with a charge of incompetence or malicious intent.

Faculty members who wish to post students' grades should obtain written permission from the students and post the grades in such a way that anonymity is assured (see "Student Privacy Rights" in the Faculty-Student Relations section of this handbook)

## **F. GRADE DISPUTE POLICY**

(Included since 2000)

### **1. PREMISE**

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.

This policy outlines the procedure that students must follow in the event that they wish to dispute the grade received in a course at Seaver College.

### **2. PROCESS**

This process must be initiated by the student before the midpoint of the next non-summer semester which immediately follows the course in question.

Most grade issues can and should be resolved privately between the student and instructor. This is the starting point with all grade disputes. In case the matter is not satisfactorily resolved by this means, the following appeals procedure shall apply:

- a. The student shall submit a written appeal to the division chair with a copy to the instructor, identifying the course, semester, grade received, and the reason for the appeal.
- b. The student shall assemble all relevant class materials (syllabi, returned assignments, tests, papers, etc.) distributed or returned by the instructor to the student. These materials need to be put together within two weeks of the date of the written appeal. If the student cannot produce all such documents, the grade dispute ends here with no grade change.

- c. Concurrently, the instructor will assemble all relevant class materials retained for this student (e.g. final exam, midterms, etc.) within two weeks of the date of the written appeal. A copy of these documents along with the syllabus, gradebook, and the instructor's written response to the student appeal is to be forwarded by the instructor to the division chair. In case the instructor cannot produce all relevant documents pertinent to the student's work in the course, the grade dispute will be taken up by the instructor's division chair in consultation with the associate dean.
- d. The chair will appoint an ad hoc committee of two faculty members within the division who teach the course (or a similar one) in question. This committee will then evaluate the student's course materials based on the following criteria:
  - i. Have all assignments and examinations been administered in accordance with the guidelines set forth in the class syllabus?
  - ii. Has all student work been graded fairly, consistently, and accurately?
- e. At the conclusion of the committee's evaluation of the course material, it will submit a written recommendation and explanation to the division chair in one of the following forms:
  - i. Uphold the grade given by the instructor, or
  - ii. Require that the instructor re-grade one or more assignments, followed by a re-calculation of the student's grade, or
  - iii. Require that the instructor formulate a repeat of one or more class assignments or assessments, followed by a re-calculation of the student's grade, or
  - iv. Recommend a specified grade change.
- f. Based on the ad hoc committee's findings, it shall be the division chair's decision, in consultation with the associate dean, as to whether the grade shall be changed. This decision will be final. No further appeal is possible.

#### **G. MIDTERM PROGRESS REPORT**

(Included since 1988)

Students doing unsatisfactory work should be advised of their academic status no later than the eighth week of classes for the fall and spring semesters.

**H. FINAL EXAMINATIONS**

(Included since 1978; modified 1989 and 2002)

1. A final examination or summative 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 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 the Thursday 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 division chairperson's signature.
5. Faculty members who consistently award an unusually large percentage of high or low grades when compared to colleagues, will probably wish to reevaluate their grading standards. A statistical analysis of grades given by instructor, course, and division is maintained and made available in the Dean's Office.

**I. POLICY STATEMENT FOR ASSISTING STUDENTS WITH DISABILITIES****1. UNIVERSITY POLICY**

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.

In carrying out this policy, we recognize that disabilities include mobility, sensory, health, psychological, and learning disabilities and we will attempt to provide reasonable accommodations to qualified individuals with disabilities, to the extent it is readily achievable to do so. We are unable, however, to make accommodations that are unduly burdensome or that fundamentally alter the nature of the service, program or activity.

## 2. DISABILITY DEFINED

A disability is a physical or mental impairment that substantially limits one or more of the major life activities of the individual.

- a. Major Life Activities: The phrase major life activities refers to normal functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.
- b. Physical Impairment: A physical impairment includes any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory and speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine.
- c. Mental Impairment: A mental impairment includes any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
- d. Learning Disabilities: A learning disability is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders occur in persons of average to very superior intelligence and are presumed to be due to central nervous system dysfunction.

## 3. ADMISSION OF STUDENTS WITH DISABILITIES

The University will make admission decisions using criteria which do not consider an individual's disability. Thus, the University will not impose or apply admission or eligibility criteria that screen out or tend to screen out individuals on the basis of their disability, unless such criteria is necessary for the provision of the program, service or activity being offered. The University believes that this carries out the

intent of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Students with disabilities desiring to enroll in any program, service or activity of Pepperdine University must be able to meet the minimal standards of both the University and the particular school, program, service or activity to which admission is sought.

The University does not engage in any affirmative action programs for students with disabilities, nor does it consider a student's disability in evaluating admission criteria. It is, of course, within the student's discretion to inform the respective school's Admissions Committee of a disability if he/she wishes. If this choice is made, the University will not discriminate against the student on the basis of the disability and will make reasonable accommodations, when necessary.

#### 4. STUDENTS REQUESTING ACCOMMODATIONS

Students with disabilities who require accommodations must make those needs known to the Disability Services Office as soon as possible. It is the student's responsibility to make his/her needs known in a timely manner and to provide the appropriate documentation (see Disability Verification section). The student should not assume that this information is known by the University because it was included in the student's application for admission.

Pepperdine University will make reasonable accommodations for students with documented disabilities. These accommodations may include course-load modifications, exam accommodations, readers, interpreters, note-takers, tutors and additional time to complete assignments. No accommodation will be provided if it fundamentally alters the nature of the service, program or activity or if it would be unduly burdensome either financially, administratively, or otherwise.

Students requesting accommodations should complete a form to request accommodations and submit it, along with the appropriate documentation, to the Disability Services Office. The Director of Disability Services will then meet with the student to develop a suitable accommodation plan.

#### 5. DISABILITY VERIFICATION

Students requesting accommodations must provide documentation from a qualified professional verifying their disability. The opinions and recommendations of a qualified professional will be considered in developing a suitable accommodation plan. Temporary impairments are not commonly regarded as disabilities, and only in rare circumstances will the degree of limitation rendered by a temporary impairment be substantial enough to qualify as a disability pursuant to this policy.

**Physical and Mental Disabilities:** A student with a physical disability must provide verification certified by a licensed physician, audiologist, speech pathologist, physical therapist, rehabilitation counselor, or other professional health care provider who is qualified in the diagnosis of the disability. The verification must reflect the student's present level of functioning of the major life activity affected by the impairment. The cost of obtaining the professional verification shall be borne by the student.

If the initial verification is incomplete or inadequate to determine the present extent of the disability and necessary accommodations, the University shall have the discretion to require a supplemental assessment of the disability. The cost of the supplemental assessment shall be borne by the student. If the University requires an additional assessment for purposes of obtaining a second opinion, then the University shall bear any costs not covered by any third party payor.

**Learning Disabilities:** A student with a learning disability must provide professional testing and evaluation results which reflect the individual's present level of processing information and present achievement level. Documentation verifying the learning disability must be prepared by a professional qualified to diagnose a learning disability, including but not limited to a licensed physician or learning disability specialist. This documentation must be no more than three years old.

In order to be certified as "learning disabled," the student must meet all four of the following criteria:

- a. average or above average intelligence measured by a standardized intelligence test which assesses both verbal and nonverbal abilities;
- b. the presence of an achievement discrepancy indicated by a score on a standardized intelligence test which is at least 1.5 standardized deviations beneath predicted achievement;
- c. the presence of disorders in sensory or cognitive processing; and
- d. an absence of other factors leading to achievement below expectations such as behavioral disorders, visual or auditory disabilities, cultural or socioeconomic factors, or lack of intellectual ability.

The documentation must establish that all four of the foregoing criteria are satisfied. The documentation shall include the testing procedures followed, the instruments used to assess the disability, the test results, and a written interpretation of the test results by the professional. The cost of obtaining verification from a qualified professional shall be borne by the student.

In the event that a student requests an accommodation that is not supported by the data in the assessment or if the initial verification is incomplete or inadequate to determine the extent of the disability, then it is incumbent on the student to obtain supplemental testing or assessment at the student's expense. If the University requires an additional assessment for the purpose of obtaining a second opinion, then the University shall bear any cost not covered by any third party payor.

#### 6. STUDENTS DESIRING ADDITIONAL INFORMATION

Students and applicants who desire information beyond what is written in University publications may contact the Disability Services Office. If after contacting the Disability Services Office there remains a desire for additional information, students may contact the University Equal Opportunity Officer.

#### 7. TEACHING STRATEGIES

As the professor of a student with a disability there may be some things you can do to help make your student's learning experience the best possible. In addition to the particular accommodations indicated in a student's accommodation letter from the DSO, the strategies described on the following pages may be beneficial. Please remember however that the needs and preferences of each individual student are unique; it is always a good idea to take the time to discuss any questions about your student's specific disability directly with the student. If you have any questions about a particular request for academic accommodation, please do not hesitate to contact the Disability Services Office.

#### 8. COURSE SYLLABI STATEMENT

All Faculty is encouraged to include the following statement on all course syllabi:

Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Main Campus, Tyler Campus Center 264, x6500) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.pepperdine.edu/disabilityservices/> for additional information.

#### 9. AUTHORITY

This policy was adopted from Title III of the Americans with Disabilities Act, 42 U.S.C.A. § 12181 et seq. (1993), 28 C.F.R. § 36.101 et seq.; The National Joint Committee on Learning Disabilities, Journal of Learning Disabilities, Volume 22, Number 2, February 1987, Pages 109-112; and The University of Houston Law Center Handbook For Students And Applicants With Disabilities, August, 1993.

When a student makes a request for service, or if you have questions or concerns regarding a particular student or disability, please contact the Disability Services Office, x6500

## **CHAPTER V FACULTY BENEFITS, SERVICES AND FACILITIES**

### **A. BENEFITS**

The following benefits are available to adjunct faculty members:

#### **1. STATE DISABILITY INSURANCE**

Eligibility for benefits is available to Pepperdine employees under the California State Disability Insurance Act. This benefit is paid entirely by the employee. The required contribution, as mandated by state law, is withheld from each paycheck.

This program provides income protection for illness or injury which is not job related as well as for pregnancy.

In order to take advantage of this benefit, it is necessary to file a State Disability claim form if you are disabled for more than seven (7) calendar days, and are under a doctor's care.

#### **2. WORKER'S COMPENSATION INSURANCE**

Pepperdine University has complete worker's compensation coverage for all of its employees who are injured on or become ill because of the job. This coverage is provided at no cost to employees. Employees must report any work-related injury or illness to their supervisors and the Center for Human Resources Office as soon as possible to ensure proper medical treatment. Salary coverage protection is mandated by state law at the rate of 2/3 regular salary or the state maximum, whichever is less. It is the supervisor's responsibility to notify the Center for Human Resources the day on which a work-related injury or illness occurs.

#### **3. UNEMPLOYMENT COMPENSATION**

Pepperdine University participates in the California State Unemployment Compensation plan. Coverage is provided for unemployment transpiring through no disqualifying fault of the employee. Decisions regarding eligibility are reserved by the state.

#### **4. SOCIAL SECURITY/MEDICARE**

Faculty members participate in the Old Age, Survivors and Disability Insurance Program, commonly known as Social Security and Medicare. Deductions are

mandatory and are made from each paycheck in the amount prescribed by law. Equal amounts are contributed by the University.

5. CREDIT UNIONS

Pepperdine University faculty members are eligible to join the credit unions that are available at the time of enrollment. The University will honor requests for credit union deductions from faculty members' paychecks upon receipt of written authorization. Details of membership are available from the Center for Human Resources at (310) 506-4397, or x4397.

6. PAYDAY

Faculty members are paid on a monthly basis. Checks will be mailed from the Payroll Office to the faculty member's designated address or bank on the 26th of each month. Faculty members may contact the Payroll Office to set up direct deposit. If the 26th falls on a Saturday, Sunday, or holiday, the salary check will be issued on the last business day prior to the 26th.

**B. SERVICES**

1. NETWORK, TELEPHONES, AND THE INTERNET

All Pepperdine faculty, staff, and students are given a network ID, network password and a Pepperdine Email address. Computers connected to the university's network can access Email, the Internet, various servers and applications such as Human Resources and the Student Administration System, the university portal WaveNet, and the digital resources of the university library. Pepperdine University has wireless networking capabilities in most educational and student residential facilities. Visit the IT website for a complete listing of areas with wireless access. Faculty members living in the Malibu campus residences have access to high-speed internet service for a modest subscription fee.

To allow for the proper use and management of all University computing and network resources, everyone whose computer connects to Pepperdine's network is subject to a Computer and Network Responsible Usage Policy. The full text of this policy is available at

<http://services.pepperdine.edu/it/policies/usagepolicy.htm>

2. PEPPERDINE WAVENET

WaveNet is a web-based information portal that provides members of the Pepperdine University community with a unified interface to a variety of

information systems. Students use WaveNet to register for classes, check grades, make payments to student accounts, and to access the library catalog and electronic resources. Faculty use WaveNet to check course rosters, submit grades at the end of each semester, to access student information and degree audit reports, enter advising flags, and to access electronic resources such as payroll information, University calendars, the online version of the faculty/staff directory and electronic library resources. WaveNet also contains a link to a Web E-mail client which enables faculty and students to read their Pepperdine University E-mail from anywhere in the world via the Web. To login to WaveNet using your network ID and password, go to <https://wavenet.pepperdine.edu>.

### 3. IT TRAINING

Information Technology training is available online, through self help courses, instructor-led classes, or by requesting a one-on-one training from a division's Technology Liaison. In order to view the available online and instructor-led offerings, please visit <http://services.pepperdine.edu/it/training>.

### 4. COMPUTING AND INSTRUCTIONAL FACILITIES

General computing access for students is available in locations throughout Payson Library; the Sandbar Café, located on the second floor of Tyler Campus Center (TCC); the Howard A. White Center (HAWC), behind Smothers Theater; or the Fresca Café, located on the second and third floors of the Center for Communications and Business (CCB).

In addition to general computing access for students, some divisions have computing classrooms specifically designed to support the division's programs and majors. The majority of Seaver's classrooms feature advanced audio/visual capabilities including digital projection, televisions, VCRs and DVD players. Classrooms and public spaces including TCC, Payson Library, and the HAWC have wireless network access and many classrooms have a hard-wired Ethernet port. Check with the division office manager or Technology Liaison regarding check-out procedures for AV equipment or data projectors to use in classrooms that do not have built-in resources.

### 5. TECH CENTRAL/COMPUTER STORE

Tech Central is Pepperdine University's computer store and student support center, offering total technology support for students and technology purchasing support for students, faculty and staff. Tech Central is located on the second floor of Payson Library, Malibu campus.



Hours of operation are Monday through Thursday, 10 am to 8 pm; and Friday, 10am to 6pm. You can contact Tech Central at (310) 506-4811; or by e-mail at [Tech.Central@pepperdine.edu](mailto:Tech.Central@pepperdine.edu).

Computer supplies, such as printer ink cartridges, CD's, DVD's, cables, flash drives, and security locks, are being sold in the Malibu Campus Bookstore as well as on-line through Pepperdine University's preferred vendors at <http://services.pepperdine.edu/techcentral/>

## 6. PHOTOCOPY SERVICES

Photocopiers that also serve as network printers are available in each division office.

A full service copy center is available in the University Printing Services Department x4196 offering black and white and full color photocopying, printing, binding, and lamination services.

Individuals using the University's photocopying equipment are expected to abide by applicable copyright law and the official university policy entitled Guidelines for Photocopying for Classroom and Research Use which is available from the Dean's Office. As a general guide, examples of legitimate copying of copyrighted materials for educational use are: Single copies of a chapter, article, essay, chart, drawing; a section from a longer work to be used in research or in preparation to teach a class; or multiple copies to be distributed to a class, provided that these do not exceed one copy per student in the class.

Multiple copies are subject to a number of criteria (brevity, spontaneity, and cumulative effect) which are posted in the photocopy centers. Repeated photocopying of the same item to be used by the same teacher from term to term is prohibited by copyright law. Copying of copyrighted works intended to be consumable such as workbooks, exercises, standardized tests, or test answer sheets are specifically prohibited from being copied.

## 7. INFORMATION TECHNOLOGY QUESTIONS AND ASSISTANCE

Additional information is available on the IT website at <http://services.pepperdine.edu/IT/>. Personalized assistance is available for faculty either by calling the Anytime Support Desk at (310) 506-HELP (4357) or (866) 767-8623 (toll free in USA); 24 hours per day, 365 days per year; or through the Seaver Technology Liaison program. Most Seaver academic divisions have a Technology Liaison assigned to them to provide division and academic project consultation and development. The Technology Liaison is usually the first contact for faculty technology training, lab and classrooms, and faculty development support questions.

**C. DIVISION/FACILITY TECHNOLOGICAL RESOURCES****1. BUSINESS ADMINISTRATION**  
(Updated 2011)

The Business Administration Division has no open lab for faculty or student use.

**2. COMMUNICATION**  
(Since 2006; and modified 2009; 2011)

The Communication Division supports two computer classrooms; one uses the PC platform, and the other, a MAC platform. Both of these computer classrooms are located in the CCB. Appropriate courses are scheduled into these rooms by the division and limited computing lab hours are available in these rooms for students enrolled in those courses. The "Speech Lab" located on the second floor of the CCB provides tutorial and practice assistance for students enrolled in Communication Division courses requiring a presentation or public speaking component. Student Journalism newsroom, TV-32 newsroom, TV-Studio, production offices, KWVS-FM 101.5 radio, and TV-26 newsroom, TV-Studio, editing bays, and production offices are located on the first floor of the CCB. These facilities are available to students enrolled in Telecommunication Broadcasting, Production, Sports Broadcasting and Journalism courses and/or students who are actively involved in student publications and broadcasting co-curricular programs.

**3. FINE ARTS**  
(Since 2006; modified 2011)

The Fine Arts Division's Music Technology Lab (MTL), located in the Ahmanson Music Building (AMB126), provides the necessary tools for students to acquire skills in music notation, MIDI sequencing, digital audio, sound design, and computer music. The lab houses seventeen workstations, each outfitted with a an iMac computer, Yamaha keyboard controller, M-Box Audio/MIDI interface, as well as specialized music software. Courses in music technology and sound design are offered in the MTL as are courses in music theory and class piano. The MTL offers an extensive schedule for student use, including daytime, evening, and weekend availability. Hours are posted on the door for each semester. For more information, contact N.Lincoln Hanks at (310) 506-7644 or e-mail [lincoln.hanks@pepperdine.edu](mailto:lincoln.hanks@pepperdine.edu).

4. HUMANITIES/TEACHER EDUCATION  
(Additions in 2005; modified 2011)

The Humanities Division supports two computing facilities, the TRC (Technology Rich Classroom) and the Writing Center. The TRC hosts composition courses scheduled into the classroom by the division. All Pepperdine students and faculty and staff members are invited to use the Writing Center. The Writing Center is staffed by experienced writing consultants who are available to help students with a variety of writing tasks ranging from essays to cover letters and graduate school application essays. Generally, the Writing Center is open Monday through Friday from 10:00 a.m. to 5:00 p.m., although hours will vary, depending on the availability of the writing consultants. Visit <http://services.pepperdine.edu/seaver/writingcenter/> for more information or to schedule an appointment.

5. INTERNATIONAL STUDIES AND LANGUAGES (ISL)  
(Since 2006; modified 2011)

ISL operates an academic computer lab located in the Seaver Academic Complex. This lab supports the academic computing needs of the International Studies, Asian Studies and Modern Languages programs. The lab is particularly specialized for language courses and language lab learning activities for the students. Regular classes are not scheduled in the lab due to heavy demand of ISL students and faculty. Contact the ISL division office manager for scheduling or more information on the lab.

6. NATURAL SCIENCE  
(Since 2006)

The Natural Science Division supports two computer classrooms, one for instruction in Mathematics and one for instruction primarily in Computer Science & Mathematics, although it is also used for other high-level computing applications. Faculty members teaching appropriate courses are scheduled for use of these classrooms.

7. SOCIAL SCIENCE  
(Since 2006)

The Social Science Division supports a computing classroom for use in its courses. Appropriate courses are scheduled into the room by the division.

8. ELKINS AUDITORIUM  
(Since 2006; modified 2011)

Elkins Auditorium is used as Seaver College's large lecture hall. The facility supports the highest standard in audio and visual technology, including a smart podium with an intuitive touch panel. The technology also allows for video conferencing and the ability to record or stream lectures and events to other rooms on campus. Contact the Dean's office or Special Programs for reservations and scheduling information.

9. PAYSON LIBRARY  
(Since 2006)

Payson Library serves as the main library for Seaver College and contains the majority of the University libraries' print collections. In addition, Payson Library has over 90 computer workstations which provide access to the Internet, to a variety of software applications, and to the library's online catalog. The Payson librarians, who help patrons use both the print and electronic collections, offer information literacy classes to students and faculty. Students may bring their own laptop computers to Payson Library and connect to the Pepperdine network and the Internet via wireless or hard-wired connections. Payson Library also hosts different media viewing stations and a self-serve video duplication station. Videos and an extensive selection of DVDs are available for viewing and checkout.

10. INFORMATION TECHNOLOGY SERVICES

The Information Technology department provides a full range of technology services for university students. Each of the university's campuses features modern classrooms with digital projection and wireless internet access, as well as multiple general-use computer labs that provide wired and wireless connectivity, fee-based black/white and color printing, photocopying, and access to a variety of mobile equipment such as projectors and laptops that may be reserved and checked out by university students.

Students are required to abide by the Computer and Network Responsible Usage Policy as published on the Information Technology website. This policy, and more detailed information about all of the Information Technology services, is available at <http://services.pepperdine.edu/IT/>.

Information Technology staff are available at each of the labs to provide technical assistance. In addition, students can call the IT Help Desk at (310) 506 HELP (4357), or (866) 767-8623 (toll free in the USAS), 24 hours

per day, 365 days per year; which provides full telephone technical support, Monday through Saturday.

In addition to support services offered by the Anytime Support, most Seaver College academic divisions have a Technology Liaison whose workspace is in or near the division. Liaisons work with Seaver faculty and staff to provide division and academic project consultation, development, and support.

Liaisons are usually the first contact for faculty technology training and development questions. They are available to answer technology acquisition questions and serve as the primary contact for faculty technology-related lab and classroom support.

Liaisons work in conjunction with a number of other Information Technology departments on behalf of faculty members and their division, ensuring complete support for computing resources and facilities along with teaching, research, and communication projects.

Faculty and staff should see their Seaver College academic division office manager for their Technology Liaison's contact information.

<b>Tech Liaison</b>	<b>Division</b>	<b>Ext. No.</b>
Jennifer "Jenny" Y. Cha	Fine Arts and International Studies and Languages	7381
Ernie Lauer	Natural Science	7949
Jason Eggleston	Humanities/Teacher Education Division	4341
Christopher "Chris" Low	Religion/Social Science	6512
Lance Coert	Payson Library	6614
Bronson Somerville	Business Administration	4231

#### 11. PRINTING SERVICES (Modifications in 2006)

Printing Services utilizes the most up-to-date, efficient equipment and technology to provide a full range of services. Computerized graphic design and image setters, multi-color presses, high-speed color and black and white copiers and finishers, and automated binding equipment are all standard in the department.

Printing Services provides a variety of products ranging from color and black and white copies, business cards, forms, bookmarks, stationery, envelopes, certificates, newsletters, magazines, brochures, journals, bulletins, manuals, soft-cover books, posters, scratch pads, name tags and self-inking stamps.

Approved orders can be placed by calling Printing Services, thereafter working with the division's office manager to create a new requisition in WaveNet. Printing Services can be reached at x4552, or check their website at <http://services.pepperdine.edu/businessservices/printing/>

12. MAIL SERVICES

(Since 1978; updated 2009; 2011)

- A. Mail Services is responsible for all incoming and outgoing mail and material for the University through the following areas:
  - a. Mail Services provides internal communication for all campus locations of the University and the metering of outgoing mail for dispatch to the US Postal Service. A retail window is located in Mail Services located on the FM&P pad for the mailing of personal US mail and UPS packages. Mail Services must observe US postal regulations and requirements in order to process US mail.
  - b. Automation Bulk Mail handles all bulk mailing for the University departments through high speed ink jet printers and digital mail merge equipment located in Automation Services located on the FM&P pad. Mailings are processed for the fastest and most cost-effective method of mailing. Please contact the Automation Area at x6733.
  - c. Central Receiving handles all incoming and outgoing freight shipments for the University. Incoming UPS packages for departments will be delivered to the departments. Arrangements for large truck freight shipments will be made with the departments.
- B. Mail Services operates under the following policies and procedures:
  - a. Hours of operation are 7.30 A.M. to 5:30 P.M., Monday through Friday.
  - b. All personal mail must be properly stamped and sealed.
  - c. Only official University mail, which is to be charged to a departmental account, may be submitted for metering. The proper departmental name and mail code should appear on the upper left-hand corner of the mail piece or bundle.

- d. Mail Services will accept personal checks, but does not accept credit or debit cards.
  - e. Certified mail, Insured and other special service mail to be metered should be clearly marked and separated from other mail.
  - f. Campus mail for Malibu or any of the graduate campuses requires no postage; however, campus mail should be separated from outgoing First Class mail.
  - g. Go to <http://www.pepperdine.edu/businessservices/mail> for more information or call Mail Services at x4293 with any questions regarding mailing.
- C. Mail Services is responsible for all incoming and outgoing mail and material for the University through the following areas:
- a. Mail Services provides internal communication for all campus locations of the University and the metering of outgoing mail for dispatch to the US Postal Service. A retail window is located at Facilities, Management and Planning for the mailing of personal US mail and UPS packages. Mail Services must observe US postal regulations and requirements in order to process US mail.
  - b. Automation Bulk Mail handles all bulk mailing for the University departments through high speed ink jet printers and digital mail merge equipment located on the FM&P pad. Mailings are processed for the fastest and most cost-effective method of mailing. Please contact the Automation Area at x6733.
  - c. Central Receiving handles all incoming and outgoing freight shipments for the University. Incoming UPS packages for departments will be delivered to the departments. Arrangements for large truck freight shipments will be made with the departments.
- D. Mail Services operates under the following policies and procedures:
- a. Hours of operation are 8:00 A.M. to 5:00 P.M., Monday through Friday, with retail window service from 9:00 A.M. to 4:30 P.M.
  - b. All personal mail must be properly stamped and sealed.
  - c. Only official University mail, which is to be charged to a departmental account, may be submitted for metering. The

proper departmental name and mail code should appear on the upper left-hand corner of the mail piece or bundle.

- d. Mail Services will accept personal checks, but does not accept credit or debit cards.
- e. Certified mail, Insured, and other special service mail to be metered should be clearly marked and separated from other mail.
- f. Campus mail for Malibu or any of the Graduate campuses requires no postage; however, campus mail should be separated from outgoing First Class mail.
- g. Go to <http://services.pepperdine.edu/businessservices/mail/> for more information or call Mail Services at X4293 with any questions regarding mailing.

13. **BOOKSTORE**  
(Since 1978)

- A. The University Bookstore offers a variety of trade and reference books, school and office supplies, and general merchandise. A 20 percent discount is extended to all faculty and staff members (convenience items excluded) upon presentation of faculty/staff identification card.
- B. Office supplies, which are available at the Bookstore, should be requisitioned through the division chairperson. A 30 percent discount is extended to all such purchases. Faculty members should be careful to observe the Bookstore's deadlines for ordering textbooks to insure that there will be enough time to secure the books before classes begin and to provide the maximum quantities of used books for our students. Desk or complimentary copies of textbooks must be ordered through divisional offices. The bookstore cannot order desk copies.
- C. Special supply orders needed for classes should be discussed with the Bookstore manager. The Bookstore will stock all textbooks required or recommended by faculty members including, upon your request, faculty publications. The Bookstore will special order any books currently in print. Please discuss your request with the Bookstore manager. You can order through the Bookstore's web page at <http://www.efollett.com>.



#### 14. LIBRARY SERVICES

(Since 1978; modified in 2006; 2009; 2010)

The Pepperdine University Library System supports both undergraduate and graduate programs of study and research in over 32 disciplines. The system includes: the Payson Library, the Drescher Graduate Library and the Pepperdine Law Library, located on the Malibu campus, and the West Los Angeles Library, the Irvine Campus Library, and the Encino Campus Library which together support programs in education, psychology, and business. The Library maintains branch locations at Pepperdine's overseas campuses located in Florence, Italy, in London, England, Lausanne, Switzerland, Shanghai, China, Buenos Aires, Argentina, and in Heidelberg, Germany. Together the Library System makes available over 375,912 volumes, 63,182 microform volumes, 175,590 e-books, 1,509 periodical titles in print, 122 electronic databases, and 26,368 electronic periodical titles.

Additional information about library resources, including instructions for accessing electronic databases, can be found on the Pepperdine University Libraries' Website <http://library.pepperdine.edu>. A brief description of services offered at Payson Library follows:

##### A. CIRCULATION

(Modified 2009; 2011)

- a. Your Pepperdine ID serves as your library card.

To check out materials from the Pepperdine libraries, please present your valid Pepperdine ID card at the circulation desk. If your ID card is lost or stolen, you should notify the Circulation Department immediately in order to continue checking out library materials. The Circulation Department phone number is x7273. You may be required to present a picture ID in order to check out materials until a new Pepperdine ID card is issued to you.

- b. Faculty Borrowing Privileges:

You may check out books for a 4-month period (excluding the items with restricted loan periods).

The number of items to be checked out is unlimited.

Books may be renewed twice if there have been no holds/recalls placed on them.

The renewal period is set for four months.

Overdue fees are not assessed. However, you are required to pay replacement charges for lost items.

Video materials circulate for one week with 1 renewal if there are no holds or recalls. Audiobooks circulate for 3 weeks with 2 renewals. Music CDs circulate for 2 weeks with 2 renewals.

c. Faculty Proxy Privileges  
(Included since 2006)

When a research assistant is checking out library materials for a faculty member, the faculty member needs to provide a letter of authorization for the assistant. An online form is available at: <http://library.pepperdine.edu/faculty/assistantformpayson.html>.

If you do not wish to use the online form, please provide the library circulation department with a letter that authorizes the research assistant to check out library materials for you, using your card. Please specify the duration of the authorization.

Faculty members who provide this authorization are solely responsible for the materials that are charged to their account.

Spouses and dependents of faculty members may check out 5 items at a time for a two-week period with valid Pepperdine identification cards.

Online forms for Payson and graduate campuses may be found

B. RESERVES  
(Modified 2009; 2010)

Articles and books that faculty members have assigned as course readings may be placed on reserve at the circulation desk. To avoid student frustration, we ask the instructor to place the materials on reserve before announcing the assignment. Items placed on reserve will remain on reserve for one semester only. The following policies and procedures are to be followed in placing materials on reserve:

a. Electronic Reserves  
(Included since 2006)

Articles to be placed on reserve should be brought to the Circulation Desk. Articles will be scanned and made available to students electronically through an online electronic reserve system called Docutek ERes. Docutek's ERes system is compliant with the United States copyright rules and regulations and is password protected, allowing access to only those enrolled in the specific course.

Faculty will be required to complete a Course Reserves Form, available at the Circulation Desk, providing bibliographic information regarding the article(s). All photocopied materials must include a title page, or source information.

Faculty who already have articles available in electronic format and who would like to put these articles on reserve may e-mail the articles to [andrew.main@pepperdine.edu](mailto:andrew.main@pepperdine.edu)

A Course Reserve Form must be filled out.

Items needed for the weekend should be received by the previous Thursday.

b. Books  
(Modified 2009; 2010)

Faculty who wish to place Payson Library books on reserve may submit their requests at the Circulation Desk or by e-mailing [sally.bryant@pepperdine.edu](mailto:sally.bryant@pepperdine.edu). Circulation staff will retrieve the items and place them on reserve for students to access.

Faculty will be required to complete a Course Reserves Form for each book placed on reserve. Course Reserves Forms are available at the Circulation Desk.

The library requires a 2 day processing time before these materials are ready for circulation. Materials turned in on Saturday or Sunday will be ready by Tuesday morning.

C. PEPPERDINE CAMPUS LOAN (PCL) SERVICES  
(Modified 2009; 2010)

Materials not located at Payson Library are often held by one of the Pepperdine Center Libraries that support the graduate education, psychology and business programs. Pepperdine students, faculty, and staff have access to books, periodicals and microforms owned by all the Pepperdine University Libraries (except for those located at the overseas campuses) through the Pepperdine Campus Loan service. This service provides next day delivery, Monday through Friday.

Request/Holds are submitted online through the Library Catalog in the following manner:

After you have found the item you want to request, select “Request”.

When prompted, login with your CWID and Library Account password.

If you are requesting a journal article, please use our ILL (Inter-Library Loan) Service.

Choose your pick-up location from the drop down menu

If you are requesting a journal article, fill in the volume, issue, date, page numbers and article title

You can check on the status of your request by selecting “Your Account” from the library catalog home page.

D. INTER-LIBRARY LOAN  
(Modified in 2009; 2010)

Interlibrary Loan facilitates borrowing from and loaning to libraries outside Pepperdine University. It is available to all current students, faculty, and staff free of charge. Most journal articles and book chapters arrive in two to five working days. Most books arrives within two days. Your requests may be submitted electronically at the following address: <http://library.pepperdine.edu/services/loan/>.

E. FACULTY RECIPROCAL BORROWING  
(Modified 2009; 2010)

a. [Academic Research Libraries in OCLC](#)

Pepperdine Libraries are part of OCLC's Academic Research Libraries group. Pepperdine faculty may borrow materials from these member libraries. If you wish to visit one of these libraries and check out books, please call (x4252) or email the [Dean of Libraries](#).

b. [SCELC - Statewide California Electronic Library Consortium](#)

This consortium provides reciprocal borrowing privileges for member faculty. The Getty Research Institute and the University of Southern California are both member institutions. For a complete membership list please refer to: <http://scelc.org/about/members?currentSort=Institution>

Please contact the Dean of Libraries Office (x4252) to secure a SCELC Reciprocal Borrowing Authorization form.

c. [UCLA](#)

Pepperdine faculty may obtain free library cards for use at UCLA Libraries by taking a valid driver's license (with photo) and a Pepperdine ID card to the circulation desk at one of the following UCLA Libraries: Arts, Biomedical, College, Management, Music, Research, and Science and Engineering. You will be issued a library card that allows you to check out books.

F. INSTRUCTION  
(Modified in 2009; 2010)

The Payson Library Information Literacy Program is designed to acquaint students with a wide range of information resources. Information competencies for freshman utilize a blend of classroom and online instruction and study. Payson Librarians provide in-class instruction, workshops and individual consultation in information-seeking skills and in the use of library resources. Instruction goals may include the ability to:

a. Articulate and focus information needs

- b. Develop information gathering strategies which save the researcher time
- c. Search electronic and print databases
- d. Use Internet resources to research a topic
- d. Evaluate sources of information
- e. Apply information ethics (citing sources and fair use policy)
- f. To schedule class instruction, please contact [Sally Bryant](#) at x4262. A librarian who is also a subject specialist in your area will work with you and your class. You may also submit your instruction request by using the [Instruction Request Form](#). Please schedule your class at least one week in advance.

**G. RESEARCH CONSULTATIONS WITH LIBRARY SUBJECT LIAISONS**  
(Modified in 2009; 2010)

Individual and small group consultation is available to Pepperdine University students, faculty, and staff. Librarian subject liaisons are able to suggest timesaving research strategies and to show the researcher how to locate information in print and electronic formats. Appointments may be made by phone, e-mail, or in person with one of the Payson librarian subject liaisons. Please refer to the following web page for a list of librarian liaisons: <http://library.pepperdine.edu/services/liaisons/>.

**H. GOVERNMENT DOCUMENTS**  
(Modified in 2009; 2010)

Pepperdine University Libraries receive a selection of federal government documents including books, periodicals, pamphlets and microfiche, through the Depository Library Program. Since government agencies also provide information via the Internet, the Government Information Librarian has developed a web page that provides access to government websites that are particularly relevant to the Pepperdine curriculum. Government resources over the Internet include THOMAS, the official Congressional source of information on bills and pending legislation, as well as World Wide Web (WWW) sites provided by the Commerce Department, the Census Bureau, the White House, and many other government departments and agencies. For more information on the Government Documents program, please see our government information website <http://library.pepperdine.edu/information/government/>.

I. ELECTRONIC DATABASES  
(Modified in 2009; 2010)

Access is provided to over 160 electronic databases. Many indexed and abstracted journals are available full-text or full-image, including charts, pictures, and graphs. Faculty use their network ID and password to access databases. More library databases are available worldwide. Please refer to the following web page for a complete list of library databases:

<http://library.pepperdine.edu/information/databases/>

J. COLLECTION DEVELOPMENT  
(Modified in 2009; 2010)

The goal of collection development for the Pepperdine University Libraries is to acquire, describe, serve and preserve those information resources and tools which are needed to support the instructional programs of the University. Towards this goal, Pepperdine librarians work in partnership with the faculty to address the teaching and research needs of Pepperdine students and faculty. Faculty who teach at the Malibu campus are encouraged to submit requests for materials which will be supportive of courses and programs taught there. Requests may be submitted electronically via the Books in Print and ChoiceReviews.online databases as well as the online catalog. Instructions for submitting requests electronically may be found on the library website at the following address:

<http://library.pepperdine.edu/welcome/policies/acquisitions.html>

Purchase requests and questions may also be directed to the Associate University Librarian for Collections and Technical Services.

Please see the Faculty Resources web page for more information on special services for faculty: <http://library.pepperdine.edu/faculty/>.

15. ATHLETIC FACILITIES  
(Since 1988)

Faculty and staff members and their immediate families may use the athletic facilities when available and during hours posted at each facility. Employees are required to furnish current University identification. Dependents are also required to show University identification cards, which will be supplied by the Center for Human Resources upon request. Guest passes may be obtained from the Athletic Office in Heritage Hall. For weekend use, guest passes must be obtained during the normal business hours during the week. Only two guest passes are allowed per semester for each employee. Each pass is good for three

consecutive days. Beyond the two complimentary passes, a \$5 per day guest pass must be purchased.

16. CENTER FOR THE ARTS  
(Since 1988)

The Center for the Arts is home to the Frederick R. Weisman Museum of Art, Smothers Theatre, Lindhurst Theatre, and Raitt Recital Hall. Each year, the center is host to over 250 public events, including exhibitions and performances by students, community groups, and internationally acclaimed artists. Admission to the museum is free. A ten percent is offered to faculty members and their families (up to four tickets) for most events. A larger discount of 50 percent is available with HOTTIX. HOTTIX go on sale 24 hours prior to many events. Both discounts must be claimed in person by the faculty member with their ID card at the box office.

The center also works with faculty members to develop special museum tours and residency activities for Pepperdine students. For program information, call the Box Office at x4522 or the managing director at x4558.

17. SECURITY AND EMERGENCY SERVICES  
(Since 1988)

In case of any emergency at any time, contact Public Safety at x4441. The Department of Public Safety Office is located in the Center for Communication and Business building. For more details about specific emergency procedures, please refer to the back pages of the campus telephone directory.

18. PARKING  
(Since 1978)

The University maintains several parking lots for the convenience of faculty members, students, and visitors. Faculty members must register their cars with the Department of Public Safety and receive a parking permit which must be displayed while on campus. This permit entitles faculty members to park in parking spaces in their assigned parking lot. Faculty members are expected to observe all campus parking and traffic regulations. For a full explanation of all vehicle regulations, refer to the Parking and Traffic Regulations brochure available in the Department of Public Safety Office.

19. FACULTY DINING ROOM  
(Since 1978; modified 2006)

A. The Faculty Dining Room provides a place for faculty members to meet together in a comfortable, informal setting to share and exchange ideas.



In order for the room to achieve this goal, the privilege of using the Faculty Dining Room is restricted to the faculty, including adjuncts who are teaching during the current year, as well as budget managers in the administration. The president, chancellor, provost, and vice presidents are also welcome.

- B. Although outside visitors, guests, and students are welcomed to this room, they must be accompanied by and seated with faculty members.
- C. Each weekday (except Wednesdays) from 7.30 a.m. until 10 a.m. the Faculty Dining Room is open for coffee, rolls, and fruit. Between 11:30 a.m. and 1:30 p.m. on Tuesdays and Thursdays a buffet lunch is served for a very reasonable price. Committee meetings may be scheduled at other times and can be scheduled with the Seaver Dean's Office. However, whenever there are not committee meetings scheduled in this room, it may be used as the faculty lounge.

20. **FACULTY OFFICES AND CLASSROOM ASSIGNMENTS**  
(Since 1988; modified 2011)

- A. Faculty office assignments are made by the Seaver Dean's Office in consultation with the appropriate divisional chairperson. Classroom assignments are made by the divisional chairpersons from rooms assigned to that division by the Dean's Office. After the school term begins, the Dean's Office submits the school-wide classroom assignment matrix to the Special Programs Office. Inquiries regarding classroom use other than scheduled classes should be made to the Special Programs Office at x4264.
- B. Special Programs schedules the use of facilities in Tyler Campus Center (Fireside Room, Joslyn Plaza, Adamson Plaza).
- C. Other major facilities are listed below with appropriate offices supervising their use:

<b>Conference Room</b>	<b>Contact</b>	<b>Extension Number</b>
Bettingen Conference Room	Second Floor Receptionist	4391
Braun Conference Room	Third Floor Receptionist	6439
Cultural Arts Center 122	HUTE Division	4225
Heritage Hall	Athletics Department	4775
Lamb Conference Room	First Floor Receptionist	4397
Page Conference Room	Third Floor Receptionist	6439
Shellenberger Conference Room	Second Floor Finance Office	6592
Stauffer Chapel	Special Programs Office	4264

21. CLERICAL, STUDENT, AND LABORATORY ASSISTANTS  
(Since 1988)

Secretarial help is provided to all Seaver faculty in each divisional office by full-time, regular staff. Student workers and lab assistants are made available as needed. Since the budget for this work is limited, such expenses can only be incurred by division chairpersons through the Dean's Office.

22. INSTRUCTIONAL AND OFFICE SUPPLIES  
(Since 1988)

Office supplies come under the divisional budget and such expenses are authorized by the chairpersons. Any supplies for instructional purposes must be ordered through the bookstore and should be discussed with the bookstore manager (see "Bookstore" in the Services and Facilities Available to Faculty section of this handbook).

23. REPAIRS AND MAINTENANCE  
(SINCE 1988)

Faculty members should report the need for repairs or maintenance of any equipment to their division chairperson, who will authorize and request the appropriate office to schedule repairs. The replacement of existing equipment or fixtures comes under budgetary allocations for each year, and should be discussed with the division chairperson.

24. VANS AND SHUTTLES  
(Since 1988)

The University maintains several vans and shuttles which may be scheduled for official business, field trips, excursions by student groups, or other travel by classes or University organizations. A valid California Class B license with passenger endorsement is required of the driver. Contact your department head to see about reserving a van or shuttle. Only designated individuals in each area are authorized to reserve vans or shuttles with the Transit Services Office (x4802). Academic divisions or student organizations are charged 55 cents per mile for use of the vans and 80 cents per mile for use of shuttles. There is also a fee for drivers provided by the Transit Services Office. Vans should be reserved at least two weeks in advance to ensure availability. You can visit their website at <http://services.pepperdine.edu/businessservices/> or call x 4802.

25. TRAVEL AGENCY  
(Since 1988; modified 2011)

Corniche Travel is located at the Facilities, Management and Planning pad. All University-related travel can be arranged through Corniche Travel. Corniche is also a full-service agency which provides other travel-related services, including car rental, hotel reservations, personal travel, and tour packages. They can be reached at x4562 or [corniche@pepperdine.edu](mailto:corniche@pepperdine.edu)

26. KEYS  
(Since 1978)

Requests for University keys must be made via the division chairperson to Facilities, Management and Planning. Lost keys should be reported immediately to the Public Safety Office. No key should ever be lent to someone else, nor should a key ever be duplicated.

27. ATM  
(Since 1991)

There are two automated teller machines (ATMs) located on campus for your banking convenience. One is located adjacent to the Sandbar and the other is located adjacent to the entrance of the second floor of the Thornton Administrative Center.

28. ID CARDS AND EMPLOYEE DISCOUNTS  
(Since 1988)

The University requires that all faculty and staff members have a University identification card in their possession at all times while on campus property. The card is used to obtain access to secure buildings, parking lots, and for library resource access. It acts as a debit card for services such as dining and personal photocopying at the copy center. The ID card also provides admission to all University events and facilities for which student identification cards provide admission, including regular-season home athletic events. ID cards are available for full-time faculty and staff at the Center for Human Resources.

**CHAPTER VI**  
**ADMINISTRATIVE AND MISCELLANEOUS POLICIES**

**A. COMPUTER CRIME**  
(Included since 1988)

All computer users are advised that any misuse of University computers may be a felony under California Penal Code Section 502. The misuse of University computers includes, but is not limited to, illegal access to computer facilities; access or copying files or programs without the copyright owner's permission; use of computer resources for unauthorized purposes, to defraud or extort another, or to obtain money, property, or services with false or fraudulent intent, representations, or promises; or maliciously access, alter, delete, damage, or destroy any computer system, network, program, or data. For additional information consult the Computer Network Responsible Usage Policy at <http://www.pepperdine.edu/it/policies/usagepolicy.htm>.

**B. CONFIDENTIALITY**  
(Included since 1988)

No faculty member shall disclose or discuss with any non-employee or unauthorized person, any confidential matter regarding the University or any of its activities or any information obtained by virtue of the faculty member's employment with the University, the disclosure of which might in any way be detrimental to the interests of the University.

**C. COPYRIGHT AND PATENT POLICY**  
(Included since 2000)

1. Copyright Ownership

- a. Copyrightable materials which are developed by University personnel within the course of employment or which are developed with the use of University funds or facilities shall be the property of the University. Written works or software created by faculty members in discipline-related areas will be excepted from this general rule and will be viewed by the University as the property of the author. The University shall, however, be entitled to use of the software without payment of copyright royalties or fees of any kind for use by the University for its purposes.
- b. "Copyrightable materials" include the following: written works such as books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests, and proposals; lectures, musical or dramatic compositions, and unpublished scripts; films, filmstrips, charts, transparencies, and other visual aids; video and audio tapes; live video

or audio broadcasts; computer programs; pictorial, graphic, and sculptural works; sound recordings; and other similar materials.

2. Patent Ownership

Every invention or discovery or part thereof that results from research or other activities carried out at the University or that is developed with the aid of the University's facilities, staff, or funds administered by the University shall be the property of the University. As a condition of employment or enrollment and attendance, every invention or discovery shall be assigned to the University.

3. Exceptional Circumstances – Appeal Procedure

There may be instances in which University personnel create materials or inventions which would be University property under the terms of this policy but which the creator believes were created under unique circumstances deserving of special consideration. In such instances, personnel may submit a written petition explaining the exceptional circumstances to the vice president over his or her department. The appropriate vice president will review the petition and issue a written determination regarding ownership rights in the material. If this determination is unsatisfactory to the petitioning party, final appeal may be made to the office of the president of the University.

**D. EQUAL EMPLOYMENT OPPORTUNITY/NONDISCRIMINATION**

(Included since 1978; revised 2001)

1. Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law in the administration of its educational policies, admission, financial assistance, employment, educational programs, or activities. Pepperdine is religiously affiliated with the Churches of Christ. It is the purpose of Pepperdine to pursue the very highest employment and academic standards within a context which celebrates and extends the spiritual and ethical ideals of the Christian faith.
2. A full statement of Pepperdine's Equal Employment Opportunity And Nondiscrimination Policy is posted at <http://services.pepperdine.edu/equalopportunity/>.
3. The University Equal Opportunity Officer is responsible for the coordination of nondiscrimination efforts and the monitoring of employee and student complaints alleging discrimination. The Equal Opportunity Office is located in the Charles B. Thornton Administrative Center at Malibu; the telephone number is (310) 506-4208. Grievances should be directed to the appropriate school or

department, and complainants are encouraged to exhaust those procedures before seeking relief outside the University.

## **E. FACULTY NOTICE AND COMMENT**

### **1. UNIVERSITY** (Effective as of March 29, 2006)

The faculty and administration of the University each have strong and vital interests in the terms and provisions of faculty handbooks and in the development of policies that will advance the mission of the University and its five schools. Mutual respect and candor in communication serve as the guiding principles in all dealings between the faculty and administration, including matters of governance. As one manifestation of the University's commitment to those principles, the administration (including the central University administration and each school's administration) shall provide full-time faculty members with appropriate notice of no less than thirty days to review and comment on new policies, changes to existing policies or amendments to faculty handbooks that will substantively affect the rights, roles, or responsibilities of such full-time faculty before the policy change is adopted. The administration will carefully consider all comments received before deciding whether to implement the change.

Policy changes that are mandated by federal or state law or by the University's Board of Regents, or changes that do not substantively affect the rights, roles or responsibilities of full-time faculty (such as parking and traffic regulations, athletic event ticket policies, faculty benefits policies, human resources policies, and travel and reimbursement policies) may not be subject to the period of review and comment. Nothing in this provision is intended to supersede the authority set forth in the By-laws of the University concerning the right of final decision on all institutional matters.

### **2. SEAVER COLLEGE** (Accepted July 2006)

The administration of Seaver College will give the Seaver Faculty Association Executive Committee prior notice of proposed policy changes that impact the academic enterprise and are specific to Seaver College. The SFA Executive Committee can recommend modifications or amendments to proposed policy changes, and/or request that notice be given to full-time faculty members for review and comment. Comments from the Executive Committee are due within 30 days of notification; comments on matters referred to the faculty are due within 45 days of the administrative notification. When faculty notice and comment does occur, the administration will carefully consider such comments in possible revision of the policy. This consideration of faculty opinion is not

meant to supersede the authority of the University concerning final decisions on institutional matters.

Until further review, College policies shaped by committees with elected faculty representatives will be exempt from prior notice standards.

The Dean of Seaver College and the SFA Executive Committee will review the intent and practice of the policy articulated above by July 31, 2007, to determine its sustainability, desirability, or suitability for expansion.

**F. HARASSMENT (SEXUAL)**

(Included since 1989; modified 2000; revised 2002)

It is the policy of Pepperdine University to condemn any and all conduct on the part of its employees which encompasses sexual harassment. In order to provide the University's academic community with a clearer statement of the proper standard of conduct for its members, a policy prohibiting sexual harassment has been established.

A statement of the policy is found at

<http://www.pepperdine.edu/provost/content/SexHarassPol.pdf>.

Assistance and counsel are available through the University's Equal Opportunity Office, x4208, or the Center for Human Resources, x4397.

**G. JOINTLY-SPONSORED UNIVERSITY EVENTS**

(Approved 4/24/02; Revised 10/15/03)

**UNIVERSITY-SPONSORED VS. NON-UNIVERSITY-SPONSORED EVENTS**

For many reasons, including budget and insurance and risk management, the University distinguishes between “university-sponsored events” and “non-university-sponsored events.” In brief, some events are clearly university-sponsored events (e.g., the Annual Pepperdine Lectures, Summer Youth Leadership Conference, etc.). These events, initiated by and directed by University officials, enjoy access to University facilities at minimal or no cost. Other campus events are not formally university-sponsored events. These educational events, sponsored by organizations, clubs, churches, external to the university, rent our facilities, typically through the Special Programs Office. These organizations are required to enter into a written agreement with the University and also pay fees for the use campus facilities, as determined by the Special Programs Office.

For a complete explication of the of the University policy governing University-sponsored or non-University sponsored events, see

<http://www.pepperdine.edu/provost/content/jointeventspolicy.pdf>

**H. USE OF NAME AND LETTERHEAD**

(Included since 1988)

Faculty members, either individually or collectively, shall not, without the written consent of the University administration, use any name or logo of the University in connection with any activity of any kind beyond the scope of their duties as employees of the University.

Full-time faculty members may, as part of their professional role, need to write letters on behalf of students to support research efforts or recommend students to graduate schools. Such letters may be written on University letterhead as long as they are signed by the professor. Under no circumstances may a student be permitted to use the University's name or letterhead for the purpose of supporting his or her own academic work.

**I. PROOF OF EMPLOYABILITY**

(Included since 2000)

1. According to the Immigration Reform and Control Act of 1986, employers must request documentation to establish both work authorization and the identity of new hires. The University requires certification of the right to work in the United States at the start of work. Documentation required for certification of employability is at <http://services.pepperdine.edu/hr/development/neo/proof.htm>
2. The Dean's Office is responsible for the record keeping of all the documents provided by the full-time and part-time faculty at the time of hire. Therefore, faculty members are required to present original documents that certify both work authorization and identity upon acceptance of an offer of employment or within three working days from the time they begin work. Failure to provide required documents in a timely fashion will result in the suspension and/or termination of the faculty member's employment.
3. For more information or clarification on this mandatory verification of all new hires, please refer to <http://seaver.pepperdine.edu/about/employment/faculty.htm>

**J. SELECTION OF SPECIFIED PERSONNEL AND FACULTY OF PEPPERDINE UNIVERSITY**

(Adopted 1990; included since 2000; updated 2006)

1. The selection of academic officers and faculty of Pepperdine University is a process of greatest importance in fulfilling the mission of the University. The University seeks to provide the highest quality educational programs and to combine academic excellence with spiritual values as an expression of the rich heritage of Christian service, aims that are crucially important to the



preservation of the highest ideals of America's heritage. Therefore, the following procedures are designed to be followed in keeping with the principle expressed in the Mission Statement of the University. By accepting a part in the selection of certain academic officers and faculty, all individuals thereby agree to support and implement the Mission Statement in the selection process.

2. In the selection of academic officers and faculty, the University wishes to follow procedures that provide meaningful participation at each level of responsibility within the University. A spirit of mutual respect, trust, and cooperation should characterize this endeavor.
3. Under the governance structure set forth in the Articles of Incorporation and Bylaws of Pepperdine University, the administration has the responsibility of leading the institution so as to assure the preservation of the University's heritage. The Articles of Incorporation specifically state the Religious Standards Committee of the Board of Regents has exclusive authority to set guidelines with reference to employment of faculty. The administration is responsible to this committee for following its directives.
4. Within the policies established by the regents, the administration and the faculty will cooperate in the selection of specified personnel as outlined in the following paragraphs. It is understood that each committee will have the responsibility to consider qualified, available candidates, to evaluate fairly the various candidates, to prepare summaries of the strengths and weaknesses of all candidates who are given serious consideration, and to submit their recommendations in writing to the administration. It is further understood that the procedures outlined in this document constitute a method of having the faculty make recommendations about hiring for various positions and not a mechanism for faculty voting, in the expectation that the vote will be tantamount to a decision. The administration will make final decisions and appointments, but will do so after considering the recommendations of the appropriate committees. In such instance of a position to be filled, potential candidates for the position may be proposed by the faculty and/or the administration.
5. In the event a vacancy exists in the office designated as chairperson in any committee, the president or the provost of the institution will select the individual to serve as chairperson. In the event that any administrative officer included below as a member of a committee is unavailable due to a vacancy in the office, the administration may appoint another administrator to serve on the committee.

a. Dean of Seaver College

In the event that Seaver College seeks to fill the post of dean, the administration will appoint a review committee. The provost of the University will serve as chairperson of the committee. This committee will be limited to a maximum of seven members, three of whom include the following: the president of the Faculty Organization, the president-elect of the faculty association, and one of the academic division chairpersons. The administration will have the responsibility of deciding on the four other members, at least one of whom shall be a faculty member of Seaver College.

b. Academic Division Chairperson

In the event that Seaver College seeks to fill the post of academic division chairperson, the administration will appoint a review committee. The dean of Seaver College will serve as chairperson, and the committee will be composed of four other members: the Associate Dean of Seaver College and three faculty members from the appropriate division. Two of the faculty members will be selected by the division faculty and one by the president and provost of the University. As a part of the procedures in evaluating those who are being considered for the position, the chairperson of the review committee will consult all of the full-time faculty of the appropriate division before making a recommendation.

c. Faculty

In the event that an academic division of Seaver College seeks to appoint new faculty, a review committee will be established. The chairperson of the committee will be the chairperson of the academic division and the committee will be composed of three members: the associate or assistant dean of Seaver College and two full-time faculty members selected by the division, preferably within the particular discipline in which new faculty are sought. Every candidate pool should seek to include a female, a person of color, and member of the Churches of Christ. As part of the evaluation process, the chairperson will consult all full-time faculty in the discipline in which the new faculty member is to be selected. Other full-time faculty in the division will be notified by the chairperson of the proposed appointment and will be given an opportunity to express their opinions. All candidates when given an on-campus interview will make at least two presentations: one to the faculty, another to students. The Dean of Seaver College shall be an ex officio member of the committee.

**K. SUBSTANCE ABUSE**

(Included since 1989; modified 2000; revised 2001)

In keeping with the mission of the University and its commitment to provide an alcohol- and drug-free environment, a policy prohibiting substance abuse has been established. This policy applies to all employees, including those persons who are classified as faculty members, staff members, and student workers.

The University provides assistance to those employees who are dealing with personal and family drug or related problems. (See Faculty Benefits section of this handbook.) The University's policy prohibiting substance abuse may be found at <http://www.pepperdine.edu/provost/content/SubstAbuse.pdf>

**L. SMOKING**

(Included since 1988; modified 2000)

As a general policy, Pepperdine University discourages the use of tobacco. Smoking is not permitted in any University building, including faculty offices and the faculty dining room. This includes hallways, breezeways, patios, balconies, loading docks, and doorways. Smoking is prohibited within twenty feet of all entrances to University buildings and ventilation systems. Smoking is also prohibited in all University-controlled vehicles and indoor and outdoor athletic or other on-campus events. It is the desire of the University that its faculty set a positive example for students.

# APPENDICES

## APPENDIX A

### SAFETY AND HAZARDOUS SUBSTANCES POLICY

(Included since 1991; modified 2007)

#### A. INTRODUCTION

The University considers the safety of its students, faculty, staff and visitors to be of the highest priority. Accident prevention is a function of good management and contributes to a positive educational and work environment. The quality of service at the University is directly affected by each individual's commitment to performing his or her role in a safe and efficient manner. Achieving a safe campus environment at each University location is one of the University's safety program goals.

Each department head is responsible for maintaining safe and healthful conditions in his or her area, as well as assuring that all activities are performed in a safe manner. Performance evaluation should reflect the success or failure of each supervisor in fulfilling this responsibility.

Supervisors, faculty and staff must understand that safety is to be given a higher priority than expedience and unsafe shortcuts are not to be tolerated. Each supervisor is charged with effectively implementing the University's safety program, including investigating actual and potential accident causes and promptly recommending corrective measures.

Individuals must assume responsibility for their personal safety both on and off campus. Each person has an important place in the safety program and is expected to cooperate fully in all safety related programs and activities. All members of the University are encouraged to report immediately any unsafe conditions and/or actions and to make suggestions to the Safety Committee through Center for Human Resources or the Office of Risk Management.

No job or activity should be conducted unless all reasonable precautions and safety considerations have been taken. No job or task is so important and no request is too urgent that the time cannot be taken to perform it safely.

The University will continue to develop and implement programs that inspect for and correct unsafe behaviors and/or physical hazards. In addition, the University will provide supervisory and employee safety training on a periodic basis, as well as emergency preparedness training for all members of the University community.

**B. INJURY AND ILLNESS PREVENTION PROGRAM**

The Pepperdine University Injury and Illness Prevention Program is designed to support the educational environment through improved workplace operations, better control of hazards, reduced accidents and losses, and was adopted and implemented in compliance with California Labor Code Section 6401.7 (SB 198) and General Industry Safety Order Section 3203.

**C. ASSIGNMENT OF RESPONSIBILITIES**1. Policy Committee(s)

Senior management supports the University's safety policy by setting policy, assigning safety responsibility and accountability to all individuals, monitoring safety program developments, progress and effectiveness, providing active leadership by participation, example and a demonstrated interest in the program.

2. Safety Program DirectorsResponsible Persons

Gary Hanson---Executive Vice President and Chief Operations Officer

Darryl Tippens---Provost

While all members of the University community are responsible for safety and health on our campuses and in the workplace, the Executive Vice President and Chief Operations Officer and the Provost have the authority and responsibility for implementation of the program.

3. Jon Weber---Insurance & Risk Manager

The Insurance & Risk Manager in the capacity of the safety program coordinator has the responsibility for coordination of loss control activities; review of supervisor accident investigation reports; provide assistance to the Center for Human Resources in the design and implementation of safety training for employees and supervisors; report to senior management concerning safety concerns; and provide assistance and support to the Safety Committee.

4. Safety Committee(s)

The Safety Committee(s) will assist in carrying out the University's safety policy and programs to protect all members of the University community, University assets and the ability of the University to continue its mission.

Responsibilities of a Safety Committee member may include participation in periodic safety inspections, investigation and analysis of accidents involving injuries or illness, investigation of allegations of hazardous conditions which are brought to the member's attention and facilitating communication between members of the campus community on both specific and general safety issues and recommendations.

5. Managers

In effectively executing their safety responsibilities, academic and administrative managers will familiarize themselves with the safety program and ensure its effective implementation; be aware of safety considerations when introducing a new process, procedure, machine, material or substance to the workplace; support the programs and committees whose function is to promote safety and health.

6. Supervisors

Supervisors are the foundation of the safety program. They should familiarize themselves with University safety policies, programs and procedures, consistently and fairly enforce University safety rules, investigate injuries to determine cause, and to take action to prevent repetition, see that injuries are treated and referred to the Center for Human Resources to ensure prompt reporting to the worker's compensation insurance carrier, regularly inspect work areas to detect unsafe work practices and resulting conditions, conduct department safety meetings on a regular basis, ensure that proper reports are completed and appropriate action is taken to prevent repetition.

7. Faculty and Staff

Individual injury and illness prevention is a responsibility of all University faculty and staff (including student workers). They should adhere to all safety rules and regulations; report injuries to their supervisor; report unsafe acts and resulting conditions; utilize appropriate safety equipment as required; maintain equipment in good condition, encourage other members of the campus community to work safely.

**D. EMPLOYEE COMPLIANCE**

At the time of initial employment and at other periodic intervals, faculty and staff are notified that compliance with established and/or common sense safe and healthy work practices (whether written or unwritten) is a mandatory condition of employment. Faculty and staff who fail to adhere to job safety standards are subject to disciplinary action, up to and including discharge. Nothing herein shall alter the right of the employee or employer to terminate employment at any time with or without cause.

From time to time, faculty and staff may be recognized for their compliance with safety and health standards and/or continuation of work without injury or incident by means of special notice or award.

#### **E. COMMUNICATING WITH FACULTY AND STAFF**

At the time of initial employment and at other intervals, faculty and staff are notified of applicable safe work practices and working conditions, and that all faculty and staff have the right to report any work-related injury or unsafe condition or hazard without fear of reprisal. Such information may be submitted using a standard form or otherwise in writing (signed or anonymous), or verbally to the supervisor, or other member of management.

#### **F. IDENTIFYING & EVALUATING HAZARDS**

Recognizing that unsafe acts cause more accidents than unsafe conditions by themselves, the University intends to focus on correcting both unsafe work practices as well as unsafe physical conditions. Although it is our intention to eliminate any unsafe act and condition as quickly as possible, some corrective actions will require longer periods of time and/or larger expenditures of capital. It will be necessary to evaluate the seriousness of the hazards and prioritize corrective actions.

Inspections should be conducted whenever new substances, processes, procedures or equipment are introduced that represent an occupational hazard; whenever the University is made aware of a new or previously unrecognized hazard, and at other frequencies determined by the level of hazard associated with the department, site or process. Records of inspections, including the data of inspection, identification of the area or process inspected, person conducting the inspection, findings of the inspection, and required actions must be retained for a minimum period of three years.

#### **G. INJURY & ILLNESS INVESTIGATION**

Some accidents are caused by unsafe conditions. The great majority, however, are the result of the unsafe manner in which work is conducted. The objective of investigation is to find the root causes of an accident. This will allow corrective action to be devised and implemented and to minimize recurrent accident problems. Occupational injuries and illnesses are documented on a comprehensive report of accident and are investigated by the supervisor to determine what action of the affected employee (or others) caused or contributed to the injury or illness; what tools, equipment, job, site or building condition, etc. were allowed to exist in a state which may have caused or contributed to the incident; and what action has been taken or will be taken to prevent recurrence. In cases where corrective action is required, follow up should be made to assure that appropriate action has been completed. Standardized forms may be used to organize and document the investigation and completed actions.



## **H. CORRECTING UNSAFE WORK PRACTICES AND CONDITIONS**

To maintain a safe and healthful campus requires correcting potential hazardous work practices and conditions. At such time that unsafe or unhealthy conditions, work practices, or work procedures are discovered, action will be taken to remove immediate dangers. Potential hazards will be handled on a priority basis using standards such as those set by Cal-OSHA. Corrective procedures may include a documented investigation of the cause and/or source of the hazard, identification of corrective actions needed, assignment of persons responsible for the completion of specific remedial actions, and follow up for compliance. Training and/or retraining of affected employees is provided as applicable.

## **I. TRAINING AND INSTRUCTION**

Safety education and training for faculty and staff should occur at the time of initial employment; when employees are given new job assignments for which training has not previously been given; when new substances, processes, procedures, or equipment are introduced that represent a new hazard; when the University is made aware of a new or previously unrecognized hazard; and at other intervals designated by management.

Employees may be trained in applicable safe and healthy work practices in groups or individually through distribution and review of the University's safety handbooks and its supplements; through other written communications, posters, booklets, etc.; and by various other methods as applicable, in a form readily understandable by the affected employee or group of employees. Individual records of training, including date of training, type of training, and training providers are retained for a minimum period of three years except of shorter periods as otherwise allowed by law.

### **Approval**

This Injury and Illness Prevention Program was approved by the University's Policy Committee on 6-19-91 and updated 2-2002.

## **APPENDIX B**

### **SEAVER COLLEGE CODE OF ACADEMIC INTEGRITY**

(Included since 1988; Updated in 2007)

#### **A. STATEMENT OF PURPOSE**

The Code of Academic Integrity at Seaver College is an integral part of the educational process. It makes possible an atmosphere conducive to the development of the total person through learning experiences. Since a person is more than intellect, learning is more than academic achievement. It includes achievement in all the qualities of an individual – intellectual, spiritual, ethical, emotional, and physical.

Seaver's Code of Academic Integrity provides among students, faculty members, and the administration a spirit of community where such development can take place. Furthermore, it creates a climate of mutual trust, respect, and interpersonal concern, where openness and integrity prevail.

This Code of Academic Integrity will enrich the educational process at Seaver College and encourage the development of a "Seaver spirit." This will lead to a pervasive sense of pride for and loyalty to Seaver's high standards of academic ethics, personal honesty, and spiritual values which imbue Seaver College as part of a Christian university.

The code emphasizes the dignity and development of each individual. The code maintains free competition and independent intellectual effort, not tolerating dishonesty, cheating, or plagiarism in any form. If intentional acts of dishonorable conduct occur, the code outlines infractions and clear-cut procedures as well as sanctions to censure such activity.

But, to be effective, the code must be maintained by the community. This requires a genuine sense of maturity, responsibility, and sensitivity on the part of every member. In particular, each member of the Seaver College community is expected to pursue his or her academic work with honesty and integrity.

#### **B. POLICIES AND DESCRIPTIONS**

##### **1. CODE OF ACADEMIC INTEGRITY**

Academic Integrity is the expression of intellectual virtue in human beings as a result of their creation in God's image. It represents the convergence of the best of the human spirit and God's spirit, which requires personal, private and community virtue. As a Christian institution, Pepperdine University affirms that integrity begins in our very created being and is lived out in our academic work.

In order for the code to be effective, the community must maintain its health and vitality. This requires a genuine sense of maturity, responsibility, and sensitivity on the part of every member. In particular, each member of the Seaver College community is expected to pursue his or her academic work with honesty and integrity.

Unfortunately, students do, on occasion, violate Academic Integrity, and this provides a need for discipline and an opportunity for restoration. The following pages describe the various forms of violation recognized by Pepperdine University and the resulting steps that both the student and institution must take.

In completing each assignment, each student is expected to have abided by the principles of the code and may be asked to sign a pledge to this effect. Students may be asked to sign such a pledge at the beginning of each course.

## 2. VIOLATIONS OF ACADEMIC INTEGRITY

Academic integrity is violated when one of the following events occurs:

### a. PLAGIARISM

Plagiarism occurs when a writer appropriates another's ideas without proper acknowledgement of the source or uses another's words without indicating that fact through the use of quotation marks.

### b. CHEATING

Cheating is the use of unauthorized materials, information, or study aids in an academic exercise as well as collusion in visual or oral form.

### c. FABRICATION

Fabrication is the falsification or invention of any information or citation in an academic exercise. This includes lying to a member of the administration, faculty, and/or Academic Integrity Committee (AIC).

### d. FACILITATING ACADEMIC DISHONESTY

The facilitation of academic dishonesty occurs when students knowingly or negligently aid others or allow their work to be used in a dishonest academic manner. Such students are as guilty of violating academic integrity as their recipients.

### 3. VIOLATION LEVELS

Any violation of academic integrity is subject to an appropriate penalty. Violations at Pepperdine University are classified into four levels according to the nature of the infraction. For each level of violation, a corresponding set of sanctions is recommended. The Academic Integrity Committee and the office of the Dean of Seaver College are charged with using these guidelines as general rules of practice for the academic community in matters relating to the assignment of violation level and appropriate sanction.

#### a. LEVEL ONE

Level One violations may occur because of inexperience or lack of knowledge of principles of academic integrity. These violations are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment. Cases involving this first level are primarily viewed as “teaching opportunities” and are therefore to be handled by the instructor in consultation with the student and subsequently reported to the AIC chair. In cases where no resolution is reached, the instructor or student may appeal the case to the AIC. Level One violations include (but are not limited to) the following examples:

- 1A Working with another student on a laboratory or other homework assignment when such work is prohibited.
- 1B Failing to footnote or give proper acknowledgment in an extremely limited section of an assignment. This includes changing some words but copying whole phrases, quoting less than all the words copied, paraphrasing without attribution, copying the syntactical or organizational structure of another writer, using unique or apt phrases from another writer, or failure to use quotation marks to cite a passage.
- 1C Engaging in any of the following activities during an examination when prohibited: talking, having notes visible, leaving the exam room without permission, looking at another’s paper, failing to stop working when time is called.
- 1D Committing other minor or unintentional infractions of academic integrity.

The recommended sanctions for violations at Level One are:

- i) Consultation with a Writing Center tutor, and/or

- ii) Completion of an assigned paper or research project on a relevant topic, and/or
- iii) Submission of a rewritten assigned paper, and/or
- iv) Completion of a make-up assignment at a more difficult level than the original assignment, and/or
- v) Receipt of a zero for the original assignment.

Records of students who commit Level One offenses will be maintained in the Seaver Dean's office until graduation, following which these records will be expunged.

A second instance of a Level One violation constitutes an automatic Level Two or higher violation.

b. LEVEL TWO

Level Two violations are characterized by dishonesty of a more serious nature or by dishonesty that affects a more significant aspect or portion of the course work. Cases involving this second level are still primarily viewed as "teaching opportunities" and are therefore to be handled by the instructor in consultation with the student and subsequently reported to the AIC chair. In cases where no resolution is reached, the instructor or student may appeal the case to the AIC. Level Two violations include (but are not limited to) the following examples:

- 2A Using significant portions of information for a report without acknowledging the sources or the collaborators.
- 2B Giving or receiving assistance to/from others, such as research, statistical, computer programming, or field data collection help that constitutes an essential element in the undertaking without acknowledging such assistance in a paper or project.
- 2C Giving or receiving unpermitted assistance on exams.
- 2D Using unauthorized materials during an exam.
- 2E Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.

- 2F Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.
- 2G Collaborating before an exam to develop methods of exchanging information and implementation thereof.
- 2H Removing posted or reserved material, or preventing other students from having access to it.
- 2I Providing false excuses to postpone tests or due dates.

The recommended sanction for Level Two violations is a Level One sanction and/or one of the following:

- i) Course grade that is lowered one or more grade levels, and/or
- ii) Course grade of F, and/or
- iii) Placement on Academic Disciplinary Probation for one or more semesters.

All records of students who commit Level Two offenses will be maintained permanently in the Seaver Dean's Office.

A second instance of a Level Two violation constitutes an automatic Level Three or higher violation.

c. LEVEL THREE

Level Three violations include dishonesty that affects a major or essential portion of work done to meet course requirements, or involves premeditation, or is preceded by one or more violations at Levels One and Two. All cases involving Level Three violations are heard by the Academic Integrity Committee. Level Three violations include (but are not limited to) the following examples:

- 3A Committing any premeditated Level Two violation involving a major portion of coursework.
- 3B Taking an exam for another student.
- 3C Altering an exam and submitting it for re-grading.
- 3D Downloading a paper or major sections of a work from the Internet.

- 3E Presenting the work of another as one's own.
- 3F Permitting another to present one's work as their own.
- 3G Buying or selling unauthorized aid on examinations, papers, or grades.
- 3H Offering or accepting bribes related to academic work.
- 3I Fabricating data by inventing or deliberately altering material (this includes citing "sources" that are not, in fact, sources).
- 3J Translating work from one language into another and submitting as one's own work.
- 3K Lying to AIC members during an investigation or hearing. This may constitute a second charge, with the Committee members who acted as judges during that specific hearing acting as accusers.
- 3L Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.

The sanction typically to be sought for all Level Three violations is a Level Two Sanction and/or a minimum of a one semester suspension from the University. All records of students who commit Level Three offenses will be maintained permanently in the Seaver Dean's Office.

d. LEVEL FOUR

Level Four violations represent the most serious breaches of intellectual honesty.

All such cases are heard by the Academic Integrity Committee. Level Four violations include (but are not limited to) the following examples:

- 4A All academic infractions committed after return from suspension for a previous academic honesty violation.
- 4B Stealing an examination from a professor or from a University office.
- 4C Falsifying a transcript to secure entry into the University or change the record of work done at the University.
- 4D Falsifying medical records.
- 4E Falsifying any official University documents by mutilation, addition, or deletion.

The typical sanction for Level Four violations and a repeat infraction at Level Three is permanent expulsion from the University. Such cases will result in the permanent notation of "Academic Disciplinary Expulsion" on the student's transcript.

#### 4. CONSEQUENCES OF VIOLATING THE CODE OF ACADEMIC INTEGRITY

Students committing acts of academic dishonesty not only face university censure but also face a serious risk of harming their future educational and employment opportunities. In addition to the notation for a specific sanction placed on the student's transcript, which remains for the term of the sanction, prospective employers and other educational institutions frequently use recommendation forms that ask for feedback on an individual's moral or ethical behavior. Since such forms are sent with the permission of the student, University faculty and administrators knowledgeable of academic dishonesty infractions are ethically bound to report such incidences.

### C. PROCEDURES

#### 1. JUDICIAL PROCEDURES

The judicial procedures are designed with the following purposes in mind:

- a. To provide a positive direction in cultivating academic integrity;
- b. To insure thorough and fair investigation of pertinent evidence;
- c. To maintain strict confidentiality among committee members; and
- d. To allow for an appropriate channel of appeal.

Such purposes are to be attained through the efforts of the Academic Integrity Committee.

Any alleged violation of academic integrity is to be reported to the chair of the AIC.

#### 2. AIC HEARING PROCEDURES

- a. The hearing will be called to order at the time specified. The hearing cannot begin without seven committee members and/or alternates (see item c. below), the accused, and the accusing faculty member(s) (or an appointed representative) in attendance.
- b. All hearings will be tape recorded.



- c. An alternate committee member will sit at the hearing if a regular committee member is involved with the case being presented before the committee. When at all possible, the alternate committee member should be from the same division as the regular committee member who is involved in the hearing.
- d. The hearing will begin with a summary of the procedures to be followed at the hearing.
- e. At all times the defendant will be presumed innocent, with the burden of proof to be placed on the accusers to establish guilt.
- f. The chairperson will read the charges aloud to those present and will present to the committee any evidence the faculty member wishes to have under consideration. At this time, the faculty member may bring in witnesses, if deemed pertinent to the case. At the close of the witness's presentation, the witness shall be questioned by the committee on any points of evidence on which the committee is unclear. The witness will then be asked to leave the room. The faculty member(s) shall be questioned by the committee on any points of evidence on which the committee is unclear.
- g. The defendant will be given an opportunity to defend himself or herself, including giving evidence and providing witnesses that he or she feels may be pertinent to the case. At the close of the defendant's presentation, the defendant shall be questioned by the committee on any points of evidence on which the committee is unclear. In addition, the committee may ask the faculty member about points of evidence which are unclear. The defendant, if he or she feels the responses will be incriminating, may decline to answer a question. The committee will not base its judgment of guilt or innocence on such a declination.
- h. After all evidence has been presented, the accused student and the accusing faculty member(s) will be asked to step outside while the committee deliberates. At this time, the committee will review and discuss all the evidence it feels is pertinent to the case. When deliberation has been completed a secret ballot will be taken to decide on the guilt or innocence of the defendant. The ballots will be counted by the secretary and reported to the committee.
- i. The defendant will be found guilty or not guilty based upon a vote of at least three-fourths of the members present, with no more than two members dissenting. The committee will then vote on a sanction (as described in the AIC code). The sanction must have a majority vote. At least seven of the eleven voting members must be present for a vote to be called. No more than two members may dissent in a guilty vote. Specific sanction(s) will be

decided by majority vote. Vote is by secret ballot and is counted by the chairperson and the secretary. The results (and the ballots) will be presented to the Dean of Seaver College. Note: the AIC hearings are not court of law proceedings and should not be construed to be subject to courtroom technicalities.

- j. The defendant will be asked to return to the hearing room to be informed of the committee's verdict.
- k. If found guilty, the defendant will be advised of his/her opportunity to appeal the decision to the Seaver Dean.
- l. Formal written notice of the verdict will be sent to the student, the accusing faculty member(s), and the Seaver Dean.
- m. All notes and recordings of the hearings shall be given to the Seaver Dean to be kept as specified in the Student Handbook.
- n. No member of the hearing committee who is otherwise interested in the particular case brought before the committee, whether bringing charges against the student, or who is placed in a position of developing or prosecuting the case against the student, shall sit in judgment during the proceedings. This committee member will be replaced as stipulated in Item c. of the procedures.
- o. The defendant and the accuser shall notify the chairperson of the committee of the names of the witnesses they choose to have testify on their behalf at least twenty-four hours prior to the hearing, and they shall assume responsibility for their presence at the hearing. The committee may limit the number of witnesses.
- p. All hearings will be closed to members of the committee, the student(s), advisors involved in the hearing, and faculty members involved in the case. Authorized witnesses will be present to testify one at a time and will leave the hearing as soon as such testimony is completed.
- q. All matters upon which the decision may be based must be introduced into evidence during the hearing before the committee. Formal rules of evidence shall not be applicable in proceedings conducted pursuant to this code. All matters shall be admitted into evidence which reasonable persons would accept as having probative value in the conduct of these affairs.
- r. To maintain a record of the hearing, the secretary will write up a digest; in addition, the recorder will take a tape recording of the hearing.

- s. The digest of the committee shall consist of a statement covering the chronological sequence of the proceedings and the conclusions reached by the committee based on the evidence. Any member may append the report with his or her dissent.
- t. It is to be understood by all parties dealing with the Academic Integrity Committee that the committee is not a court. The committee is an educational committee which deals with students and members of the university community only as their status pertains to the educational aspect of Seaver College. Therefore, its proceedings are not to be construed to be subject to courtroom technicalities or procedures.
- u. Committee decisions will be made within a reasonable time.

## **D. INSTRUCTIONS**

### **1. INSTRUCTIONS TO FACULTY**

The faculty member accusing the student of the alleged offense should attempt to meet with the student and discuss the suspicions and evidence to see if there is some acceptable explanation for the apparent violation of the Integrity Code.

- a. If an agreement concerning the alleged Level One or Level Two violation is reached, the faculty member will submit a completed AIC report form to the AIC chair.

For a copy of the Reporting Form, please go to  
<http://seaver.pepperdine.edu/academicintegrity/reportingform/form.htm>

- b. If the student is unavailable for a meeting or the alleged violation remains unresolved, or if it represents a Level Three or Level Four case, the faculty member will submit a completed AIC report form (see above for web address) to the AIC chair and a hearing will be scheduled.

Once a copy of the charges has been received by the chairperson of the AIC, she or he will contact the student to schedule a hearing.

### **2. INSTRUCTIONS TO STUDENTS**

It is the student's responsibility to meet with the faculty member to discuss the alleged violation of academic integrity. Failure to do so may result in an automatic hearing before the AIC. At this meeting between the faculty member and the student, the student has the opportunity to accept the faculty member's proposed sanction or request a hearing of the AIC.

If he or she so desires, the student appearing before the committee shall have the right to be assisted at the hearing by an advisor of his or her choice. The advisor shall be from the Pepperdine community, either faculty, staff, or student. The student shall notify the committee's chairperson of the name of the advisor and the relationship to him or her at least twenty-four hours prior to the hearing. With permission of the committee, an advisor may make a brief statement on the student's behalf. Otherwise, the advisor will limit himself or herself to consultation with the student.

If, for substantial reason, the accused student cannot attend the hearing at the arranged time, the student should contact the AIC chairperson as soon as possible. If the student cancels or postpones a second meeting, the committee may rule that the student's failure to appear be considered a waiver on the student's part. Failure to attend a scheduled hearing will be considered a waiver of the student's right to represent themselves and will result in the hearing proceeding without them.

## **E. AIC COMMITTEE**

### **1. COMPOSITION OF COMMITTEE**

The AIC will consist of four undergraduate students, one graduate student, and one faculty representative from each academic division and the library. Selection of the student representatives will be made by the Seaver Dean from divisional recommendations of sophomore, junior, and graduate students.

### **2. COMMITTEE TENURE**

Students are selected by the Academic Dean and serve a two-year term beginning in September. Faculty representatives are elected to serve a two-year term by the respective academic divisions as follows:

- a. Even-numbered years: Social Science, Humanities/Teacher Education, Fine Arts and Religion.
- b. Odd-numbered years: Natural Science, Business, and Communication

Freshman students and adjunct faculty members are ineligible.

### **3. VACANCIES**

In the event of a student or faculty vacancy, the chairperson will ask the Seaver Associate Dean to select a replacement from the appropriate division.

4. CHAIRPERSON

A non-voting (except in the case of a tie vote) chairperson shall be elected by the AIC from among its faculty members.

5. OFFICERS

A secretary shall be elected by the AIC. This election will be conducted by the chairperson without nomination and by ballot. Only faculty members of the AIC are eligible.

6. COMMITTEE COMPOSITION

**Faculty**

Chair

Division Member, Business Administration

Division Member, Communication

Division Member, Fine Arts

Division Member, Humanities/Teacher Education

Division Member, International Studies and Languages

Division Member, Religion

Division Member, Social Science

Library Representative

**Students**

First Undergraduate Student Representative

Second Undergraduate Student Representative

Third Undergraduate Student Representative

Graduate Student Representative

**F. COMMITTEE FUNCTIONS**

1. The AIC will function as a clearinghouse for faculty to register in writing unappealed Level One and Level Two violations.
2. The AIC will provide a forum before which all other alleged violations may be heard. Records of such hearings will be kept in a secured file in the Seaver Dean's Office.
3. The AIC will decide on the guilt or innocence of such individuals. In cases of guilt the AIC will decide on the appropriate sanction.
4. The AIC will confer with individuals found to be guilty by the AIC about their opportunity to appeal to the dean of Seaver College. The dean will notify the AIC

of any decisions made on cases submitted to his office. In all matters involving alleged violations of academic integrity, students have the right to request a hearing before the AIC.

#### **G. INSTRUCTIONS TO AIC CHAIRPERSON**

During the resulting initial conversation, the chairperson will inform the student of the following:

- The offense for which the hearing is being called.
- The sanction(s) specified in the Seaver Academic Integrity Code.
- The procedures that will be followed during the hearing (a copy of the code and procedures may be supplied to the accused at this time, if needed).
- The student's right to bring an advisor from within the Seaver College community (faculty, staff, or student) to the meeting.
- The student's right to bring witnesses to the meeting.
- The confidential nature of the hearing.

The opportunity to appeal the decision to the Seaver Dean.

**APPENDIX C****SEAVER COLLEGE DIVERSITY COUNCIL CHARTER****December 14, 2005**

Pepperdine University is guided by its foundational Christian mission. Our mission inspires in us a profound respect for and love of the diverse cultures in which we live, work, and worship—both in Southern California and our international campuses throughout the world.

As the University's Office of Equal Opportunity affirms:

*“When Pepperdine speaks of “diversity,” it does so in a broad sense—one that encompasses a multitude of dimensions, including race, ethnicity, gender, religion, cultural background, class, ability, national origin and more. Diversity, as we understand it, means that the institution's many constituents are a mosaic of people united by a deep and abiding respect for our Christian heritage.”*

In his inaugural address, President Benton also affirmed this commitment to diversity:

*“Pepperdine's commitment to diversity stems from a Christian heritage that compels us to love justice and to treat every individual equally with respect and compassion. Our faith also confirms that we are finite and therefore our knowledge is incomplete. It is through the inclusion and experience of others from diverse points of view that we often begin to see dimensions of truth previously unseen by us. Pepperdine views diversity as one facet of the prism of values formed by our mission.” (Envisioning a Bold Future and Equal Opportunity Statement, <http://www.pepperdine.edu>).*

As such, at Seaver College diversity is central to our mission and is essential to the health of our institution. A diverse community of students, faculty, staff and board members enriches the learning experience for all and prepares us for the multicultural world in which we reside.

This commitment has manifested itself in the Seaver College Diversity Council.

**Consistent with the University's Christian mission and the theological rationale for diversity, the Seaver Diversity Council will:**

1. Develop strategic goals to increase recruitment, retention, and success of a diverse faculty, staff, and student body.
2. Foster a campus climate at Seaver College which is built upon inclusiveness, mutual respect, education, appreciation, and understanding.
3. Increase awareness of College and University diversity efforts among Seaver College community members.
4. Encourage an awareness and appreciation of diversity among members of the Seaver College community.

5. Where appropriate, facilitate the integration of diversity into curricular and co-curricular offerings.

The Seaver Diversity Council will seek funding from the University, foundations, and other external sources.

The Seaver Diversity Council will be composed of faculty, staff, and students. The Council will create and implement strategic goals for diversity in alignment with our Christian mission and our University Diversity Council.

The Seaver Diversity Council will support the University's quest toward becoming a "learning organization" by using research and assessment data to both support and guide our diversity efforts.

Council members will promote responsibility, accountability, and recognition for increasing campus diversity, improving the campus climate, and advancing the knowledge base for creating and sustaining a culturally diverse community. Council members will also assist in networking with individuals who support our mission, informing them that Seaver College values diversity and seeks to recruit qualified faculty and staff from diverse groups. The Council will encourage both internal and external collaborations and partnerships that will extend diversity and multicultural education to the broader Los Angeles community.

### **Creation and Composition of the Council**

The Seaver College Diversity Council will consist of approximately twenty voting members from the faculty, staff, and student body of Seaver College. The voting members will also be representative of the Seaver Faculty Association, Seaver Cabinet, and Seaver Student Government Association. The Council will nominate members and the Dean of Seaver College shall appoint new members. Council members are appointed for a two year period, but may serve successive terms.

### **Presiding Officers, Voting, and Scheduling of Meetings**

The Council will meet minimally three times per year: twice during the Fall semester and once during the Spring semester; however, it may choose to meet more frequently. The chair will be responsible for scheduling and calling the meetings each semester. The chair may use his or her discretion to schedule and call additional meetings.

A recording secretary will be selected to record and distribute the minutes of each Council meeting. When necessary, the Council may create sub-committees to study specific diversity issues of college-wide concern and to report back to the Council. In addition, the individual members of the Council may serve in a liaison role to the President, Provost, or University Diversity Council on behalf of Seaver College. It shall be an important duty and responsibility of all members of the Council to attend meetings. Members must be present to vote (unless the Council decides otherwise). Fifty percent (50%) of the Council's voting



members must be present for a vote to pass, unless otherwise decided by the Council. Decision making will be determined by a simple majority of the Council's voting members.

### **Creation and Composition of the Council**

**(Adopted April 26, 2006)**

The Seaver College Diversity Council will consist of a maximum of twenty voting members. A representation of at least five Seaver College faculty, five staff, and two student body members should be a part of the council body. The voting members will also be representative of the Seaver Faculty Association, Seaver Cabinet, and Seaver Student Government Association. The Council will collect nominations from the Faculty Association, Seaver Cabinet, and the Student Government Association. The Seaver Diversity Council will also nominate members. Nominations for an empty seat will be collected via email and voted by the council via written ballot. The Dean of Seaver College shall appoint new members. Council members are appointed for a two year period, but may serve successive terms. The Council reserves the right to terminate any member during their two year term.

### **Presiding Officers, Voting, and Scheduling of Meetings**

**(Adopted April 26, 2006)**

The Council will meet minimally three times per year: twice during the fall semester and once during the spring semester; however, it may choose to meet more frequently. The chair will be responsible for scheduling and calling the meetings each semester. The chair may use his or her discretion to schedule and call additional meetings.

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