

Chapter 10: Institutional Integrity

Criterion 5

The institution demonstrates integrity in its practices and relationships.

Introduction

Institutional integrity is the degree to which Cedarville College represents itself accurately and deals fairly with each of its constituencies. Institutional integrity assumes a good faith effort to adhere to relevant civil law and commonly held professional ethical codes.

The following questions guided the evaluation of institutional integrity at Cedarville College:

1. Does the College have policies in the appropriate areas?
2. Is there a demonstrable relationship between the institutions policies and its mission or an abiding code of ethics?
3. Is there evidence that the College’s policies have been followed in an appropriate and consistent manner?
4. Does the institution deal fairly with each of its constituencies?
5. Are the College’s promotional materials and activities accurate?
6. What are the institution’s values in the areas of diversity and equity?
7. Does an atmosphere of full disclosure exist? Full disclosure is defined as the practice of giving accurate and appropriate information to those who need or request it.

Context for Institutional Integrity

The following documents establish the context for institutional integrity at Cedarville College: 1) the *Cedarville College Bylaws*, 2) the *Cedarville College Mission Statement*, and 3) *Cedarville College’s Benchmarks for the 21st Century*. These documents define the direction of Cedarville College and set forth policy guidelines to insure that the College continues to function in a way that is consistent with its charter and stated mission. Copies of these documents are available in the Consultant-Evaluator Resource Room.

Integrity and the College Bylaws

The *Cedarville College Bylaws* provide the ultimate context for institutional integrity at Cedarville College, dictating the doctrinal position of the College and

the manner in which authority will be exercised. Article I of the *Cedarville College Bylaws* defines the College as a “Baptist College of Arts, Sciences, and Professional Programs, committed to the historic Baptist doctrines and distinctives.” Furthermore, Article I discloses that by mutual agreement the College maintains an association with the General Association of Regular Baptist Churches (GARBC) which grants its approval to Cedarville College based on the institution’s commitment to a common understanding of biblical doctrines and principles. Article I also notes that the College retains the right to admit students on the basis of personal faith in Jesus Christ, but that it will not discriminate on the basis of race, color, national or ethnic origin, sex, age, or physical ability. Articles II and III contain the College’s doctrinal position and standards of conduct.

Article IV notes that the College will be governed by a self-perpetuating Board of Trustees consisting of twenty-seven to thirty-six members. Article V outlines the qualifications for Trustees and states that the President will serve as an ex-officio, non-voting member of the Board. Trustees must be born-again believers who are members in good standing at Baptist, or baptistic churches. They must also “subscribe unreservedly” to the College Doctrinal Statement and Standards of Conduct. According to Article VIII, “The Board of Trustees shall have and exercise the corporate powers prescribed by the laws of the state of Ohio. Its primary function shall be policy making and responsibility for sound resource management of the College and active participation in the generating of necessary funds for operation of the College.”

Articles VIII, IX, and X describe the various offices on the Board, the schedule for regular meetings, and committee assignments. Article XIV defines the conditions under which a conflict of interest could exist. According to the *Bylaws*, the Trustee is to notify the Board and abstain from voting on matters where the potential for such a conflict exists.

The roles and qualifications for administrators and faculty are defined in Articles XV and XVI. Administrators and faculty are appointed or approved by the Trustees and must be born-again believers who are members in good standing of a Baptist church, and who are in agreement with the College Doctrinal Statement and the Standards of Conduct.

Other areas addressed in the *Cedarville College Bylaws* include management of funds and the endowment (Article XI), the fiscal year (Article XII), indemnification of Trustees and officers (Article XIII), dissolution of the College (Article XVII), and guidelines for amending the Bylaws (Article XVIII).

The Cedarville College Bylaws contribute to institutional integrity by insuring that those responsible for major policy decisions are in agreement with the values of the institution, and by articulating clear lines of authority and responsibility. By carefully defining the qualifications of those responsible for major policy decisions, and requiring that such individuals endorse the College Doctrinal Statement, the Bylaws insure that the College will maintain positions consistent

with its historic mission and stated purpose. The Bylaws were last revised in October of 1995 and copies may be obtained from the Office of the President. A copy is also available in the Consultant-Evaluator Resource Room.

Integrity and the College Mission Statement

The College has a carefully articulated *Mission Statement* consisting of a purpose statement and seven objectives. Refer to Chapter 4 of this document for a complete discussion of the College mission.

The *Mission Statement* appears in the *College Catalog*, the annual *College Fact Book*, and in the faculty and staff handbooks. It is also prominently displayed in all senior administrative offices, and included in information provided to prospective major donors. In addition to its display in these areas, the College *Mission Statement* is reviewed with all new faculty in a personal meeting with the President, and during meetings at the beginning of each academic year with faculty, staff, and students. The statement last underwent major review in 1981, and was not changed at that time. Following the last review, a seven-part chapel series was presented in order to articulate to faculty, staff, and students the *Mission Statement's* ramifications for learning at Cedarville College.

One of the College benchmarks states that Cedarville College is a mission-driven institution. The College demonstrates institutional integrity by adhering to the mission statement and the principles contained therein. The College *Mission Statement* is frequently cited by the President, and is well known to faculty, staff, and students. An understanding of our mission is inherent to assessment, strategic planning and budgeting.

Integrity and the Institutional Benchmarks

The College benchmarks (*Cedarville College's Benchmarks for the 21st Century*) were prepared in conjunction with the College's centennial celebration in 1987. The benchmarks are included in the annual *College Fact Book* and are reviewed annually in meetings with faculty and staff. The benchmarks consist of 20 statements which operationally define how we will carry out our mission. The *College Benchmarks* are provided below.

1. Mission driven

The College mission provides the focus for the direction of the College and is consistently articulated before all of our constituencies.

2. Commitment to strategic planning

Strategic planning drives the vision and helps to fulfill the mission of the College. The process involves trustees, administrators, faculty, and staff. Resource decisions are related to strategic planning.

3. Bible minor for all students (24 Quarter Hours)

A minor in Bible is a required portion of every baccalaureate program.

4. *Chapel*

Daily chapel is central to the experience of our Cedarville College family. It is the heartbeat of a Christian College, and will continue to be a priority with attendance required of faculty and students.

5. *Commitment to evangelism and discipleship*

A commitment to evangelism and discipleship motivates the spiritual life of the College and is integrated throughout the various programs. Fulfilling the Great Commission will continue to be a major focus.

6. *Commitment to strengthening the Christian faith*

A commitment to strengthening the Christian faith motivates emphases on biblical scholarship and an informed passion of the propagation of the Word of God.

7. *Baptist*

The College retains its doctrinal statement historically identified as Baptist while offering its education to a broad diversity of Christian students.

8. *Unity on the doctrinal statement with acceptance of diversity in other areas*

College personnel manifest unwavering unity on the doctrinal statement with acceptance of Christian liberty in other areas.

9. *Distinction between biblical mandate and institutional preference*

A distinction between Biblical mandate and institutional preference is maintained to create a productive atmosphere for developing Christian lifestyle patterns and attitudes.

10. *A caring family*

The College family reaches out with genuine care, wherever and however possible, to its own members.

11. *Comprehensive academics*

Comprehensive academics with a traditional liberal arts core prepare graduates for graduate school and professional careers, and provide the foundations of lifelong learning and personal and family development.

12. *Primarily an undergraduate institution*

Quality in undergraduate higher education is the core of the College program. When graduate programs are considered, they will be started only if they enhance the quality of the undergraduate program.

13. *Balance*

Programming will maintain a responsiveness to the whole person with the resulting balance of the spiritual, academic, professional, personal, social, and physical.

14. *Strong extracurricular activities program*

A strong extracurricular activities program involving as many students as possible enhances personal, social, and leadership development.

15. *Sound management principles*

The exercise of faith and stewardship of God's resources requires sound management and fiscal policies.

16. *Non-governmental support*

As a part of its commitment to independence and to the free enterprise philosophy, the College operates apart from direct support from the government.

17. *Price/value*

Costs to students remain competitive with lower cost competitors while the value of the educational experience is equal to or greater than higher cost competitors.

18. *Assuring student access*

Academic pricing and standards are set to provide opportunity for enrollment and degree completion by a diverse student population.

19. *Strategic involvement in community development*

The College is involved with local and regional planning entities as an active participant in community growth.

20. *Recruitment, development, and retention of personnel*

The recruitment, development, and retention of competent and dedicated personnel contribute to the long-term benefit of the College and the value of its programs.

Marketing the Institution with Integrity

Integrity and College Publications

The College Catalog

The *Cedarville College Catalog* is the most comprehensive College publication. As an academic document, it is the official source for academic policy, fields of study, course descriptions, and degree requirements.

In addition to academic and curricular information, the catalog provides its readers with an understanding of Cedarville College and its distinctives by outlining its purpose and objectives, history, doctrinal position, and areas of accreditation. The catalog also has sections dealing with admission policies, costs and financial policies, financial aid programs, facilities, student life, campus activities and organizations, Christian ministries, computer resources, general statistics, the academic calendar, and campus map.

The purpose of the catalog is twofold:

1. To provide accurate and complete disclosure of academic information needed to advise and direct current students.
2. To serve as a tool for the recruitment of new students.

The catalog is revised and reprinted annually following the American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines. New catalogs are distributed to all faculty and new students at the beginning of each new academic year. Catalogs are readily available to upperclassmen, prospective students, churches, and schools at no cost through the Admissions Department. Oversight of the production of the catalog is given to the Vice President for Enrollment Management, who serves as the editor.

Responsibility for completeness and accuracy of curricular information in the catalog is given to the department chairs who check for corrections prior to publication. The departments are also responsible for deleting courses that are not regularly offered. A review of the 1995-96 catalog revealed that 94 percent of the

courses listed have been offered at least once in the past two years. Copies of outdated catalogs are archived in the Centennial Library, Academic Records Office, and Admissions Office.

Advertising and Promotion

Cedarville College has identified distinctive institutional characteristics that guide the development of all College promotional materials. These characteristics are detailed in a *Visual Identity Program Manual* and have become the framework of the institution's promotional message. The distinctive characteristics are:

1. *Christian*
Promotional materials must accurately represent the Christian perspectives and doctrinal positions of the institution.
2. *Conservative*
Promotional materials must be designed with all constituencies of the institution in mind.
3. *Balanced*
Promotional materials must present an accurate picture of Cedarville College in its entirety.
4. *Quality*
Promotional materials must be done in a first-rate manner that reflects the goals of the institution.

The goal for all forms of promotion is the communication of a consistent and accurate message. Clear communication requires an understanding of, and an appreciation for, the intended audience. Therefore, the College strives to maintain a singular message while allowing for a variety of styles that all reflect a Cedarville image.

The major producers of promotional material are the Admissions Department and Development Division. Their audiences include, but are not limited to, prospective students, current students, faculty and staff, trustees, alumni, parents, pastors, and donors. Their goals are to recruit and retain students, and to attract resources to the College.

The Admissions Department maintains membership in, and adheres to the policies of, the National Association of Christian College Admissions Personnel (NACCAP), and the National Association of College Admissions Counselors (NACAC). Both organizations have a Statement of Principles of Good Practice that stipulate integrity, honesty, fairness, accuracy, currency and completeness in promotion and advertising.

All managers within the Development Division, which includes the Public Relations Office, have membership in the Council for Advancement and Support

of Education (CASE). Practices, promotion, and advertising reflect the professional standards and guidelines propagated by CASE.

Most promotional materials and all advertising are designed in cooperation with the Public Relations Office. The Director of Public Relations is responsible for assuring adherence to visual identity policies.

Copies of College printed material are available in the Consultant-Evaluator Resource Room.

Campus Visit and Admissions Presentations

The campus visit and College video are major components of the recruitment process. When combined with the College catalog, a campus visit and the College video provide the most complete analysis available to the prospective student.

Throughout the recruitment process, prospective students and their parents are encouraged to visit campus. As a result of this emphasis, over 6,500 guests visited in 1995-96. To assure a profitable and successful campus visit, the Admissions Department employs a full-time guest coordinator. The guest coordinator oversees one full-time receptionist, 50 tour guides, and ten part-time student assistants. With such a large support staff, training and staff development are major roles of the guest coordinator. The success of the campus visit program is dependent upon a strong training and development program that emphasizes honesty, accuracy, and disclosure.

Pi Delta is a volunteer organization consisting of 50 student tour guides. Tour guides are selected through an application and interview process which involves the guest coordinator and current Pi Delta members. Once selected, new member training includes an orientation from the guest coordinator, testing over the content of the tour notebook and College Catalog, and training from an experienced tour guide. Training underscores the importance of the tour guide and defines expectations such as, “We always want to be honest with our guests....” Furthermore, tour guides are evaluated twice each on areas including knowledge, communication, and professionalism.

The admissions presentation is a one-hour meeting which includes a 30-minute video followed by a question-and-answer time with an admissions counselor. All admissions counselors are hired on the basis of presentation skills and are thoroughly trained in presentation format and content. Knowledge of the catalog is measured with a written test and counselors are evaluated by their peers in simulated presentations. Continuous training occurs through weekly office meetings, weekly counselor training meetings, and quarterly staff retreats.

Production of the College video is directed and controlled by the Vice President for Enrollment Management. To assure current and accurate content, a new video is produced every two to three years. The video consists primarily of unscripted comments from students, the College president, faculty, and alumni and addresses

the major elements of the Cedarville experience—academics, Christian ministry, chapel, athletics, and technology.

Copies of the College video and other admissions material are available in the Consultant-Evaluator Resource Room.

Under-Represented Populations

Cedarville College appreciates the value of a culturally and ethnically diverse student body. Populations that add an element of diversity include minority students, international students, and third-culture or missionary students. The strategy to improve special populations is two-pronged—recruitment and retention.

The recruitment process begins by identifying special populations within the pool of prospective students and applicants. Once identified, these students are targeted to receive special information and counseling. Their progress through the recruitment and application process is monitored by the Associate Director of Admissions. He also serves as advisor to the student organization comprised of students with multicultural interests named Iota Chi Phi.

The Intercultural Student Recruitment Coordinator advises the Admissions Department on recruitment strategies focused on increasing the number of intercultural students enrolled at Cedarville. She also helps the Admissions and Student Services Departments identify and meet particular needs these students might have in their orientation to the College.

Ethnic and cultural variables are some of the factors considered by the admissions office when awarding no-need scholarships, called leadership scholarships. One goal of these scholarships is to improve the matriculation of under-represented students.

Efforts to retain under-represented students include addressing both financial and social needs. A multicultural academic scholarship for continuing students attempts to address demonstrated financial needs. The multi-cultural academic scholarship was established two years ago and funding has increased 26% from its inception. Social needs are addressed through Iota Chi Phi, the multi-cultural club. The club seeks to address the social needs of its members and to raise campus awareness and appreciation for a variety of cultures and ethnic groups. Daily chapel services also provide a vehicle for promoting campus awareness and sensitivity. In 1996, Martin Luther King Day was celebrated by inviting a speaker to address the student body concerning the contributions of African-Americans and in 1997 a noted African-American pastor spoke on the religious views of Dr. Martin Luther King, Jr.

Students With Financial Need

In establishing its pricing philosophy, Cedarville works with two objectives:

1. A model that reflects its endorsement of free enterprise
2. Value oriented pricing that is affordable to students

The result of these objectives is a philosophy that emphasizes competitive total costs and minimizes tuition discounts in the form of financial aid. The results are total costs 30% less than the national average and a conservative financial aid program.

All financial aid programs are administered in compliance with federal and state regulations, including an independent, annual audit. The annual audit has uncovered no findings during the last three years. Furthermore, the programs are subject to random program reviews by the U.S. Department of Education. The last program review took place over four years ago.

Cedarville’s default rates for federal student loan programs are among the lowest in the country. Last year’s default rate was 1.4 percent for the Federal Stafford Loan program and less than one percent for the Federal Perkins Loan program. These rates reflect both the diligence with which loans are collected and the efforts to educate students regarding their responsibilities.

Programs and policies are fully disclosed in the College catalog, a financial information sheet, and a financial aid brochure. These materials are updated at least once a year with the assistance of the Director of Financial Aid. All the materials clearly describe the steps needed to apply for aid including required forms and deadlines. Policies exist and are followed to handle appeals.

Copies of financial aid material are available in the Consultant-Evaluator Resource Room.

Managing the Institution with Integrity

Managing the institution with integrity involves the ethical use of funds, genuine interest in faculty and staff input, treating employees fairly and equitably, and the possession and use of fair guidelines to settle differences and disputes. Patterns of evidence include: 1) the provision of complete and up-to-date handbooks for faculty, staff and students, 2) opportunities for meaningful faculty and staff involvement, and 3) regularly scheduled independent audits.

Availability and Accuracy of Handbooks

Faculty Handbook

A primary source for communicating Cedarville College’s values and policies to faculty members is the *Cedarville College Faculty Handbook*. The *Faculty Handbook* is supplied to all incoming faculty members and provides new faculty with basic information pertaining to personnel policies, academic policies and services, administrative policies, and student policies germane to faculty members.

The *Faculty Handbook* begins with a section on the history and mission of the College. The unique roots of the College are explored, leading to an explanation of the mission and objectives of Cedarville. The section on history and mission lays the foundation upon which the organization and governance of the College are built. Faculty responsibility in the governance structure are provided. Job descriptions of key administrative personnel are provided.

Faculty personnel policies detail different ranks and categories of faculty. Expected faculty workload is specified. Qualifications for promotion in rank are clearly delineated. The process for evaluation, faculty development and promotion is given. Recruitment, appointment and orientation process are explained. The *Faculty Handbook* states: “Employees and agents of Cedarville College must comply with all applicable federal, state, or local non-discrimination laws in conducting recruitment activities on behalf of the College”.

The section in the *Faculty Handbook* dealing with personnel policies details the faculty tenure policy. The philosophy of the tenure policy at Cedarville College is provided, as is the procedure a faculty member must follow to be granted tenure. Also included in this section are the details of the College’s severance policy. Faculty rights and responsibilities are clearly outlined. A Cedarville College faculty member’s rights and responsibilities arise from the unique nature of the College’s mission and objectives and from the code of ethics commonly accepted by the academic community.

A detailed sexual harassment policy is made explicit in the *Faculty Handbook*. The *Faculty Handbook* includes a statement of policy, definition of sexual harassment, enforcement procedures, and post hearing matters. The College has adopted a Wellness Policy “to deal with AIDS-related cases and other infectious diseases”. The College’s encouragement of academic pursuits beyond the classroom is embodied in the “Creative Works Policy”. A reminder to comply with current copyright law is given and the grievance procedure is clearly outlined. In addition to statements of purpose, confidentiality, definitions, time limitations, the procedure for handling a grievance is also included.

The *Faculty Handbook* also details conditions necessary to protect the academic integrity of the institution, and to safeguard rights of students. In the section on “Academic Policies and Services” the grade appeal process is clearly presented. Information necessary to faculty members relative to interaction with students is provided in this section. A detailed policy on academic dishonesty is provided.

The *Cedarville College Faculty Handbook* concludes with a statement on the Family Educational Rights and Privacy Act (FERPA).

The *Cedarville College Faculty Handbook* is periodically updated with the last complete revision in 1997. Additions to, and changes in policy are provided as addenda to the *Faculty Handbook* or are communicated via e-mail. The *Faculty Handbook* is used by faculty members to answer questions pertaining to employment details and to learn specific criteria for activities such as promotion,

tenure, and other undertakings necessary for successful job completion and fulfillment. The *Faculty Handbook* adequately represents the College and its relationship to the faculty members in a manner that illustrates the integrity expected in an institution of higher education.

New faculty handbooks were being printed at the time of this writing. Therefore, current page numbers were not available for this section. However, copies of the new faculty handbooks were packaged with this document and are available in the Consultant-Evaluator Resource Room.

Staff Handbook

The *Cedarville College Staff Handbook* provides basic guidelines for employment in the form of a summary and overview of the policies and procedures of Cedarville College. The *Staff Handbook* commences with an overview of the history, mission, church relationship, and doctrinal statement of the College. Because of the religious nature of the College, employees “are expected to exhibit behavior which is professional, ethical, and scriptural as representatives of Jesus Christ” (p. 7). FERPA is explained to staff members. The *Staff Handbook* contains statements on the Age Discrimination in Employment Act (ADEA) and the Americans with Disabilities Act (ADA) (p. 13). Grievance procedures for possible discrimination are posted at the College in accordance with regulations of the EEOC.

The grievance policy is outlined in Chapter 3 in the *Staff Handbook*. In addition, definitions, time limitations, and the procedure for handling a grievance are also provided.

Chapter 4 of the *Staff Handbook* details the College’s sexual harassment policy. An introduction, definitions, enforcement procedures (both formal and informal), and post hearing matters are included in the summary.

In addition to the above mentioned considerations, the *Staff Handbook* contains necessary information pertaining to personnel classification, employee compensation, benefits and service, separation from employment, campus public safety, and other miscellaneous items.

The *Cedarville College Staff Handbook* is frequently revised with the last complete revision in 1994. Employees utilize the *Staff Handbook* to answer common questions; it stipulates rights inherent in the employee-employer relationship with Cedarville College. The *Staff Handbook* helps to promote efficiency and harmony among Cedarville College employees.

Student Handbook

The Student Handbook is the official source for policy relative to student conduct or lifestyle, residence hall regulations, general regulations and information, safety and security, and disciplinary policy. Together, the College Catalog and Student

Handbook outline information required for both full disclosure and compliance with local, state, and national regulations.

The Cedarville College Student Handbook begins with a College Lifestyle Commitment encouraging students to allow the Word of God to “guide personal character development and govern behavior.” This is followed by specific charges to 1) Love God, 2) Love our neighbors as ourselves, 3) Be a person of refuge, one quick to forgive and to encourage, and 4) Bear clear, unmistakable witness of the transforming gospel of Christ.

With these biblical guidelines in mind, the Handbook describes the regulations and policies which impact student life at Cedarville College. The Handbook includes a notice of non-discrimination, and a description of the rights afforded to students by the Family Educational Rights and Privacy Act (FERPA) and the Federal Campus Security Act. Policies regarding academic dishonesty, sexual harassment, sexual assault, demonstrations on College property and disruptions of campus life are also detailed.

In addition to describing the general standards of conduct under which students agree to abide, the Handbook clearly spells out levels of discipline and informs students how they can initiate an appeal if they feel that a given disciplinary action was unfair. Students are informed of the appeal process at the time of the disciplinary action and given the option of accepting the decision of the Associate Dean or going before a hearing board composed of faculty and student peers. This process is used regularly and is intentionally designed to protect both Deans and students. In keeping with the mission of the College, the goal of discipline is to 1) maintain an atmosphere that is honoring to Christ and supportive of biblical standards, and 2) begin a process of restoration and forgiveness for those who violate College standards.

Guidelines are also provided for Involuntary Administrative Withdrawal for students who engage in behavior that is a threat to themselves or the community as a result of a mental disorder. These guidelines are designed to ensure that the College does not discriminate against students who may be disabled mentally, while allowing the College to act when the safety or well-being of any student is threatened. An appeal process is outlined for any student who wishes to contest an Involuntary Administrative Withdrawal.

In addition to describing such regulations and policies, the Handbook seeks to accurately describe life at Cedarville College so that students can make informed decisions about becoming a part of this community. The *Cedarville College Student Handbook* is updated and reprinted annually and is readily available to current or prospective students. The Vice President for Student Services functions as executive editor for the *Student Handbook*. A Handbook is mailed to all new students prior to their arrival on campus.

Opportunities for Meaningful Faculty and Staff Input

Integrity is enhanced by efforts to provide an environment in which meaningful faculty and staff involvement in administrative areas is not only allowed, but actively encouraged by the institution. The two primary areas where such involvement regularly occurs are 1) Faculty and Staff Committees to the President, and 2) Strategic Planning.

Faculty and Staff Committees to the President

The Faculty and Staff Committees to the President meet with the President approximately once a quarter. The Committees act as liaisons between the faculty and staff of Cedarville College and the President. The members of both committees are selected by the faculty and staff. Information faculty and staff desire to communicate to the President (i.e. commendations and concerns) is gathered through e-mail. The Committees meet prior to their meeting with the President to discuss items that have been submitted from various faculty and staff, and to channel some items to persons other than the President.

The role of each Committee is to provide an opportunity for the President to interact with a small group regarding faculty and staff issues, representing the faculty and staff at large. The Faculty and Staff Committees to the President enhance the integrity of Cedarville College by providing an institutional avenue through which faculty and staff members may communicate commendations and concerns.

Faculty and Staff Involvement in Strategic Planning

Faculty and staff at Cedarville College have an opportunity to be involved in the strategic planning process which may be atypical of most Colleges. In addition, each year faculty and staff are given an account of the previous year's strategic planning process results.

For the 1995-1996 planning year, departmental reports were analyzed within divisions and consolidated into a coherent divisional report which was then studied by the planning committee. Faculty and staff retain significant opportunities for direct involvement in the planning process as documents are examined within the individual divisions.

Annual Audits

The College follows generally accepted accounting principles (GAAP) in its system of financial reporting. The College's fiscal integrity is evaluated annually through an independent audit conducted by Ernst & Young. The audit includes: a) a review of internal controls, b) independent verification of assets and liabilities, c) a review of accounting practices and procedures, and d) a detailed review of a sampling of transactions. The independent audits have resulted in unqualified reports (i.e. no recommended areas of improvement) consistently over the past 20 years.

Managing and Using Relationships With Integrity

Relationships with appropriate professional organizations provide a valuable context for institutional integrity. These relationships provide a degree of accountability and expose the institution to many of the practices used by other institutions of higher education to insure the integrity of the educational experience. The following are the primary organizations of a general nature to which Cedarville College belongs: the Coalition of Christian Colleges and Universities (CCCU), the Ohio Foundation of Independent Colleges (OFIC), the Ohio College Association (OCA), the National Association of Independent Colleges and Universities (NAICU), the Southwestern Ohio Region Educational Consortium (SORE), and the Association of Independent Colleges and Universities of Ohio (AICUO).

Relationships with Accrediting Organizations

The College has sought and received accreditation from the following organizations: North Central Association (NCA), the National League for Nursing (NLN), the Accreditation Board for Engineering and Technology (ABET), and the Association of Christian Schools International (ACSI). The College's social work program has also been granted candidacy status by the Council for Social Work Education (CSWE) with a site visit scheduled for 1997.

Relationships with Professional Organizations

Individual divisions, and in some cases departments, also establish relationships with professional organizations specific to their areas of service. Within the Development Division, all key development officers and managers hold membership in the Council for Advancement and Support of Education (CASE). CASE seeks to articulate common standards of good practice.

Within the division of Student Services, administrators hold membership in the National Association for Student Personnel Administrators (NASPA), the Association for College Personnel Administrators (ACPA), and the Association for Christians in Student Development (ACSD). Through conferences and publications, these organizations address issues important to sound management and ethical treatment of students.

While all departments should evidence integrity, it is especially important to the areas of Admissions and Financial Aid. Professional staff in the Admissions Office belong to the National Association of Christian College Admissions Personnel (NACCAP), and the National Association of College Admissions Counselors (NACAC), both of which articulate commonly accepted ethical guidelines for admissions officers. These guidelines are followed by the Admissions Office at Cedarville College.

The financial aid staff includes five full-time professionals with an average of 11 years of experience. They are members of the Ohio Association of Student Financial Aid Administrators (OASFAA), Midwest Association of Student

Financial Aid Administrators (MASFAA), and the National Association of Student Financial Aid Administrators (NASFAA). As members, they comply with professional standards of practice and receive regular training. NASFAA provides a statement of good practice which includes the following 11 guidelines which guide the administration of financial aid at Cedarville College:

The Financial Aid Administrator:

1. Shall make every effort to meet the demonstrated needs of all students at his or her institution to the extent funding will permit in an ethical manner.
2. Shall award all aid on the basis of demonstrated financial need except where funds are specified for recognition of special talents. Where aid is not based on need and represents a significant portion of institutional assistance, the aid administrator should make every effort to redirect such funds to assist those students with demonstrated need.
3. Shall exercise adequate controls to insure that need-based aid awards do not exceed documented need.
4. Shall recognize that the primary responsibility for financing post-secondary education rests with the student and his or her family. Financial assistance from institutions and other sources is only intended as supplementary to efforts of the family.
5. Shall help students seek, obtain, and make the best use of all financial resources available.
6. Shall provide in all appropriate literature a clear statement of the actual costs of attendance, which shall include both the direct and nondirect costs.
7. Shall inform the student of all conditions under which an award is granted at the time the offer is made.
8. Shall refrain from and discourage others from making any public announcement of the amount or type of financial aid awarded to a student in order to protect the confidentiality of the economic circumstances of the student and his or her family.
9. Shall respect the confidentiality of student records. Information should be released only on the written consent of the student and/or his or her family, and all policies and procedures should protect the student's rights of privacy.
10. Shall oppose the administration of aid to accomplish disciplinary objectives.

11. Shall, when preparing funding requests, estimate needs honestly and fairly.

Relationships in Intercollegiate Athletics

Cedarville College is a member of both the National Association of Intercollegiate Athletics (NAIA) and the National Christian College Athletic Association (NCCAA). Both of these organizations publish official handbooks which outline their respective philosophies, coach's codes, and codes of ethics. The Cedarville College Athletic Department strictly adheres to the codes and principles set forth in each handbook in order "to offer an education consistent with biblical principles" and to maintain its testimony for the Lord Jesus Christ.

The Athletic Director is responsible for the adherence to the policies of each organization. In addition, each coach, the Sports Information Director and the Eligibility Compliance Coordinator all help to ensure that College athletic teams follow the guidelines listed in both the NAIA and the NCCAA handbooks.

In order to ascertain athletic eligibility, one individual is designated the Athletic Eligibility Compliance Coordinator (AECC). The AECC carefully monitors each athlete's academic status and progress to insure that all student-athletes meet NAIA criteria. The guidelines used to monitor eligibility are available in the Consultant-Evaluator Resource Room.

The AECC keeps an eligibility card on each student-athlete where she can track their academic progress and athletic participation. If it appears that a student fails to meet a particular eligibility requirement, the AECC verifies the requirements in the NAIA or NCCAA Handbook. If it is determined that students are ineligible, the coaches are notified immediately so that they do not allow the athlete to participate. Eligibility forms are processed quarterly for all athletes. The estimated number of students per year which are declared academically ineligible is only one or two.

As for the criteria used to determine eligibility, Cedarville College follows the standards set forth in the NAIA Handbook. The NCCAA basically holds to the same standards as the NAIA and allows the College to use the eligibility forms of the NAIA instead of having to fill out separate forms.

Relationships with Donors

Cedarville College also evidences institutional integrity in its relationships with friends and donors. Generally accepted accounting practices are used to record and track all gifts to the College. In addition, annual independent audits are conducted to further safeguard the integrity of our management of financial resources. The Development Division operates according to the following Standards of Accountability which are adhered to by all development staff, and which are given in writing to all major donors:

Cedarville College Standards of Accountability

Those who give to Cedarville College do so voluntarily because they trust the College and believe in its Mission. Operating with integrity and thereby meriting this trust is of paramount importance to the College, including its Board of Trustees, officers of administration, faculty, staff, alumni, and friends. Ensuring that trust involves the following measures:

1. Having the College’s financial statements audited every year for decades by an independent accounting firm (most recently, Ernst and Young).
2. Maintaining our non-profit educational 501(c) (3) tax status with the Internal Revenue Service (IRS), assuring full deductibility of gifts, with periodic IRS audits to certify compliance.
3. Operating under an independent, self-perpetuating Board of Trustees that includes neither officers of administration nor relatives of officers of administration as voting members.
4. Using gifts only as designated by donors, and when undesignated, using gifts for the Annual Fund or other College purposes.
5. Issuing receipts promptly for every gift including information necessary to satisfy all IRS requirements.
6. Conducting gift solicitation only by College officers, employees, or volunteers and never external, professional fund-raisers.
7. Using items that express affiliation by and appreciation for donors and that do not compromise the full tax deductibility of gifts to the College.
8. Refusing to sell or rent mailing lists to any organization.
9. Answering all inquiries from donors promptly.
10. Ensuring approval of budgets, investments, reviews, audits, and salaries by the Board of Trustees and its committees.
11. Providing reports of expenditures for examination by the College’s approval and accrediting agencies to assure appropriate allocations for collegiate institutions.
12. Maintaining confidentiality of donor records to the extent provided by law.

Integrity and the Law

A final measure of institutional integrity is the degree to which we are aware of relevant legal standards and abide by their precepts. The following laws and acts are referenced in the appropriate College handbooks:

- Equal Employment Opportunity Act
- Age Discrimination in Employment Act (ADEA)
- Americans with Disabilities Act (ADA)
- Campus Security Act
- Family Educational Rights and Privacy Act (FERPA)
- Sexual Harassment (Title VII and Title IX)
- Fair Labor Standards Act (FLSA)
- Family and Medical Leave Act (FMLA)
- COBRA (Federal law requiring the provision of continuing health insurance)

The fact that the College has enjoyed a relative scarcity of litigation is further evidence of Cedarville College's institutional integrity.

Strengths and Challenges

Strengths

Clarity and Repetition of the Mission Statement

A major asset to institutional integrity is the clarity of the College Mission Statement and the frequency with which it is communicated to the College family. It appears in all major College documents and is communicated orally by the College President on at least an annual basis. Rather than merely existing as a formal statement, the College Mission Statement, along with the institutional benchmarks, is foundational to hiring, strategic planning, and budgeting at Cedarville College.

Strong Unity of Purpose

Institutional integrity is also enhanced by a strong unity of purpose among the College family and administrative bodies. The fact that, from the trustees down to the staff and students, the institution is committed to common, clearly articulated values facilitates good working relationships and honest declarations concerning the institution.

Correlation Between College Bylaws, the College Catalog, and Handbooks

A consistency of purpose transcends all major College documents. It is clear from reading any document that Cedarville College is committed to providing an education consistent with Biblical truth. This commitment effects both policy and practice. The commitment to Christianity is even evident in specific documents such as policy statements pertaining to HIV and infectious diseases.

Challenges

Creating a More Diverse Student and Faculty Body

The College constantly struggles to recruit faculty and students from a variety of cultural and ethnic backgrounds, while never wavering in its commitment to hiring and admitting only those who have evidenced personal faith in Jesus Christ. Although accomplishing this task is a challenge, the institution should continue to strive to cultivate a student and faculty body that accurately reflects the intended scope of the body of Christ.

Maintaining Staff Awareness of Pertinent Ethical Policies

In spite of the fact that the College has key ethical guidelines and policies in place, some front-line staff are still unaware that these policies exist and are unsure where one might look to find the policies. Greater emphasis on this area might be beneficial.

Summary

Cedarville College has demonstrated integrity in its marketing, management, relationships, and legal ethics. This integrity is a direct result of a Christian worldview which promotes honesty in every area. A Christian worldview is at the core of the Cedarville College mission which in turn prioritizes institutional integrity. The foregoing documentation and analysis substantiate the fact that Cedarville College has met the requirements of Criterion Five.