

UNIVERSITY POLICY

(September 2023)



**Board of Directors
in
Melvin University**

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POLICY

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Administration

University administration is a branch of university employees responsible for the maintenance and supervision of the institution and separate from the faculty or academics, although some personnel may have joint responsibilities. Some type of separate administrative structure exists at almost all academic institutions. Fewer institutions are governed by employees who are also involved in academic or scholarly work. Many senior administrators are academics who have advanced degrees and no longer teach or conduct research.

Key responsibilities

Key broad administrative responsibilities (and thus administrative units) in academic institutions include:

Admissions

Supervision of academic affairs such as hiring, promotion, tenure, and evaluation (with faculty input where appropriate);

Maintenance of official records (typically supervised by a registrar);

Maintenance and audit of financial flows and records;

Maintenance and construction of campus buildings and grounds (the physical plant);

Safety and security of people and property on the campus (often organized as an office of public safety or campus police);

Supervision and support of campus computers and network (information technology).

Fundraising from private individuals and foundations ("development" or "advancement")

Research administration (including grants and contract administration, and institutional compliance with federal and state regulations)

Public affairs (including relations with the media, the community, and local, state, and federal governments)

Student services such as disability services, career counselling and library staff.

Administration Bylaws

Administration

University Office

Working hours (Monday-Friday)

8 am-6 pm

(Telephone/Office)

+254 113 760477

+254 784 245383

(Email)

universitymelvin@gmail.com (Office)

Residency

Vice President

Academic Registrar

Accountant

General Director

(Salaries)

Workers in the Office should be given their salaries on time.

1) Monthly Financial Report to the Chairman at the end of the month by accountant of University.

2) Salaries are given to the staffs on 5th of the month.

Admissions

Within the University, the Admissions Policies Sub-Committee has ownership for all admissions policies and qualification approvals. Chaired by an academic it reports formally to the Academic Quality and Standards Committee.

The University operates a centralised admissions structure with initial decisions on applications made by the admissions team within Professional Services. All decisions are made in accordance with the University Regulations and the University Admissions Policy.

The University's Admissions Policy sets out our aims when recruiting and admitting students, who is responsible for admitting students, our selection and admission criteria and how we assess applications. It also details how we handle applications from students with disabilities or additional support needs including admission with advanced standing, and applicants with a criminal conviction. The Policy outlines how we handle instances of fraud or misleading information in the applications process. Finally, it sets out the University's complaints process and related University Regulations.

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admission with advanced standing, and applicants with a criminal conviction. The Policy outlines how we handle instances of fraud or misleading information in the applications process. Finally, it sets out the University's complaints process and related University Regulations.

Admission Inspection Committee

Kenya

Vice Chancellor

Director of Finance

Registrar

Korea

Chairman

President

Professor

- 1) Kenya committee check, inspect first, and make list of probable Admission students.
- 2) Korea committee look at and reinspect again, then make a decision of final lists.

Chapel

UNIVERSITY CHAPEL

The University Chapel is a sacred space available for prayer and worship by members of the University community, where hospitality is given and received as Christians and persons of other faith traditions “make room” for one another so that all may thrive.

“Hospitality means primarily the creation of a free space where the stranger can enter and become a friend instead of an enemy. Hospitality is not to change people, but to offer them space where change can take place. It is not to bring men and women over to our side, but to offer freedom not disturbed by dividing lines. It is not to lead our neighbor into a corner where there are no alternatives left, but to open a wide spectrum of options for choice and commitment.”— Henri J. M. Nouwen

Contemporary Church are recovering the practice of hospitality when their congregations aspire to have “open hearts” and “open doors.” The University of Indianapolis shares this aspiration by offering opportunities for Christian students to grow in their faith in the context of various Christian ministries offered through the Office of Ecumenical & Interfaith Programs and by offering hospitality to those of other faith traditions.

Chapel Bylaws

Melvin Chapel, which opened its doors in July 2021, is dedicated as “a house of prayer for all people.” Melvin chapel is the center of communal religious life on our campus.

It is sacred space that enhances the spiritual dimension of our academic community. Melvin Chapel is a peaceful and beautiful space available to meet the needs of persons of all faith traditions. Here, persons are invited to be engaged in the practices of their respective faith traditions

Degree Course

Bachelor of Arts (B.A)

Bachelor of Arts in Pastoral Studies

The Bachelor of Arts or Bachelor of Science in Pastoral Studies is a 126-hour degree that prepares men for pastoral ministry. This degree introduces those seeking a pastoral degree to basic biblical principles along with an introduction to expository preaching, Biblical counseling, and church business.

Bachelor of Arts in Church Ministry

The Bachelor of Science in Church Ministry: Family Ministry is a 123-hour degree that prepares men and women for church ministry with a concentration in family ministry. This degree introduces those seeking a church ministry degree to basic biblical principles along with an introduction to expository preaching/teaching, biblical counseling, and ministry program organization and development.

Bachelor of Arts in Christian Leadership

The Bachelor of Science in Christian Leadership is designed to prepare students to integrate their faith and biblical principles with critical business skills that can be applied in a variety of settings. Students will learn leadership styles through an exploration of the Old and New Testaments and the personal character development of a leader. Students will also learn how to develop budgets, recruit and hire staff, manage employees and volunteers, cultivate their understanding of the Bible and how it applies to leadership and ministry, and understand strategies for effective stewardship of assets, capital, and resources.

Bachelor of Arts in Biblical Studies

The Bachelor of Science in Biblical Studies is designed to cultivate personal, professional, and spiritual formation through an in-depth study of God's Word and to equip students with a solid foundation in theology, practical ministry, and biblical studies. This foundational theological education fits a wide range of students including church lay leaders, church elders, and ministers without formal training.

Bachelor of Arts in Mission

The Bachelor of Arts or Bachelor of Science in Missions/Intercultural Studies is a 126-hour degree that prepares men and women for intercultural ministry. This degree offers a broad introduction to those seeking to serve cross-culturally to teaching basic Biblical principles along with a glimpse of life living abroad, interactions with world religions and culture, and teaching from the Bible in other cultures.

Bachelor of Arts in Biblical Counselings

The Bachelor of Science in Biblical Counseling is a 123-hour degree that prepares men and women for counseling ministry. This degree introduces those seeking a biblical counseling degree to basic biblical principles and biblical counseling methods along with an introduction to expository preaching/teaching and advanced counseling issues.

Master of Arts (M.A)

A Master of Arts degree is a graduate degree that focuses on a specific concentration within the liberal arts or humanities, such as English, philosophy, art, or a foreign language. It usually takes about two to three years to earn your MA.

Master of Arts in Church Ministry

The Master of Arts in Church Ministry is a 36-hour professional degree designed to meet the demands of ministry in the twenty-first century. The purpose of the program is to enhance the relationship between the student's understanding of sound theology and the practical application of that theology in the context of local church ministry. Students become active learners as they interact with colleagues and faculty while further developing and implementing biblical principles into daily ministry.

Master of Arts in Organizational Leadership

The Master of Arts in Organizational Leadership is a 30-hour degree designed to equip students with the knowledge and skills essential to successful organizational leadership including how to integrate their faith and biblical principles with critical business skills, manage and motivate individuals and teams, use strategies and techniques to drive organizational change, and apply

the fundamental business values of teamwork, motivation, and quality to improve organizational performance in a variety of setting

Master of Divinity (M.Div)

The Master of Divinity (M.Div.) is a 75-hour degree that prepares men for pastoral ministry. It also prepares those who desire to teach at the Bible college level, continue their education to pursue the Master of Theology (Th.M.), Doctor of Ministry (D.Min.), Doctor of Philosophy (Ph.D.), and apply for the military or hospital chaplaincy. The emphasis is to acquire a body of knowledge and skills that enable one to accurately interpret and apply God's word, clearly communicate God's word in oral and written form, to gather and carefully evaluate information, and to lead others toward godliness.

Doctor of Philosophy (Ph.D)

Our PhD programs position students in the national center of influence and relevancy. Here in our nation's capital, they dive into research that addresses today's most pressing challenges and produce scholarship with real-world connection and immediate impact.

Our doctoral programs are full-time, cohort-based degrees that draw from the breadth and depth of resources across American University. This rigorous training is rooted in contemporary theory, principles, practices, and research methods in public administration and policy; government and politics; and justice, law, and criminology. Students come to American University for the chance to study firsthand with experts and work closely with prominent scholars whose cutting-edge research activities and professional roles play key roles in national and global issues.

We pride ourselves on growing the next generation of leading scholars. Indeed, we encourage students throughout the course of their graduate careers to present papers at major academic conferences, co-author papers with faculty members, publish in top journals, and seek prestigious awards. By the time our students complete the program, they have already produced methodologically sound, socially relevant research advancing knowledge and theory. They are

prepared for university teaching and research or a career as an authority and leader within their respective fields.

Our graduates are competent in areas critical to success as academics and researchers. They are able to:

Identify, explain, and connect key theories and controversies to policy implications; Critique extant scholarship independently, and point out, where relevant, weaknesses in theoretical frameworks, study designs, data analyses, and conclusions; Synthesize scholarly literature to support an original argument; Formulate sound research questions or hypotheses that address limitations of existing scholarship; Design sound empirical studies to test specific research questions or hypotheses; Analyze data and draw conclusions to answer research questions or hypotheses; and Communicate in a clear and organized manner.

Degree Bylaws

B.A: 4 years

M.A: 2 years

M.Div: 3 years

Ph.D: 3-4 years

The Degree Regulations and Programmes of Study provides information on the programmes of study offered by the Melvin University, and sets out the regulatory framework by which these are governed, together with the regulations and codes that govern the general context of a student's academic career at the University.

The University also recognizes regulations in respect of those degrees offered by other institutions and validated by the University, and relevant additional information is provided where appropriate.

It is recommended that any student referring to the Degree Regulations and Programmes of Study in the context of decisions about their programme of study do so in consultation with their Personal Tutor or Student Adviser (for undergraduate and taught postgraduate students) or Supervisor/Programme Director (for postgraduate students).

Dissertation

What is a Dissertation?

(Dissertation Committee of Melvin University)

A dissertation (for BA, MA, MDiv, PhD) is a research project completed as part of an undergraduate or postgraduate degree. Typically, a dissertation will enable you to present your findings in response to a question that you propose yourself. It is probably the longest piece of academic work you will produce.

A major component of many degree courses, a dissertation or thesis involves submitting a significant piece of academic writing – discover how to successfully achieve this by considering these seven key areas.

Devoting sufficient time to planning and structuring your written work while at university is important, but when it comes to that all-encompassing dissertation, it's essential that you prepare well.

From settling on a topic and coming up with a title, to the moment you hand it in, the process is guaranteed to give you feelings of excitement, self-doubt, panic and euphoria.

Dissertation Bylaws

Irrespective of whether it's your undergraduate, Masters or PhD dissertation you're gearing up for, the following pointers should help to keep you on track.

1. Choose your research topic carefully

It's vital that your research topic is something you find engaging and meaningful – perhaps an issue that fits with your career aspirations, and is important to the wider academic community.

'Your dissertation is an opportunity to showcase your thoughts and ideas, investigate an area in greater depth and consolidate previous knowledge,' adds Michelle Schneider, academic skills development officer at the Melvin University. 'Picking something you're genuinely interested in will keep you motivated.'

If you're struggling for ideas, you can research course materials, academic journals, newspapers and other media, to identify current issues that relate to your field and to find some inspiration for your dissertation subject.

Additionally, committee recommends that you work with your supervisor to agree a clear focus or research question, benefitting from their understanding of the research area, appropriate methods, and what might be achievable within your time frame.

'Consider why it's important to tackle the topic you have chosen,' she says. Once you've summarized your findings, think about how they link back to your justification of why this is an important question or topic.

2 . Check what's required of you

Dissertation Committee of Melvin University recommends that you familiarize yourself with your faculty's ethics protocols, module handbooks and referencing style guides to prevent any silly, costly mistakes. Before you begin to plan, make sure you understand what's expected of you. You should find out:

what academic writing looks like in your discipline the word count when and where you must submit your dissertation.

The Committee advises students to ask questions of other dissertations or academic writing in their chosen discipline, including:

how is a dissertation structured?

what types of source material are used?

how are these sources used?

what forms of analysis are perceived as appropriate?

Finally, they points out that you can consider developing a shared understanding of what a dissertation is, through discussion with your supervisor.

3. Have a clear goal and structure

Committee suggests that once you've settled on your topic, you're then ready to write a dissertation proposal. By demonstrating how your research area is

relevant, your introduction, literature review and methodology will become easier to tackle. 'Your proposal outlines the purpose of your dissertation and how you intend to go about your research.'

Sticking closely to a plan will help you remain focused without getting too overambitious with your research, which increases your chances of developing a strong and coherent argument. Knowing where your ideas are headed will ensure that you remain on track and only relevant points are made.

If the direction does shift somewhat, there's no problem with adjusting your plan – but your title, headings and content will have to be revised accordingly. Talking through your revised dissertation plan or structure with your supervisor can help you stay focused on the research, and determine if it's logical.

As you consider what needs to be achieved by the submission deadline, Committee recommends that you factor in time for:

reading and researching

gathering and analysing data

structuring and restructuring

drafting and redrafting

proofreading

printing and binding.

This careful approach can be rewarded by the end result, suggests committee, who also recommends as a useful tool for planning the research and writing process for some writers.

4. Write as you go

When you're ready to begin writing, aim for a suitable target – for example, a thousand words each week, as this can be both motivating and productive. 'Can you use a meeting with your supervisor as a useful deadline?' poses committee.

Start writing straight away, and use the writing process as a tool to help you better understand the topic. Check that you've addressed everything you want to cover once a section is complete. Each should serve its own particular

function, linking well with the rest of the content.

'Your writing helps you to make better sense of the topic as you try to develop the narrative, and as you understand it more, your analysis, interpretation and emphasis will change. Editing can be the beginning, not the endpoint of your writing,' says committee.

You should frequently back up, make research notes and maintain a comprehensive list of your sources.

'Keeping track of what you've been reading and where it came from will save you hours of work later on,' says committee. 'It can be extremely difficult to remember where ideas came from, particularly when you have books piled high and folders bursting with journal articles.'

5. Continue to question

It's important to maintain a questioning and critical mindset throughout the dissertation writing process, stresses committee – both in relation to your own work and findings, as well as those of others.

'Remember to ask yourself how strongly you're convinced by a particular explanation or interpretation and why, and whether there are any potentially valid alternatives.'

You'll also need to explain your reasoning to the reader. 'As the author, you might think the justification for a particular point is obvious, but this might not be the case for someone coming across the concept for the first time. An assessor cannot give you the credit for forming a strong argument unless you provide evidence of how you reached a particular conclusion.'

As well as ensuring your bibliography contains plenty of references, make sure you've paid attention to the correct spelling of names and theories.

6. Don't underestimate the editing stage

A thorough editing process is vital to ensuring you produce a well-structured, coherent and polished piece of work. Leave yourself sufficient time to engage

with your writing at a number of levels – from reassessing the logic of the whole piece, to proofreading, to checking you've paid attention to aspects such as the required referencing format.

The Melvin University's the art of editing study guide suggests a five stage process to dissertation writing and provides further guidance on what might be involved at each stage.

In addition to ensuring your main argument is supported by relevant citations, also make it clear to the reader that you're aware of the contributions of the most influential theories and research within your topic – as not doing so might make a writer appear ill-informed.

7. Enjoy the achievement

If you've used your time efficiently and adhered to a plan, even if things don't go exactly how you envisaged, there's no need to panic. Remember, you've chosen your dissertation topic after careful consideration, so ignore any irrational thoughts about possibly starting again from scratch.

Your dissertation is a chance to research, create knowledge and address an important issue within your discipline,' says Alex, so remain focused on your objective and you can be satisfied with your efforts.

Ultimately, your dissertation will become one of your greatest-ever achievements. 'Completing your dissertation will be difficult at times, but make the most of it and you'll look back with pride,' adds committee .

Dissertation Committee of Melvin University

President

Vice-president

Dissertation Advisors

Dissertation Format/APA teacher

APA Dissertation Manual (pdf)

PROCEDURES

Submission ALL to the University Office

(May) orientation
From the Dissertation Format teacher.

(June) half page
Title and concept

(August) two pages
Abstract and Content

(January) 50 pages
First draft

(March)
Final Dissertation (soft cover) & (hard cover)
Length: 70~80 pages (A/4 size)
Format: APA Style

CHECKLISTS by Committee
APA Format (from Cover to Bibliography)
General contents
Writing process
Grammar & Syntaxes
More in details.... on Bibliography, ex:
comma, period, colon, semicolon, etc & so on.

(April)
If needed, submit Modified Dissertation to the University Office.

A degree candidate, you must have an Application for Degree form filed via Melvin University Office by the deadline for the term in which you intend to graduate.

If you have not completed your requirements by the end of your final spring term you may still not be eligible to attend the commencement ceremony. Please see the Graduation Policy for more information.

Tuitions Policy

Purpose

The Melvin University Act provides the authority for the Board of Governors ("Board") to approve all tuition and fees. Recognizing that it is not efficient for the Board to approve all tuition and fees, this policy sets out guidelines by which that authority will be delegated.

From a public policy perspective, tuition is charged in recognition that a university education bestows private benefits as well as public benefits and, therefore, it is reasonable that students pay for at least part of the costs of that education. Nonetheless, it is also recognized that there are considerable public benefits associated with a highly educated populace so it is not reasonable to expect tuition to cover the full costs of the educational mission of the university.

The purpose of this policy is to:

Ensure that tuition and fees assessed by the University for its programs and related services are properly authorized and publicized;

Ensure that the Board retains responsibility to set institutional direction regarding tuition and fees;

Provide delegation of authority over specified tuition and fee approvals to identified administrative units;

Ensure that tuition and fees charged to students are in accordance with Board approved policy;

Ensure that students are consulted and that student needs are respected in the process of setting tuition and fees;

Describe the types of tuition and fees.

Principles

The Board is committed to setting tuition rates based on the following principles:

Enabling Quality – providing high-quality academic programs and student experiences. Quality is regularly assessed through various means, e.g. accreditation standards, academic program reviews, rankings, surveys, student-instructor ratios, quality of learning infrastructure, and graduate outcomes;

Affordability and Accessibility – ensuring that tuition is set with consideration of the overall financial cost to a student (affordability), e.g. tuition, fees, basic living expenses, books, financial aid, and potential lifetime earnings of graduates, and non-financial barriers to post-secondary education (accessibility), e.g. first generation learners, socioeconomic background, and demographic factors;

Comparability – ensuring that the cost and quality of academic program offerings are comparable and competitive with other U15 institutions with similar programs, as well as with other regional institutions, as applicable;

Predictability – providing an indication or forecast of tuition rates over a multi-year period to support longer-term planning and budgeting for students and the university;

Transparency Through Consultation – engaging in meaningful and collaborative consultation with students through active participation by deans/executive directors and university administration to ensure common understanding on tuition-related matters.

Policy

The Melvin University invests in its academic mission through recruiting and retaining high-quality faculty, scholars, and researchers; enhancing student services; revitalizing academic programs and courses; improving teaching and learning methodologies; and providing financial aid to increase affordability for students. Tuition and fees are paid by students for instruction in the university's

colleges and schools, and provide revenue to direct investments in quality educational experiences, and to support students realizing their fullest potential at the University of Saskatchewan.

Responsibilities

The Board of Governors (the Board) is responsible for final approval of tuition and fees to be assessed for instruction in the university's colleges/schools and any other fees the Board considers advisable. The Board has final approval of all annual tuition and exceptional fee rate changes as well as overall policy but may delegate these responsibilities.

The Provost Vice-president Academic (the Provost), as delegated by the Board, and in consultation with an advisory group, is responsible for approving student and class fees and providing recommendations to the Board on tuition rates on an annual basis. The Provost is delegated by the Board to approve specific program or course tuition within the parameters set by the Board. Those parameters are contained in the Principles (above) and the Tuition Strategy. The Provost is delegated by the Board to approve tuition waivers and is the delegated signing authority by the Board for contract programs. Notwithstanding this delegation, the Provost will not publicize general changes to tuition rates prior to informing the Board.

The Fee Review Committee, as delegated by the Provost, is responsible for reviewing requests for all new student and class fees, and changes to existing fees, and providing recommendations to the Provost.

Tuitions Bylaws

Tuition Payment

All students are required to pay tuition within the specified period, and students who fail to fulfill the registration requirement will be dismissed.

Students may pay their tuition in full or in two or four installments based on the Tuition Installment Payment Plan. An application for the Tuition Installment Payment Plan must be filed in advance to make installment payments.

Installment payments for first semester registration of freshmen admission, re-admission, double-majors for graduate candidate and transfer admission are not accepted.

- 1) Admission fee should be paid on time when the students admitted legally.
- 2) First tuition fee (for first semester) should be paid in two weeks after first class. If they don't, the penalty is 5 percent of tuition in each week. If students miss this, they couldn't complete its semester.

So

- a) they couldn't move into next semester
- b) and finally, automatically, their graduation can't do held on time. (prolonged)

Tuition Inspection Committee

Kenya
Vice Chancellor
Director of Finance
Registrar

Korea
Chairman
President
Professor

- 1) Kenya committee check, inspect first, and make list of problem students.
- 2) Korea committee look at and reinspect again, then make a decision of final lists.

Graduation Policy

GETTING READY TO GRADUATE?

It's exciting to be so close to completing your degree. As graduation approaches, here are some important reminders:

Apply for Your Degree – Submit an Application via University Office for your degree.

Know Commencement Date – Save the date for your commencement ceremonies.

Graduation Bylaws

Complete Payment Tuitions – If you did not pay whole tuitions completely, you are not eligible to graduated, so you can't participate to the Graduation Ceremony.

Graduation Procedures

February

Application for Graduation (Office)

March

Meeting of Graduation Inspection Committee:

1. Check total credits
2. Tuitions Payment
3. Dissertation
4. Graduation fee (gown, hood, cap & Certificate)

April

Final Decision of Graduation lists

June

Graduation Ceremony

Graduation Inspection Committee

Kenya

Vice Chancellor

Director of Finance

Registrar

Korea

Chairman

President

Professor

- 1) Kenya committee check, inspect first, and make list of probable Graduating students.
- 2) Korea committee look at and reinspect again, then make a decision of final lists.

Hostels Policy

Melvin University provides hostels/dormitory to residential students (both – Men and Women).

Hostel life offers a wonderful experience of life. Students face challenges, learn to cope with them. They also learn the value of small things in life like spending time with family, homemade food, luxuries of home, etc. Hostel life is a great way for students to learn the worth of the little things.

A hostel is a place where accommodation is provided to studying students during their college or school life. Generally, students who move away from their homes to study, stay in hostels, but recently it is seen that students from the same city as their college or school are also opting for hostel life. The main reason behind this decision can be to experience college life. This plays a very important role in developing one's individuality and preparing them for the future in many distinct ways.

A dormitory (originated from the Latin word dormitorium, often abbreviated to dorm) is a building primarily providing sleeping and residential quarters for large numbers of people such as boarding school, high school, college or university students. In some countries, it can also refer to a room containing several beds accommodating people.

The term "dorm" is often used in the US. However, within the residence life community, the official term "residence hall" is preferred. According to the University of Oregon, their facilities "provide not just a place to sleep, but also opportunities for personal and educational growth. Highly trained Residence Life staff and Hall Government officers support this objective by creating engaging activities and programs in each hall or complex."

In the UK, the preferred term in the context of student housing is "halls," short for "halls of residence." In English-speaking Canada, the common term is "residence" or "res" for short.

In Australia the terms "halls of residence" and "halls" are common, but "college" (or, more formally, "residential college") is also used in the cases of halls of residence that are named as such (e.g. Robert Menzies College, Trinity College, and Mannix College); residential colleges commonly have a Christian ethos.

Dormitory, hall of residence, house, hostel and barracks

In United Kingdom usage, the word dormitory means a room containing several beds accommodating unrelated people. In the United Kingdom, this arrangement exists typically for pupils at a boarding school, travellers or military personnel, but is almost entirely unknown for university students.

In United Kingdom usage, a building providing sleeping and residential quarters for large numbers of people is called a hall of residence (university students), house (members of a religious community or pupils at a boarding school, hostel (students, workers or travellers) or barracks (military personnel). In the United Kingdom, halls of residence almost entirely have single occupancy rooms, are almost always mixed sex, with residents being allocated to adjacent rooms regardless of sex.

Off-campus residence

Halls located away from university facilities sometimes have extra amenities such as a recreation room or bar. As with campus located residence halls, these off-campus halls commonly also have Internet facilities, either through a network connection in each student room, a central computer cluster room, or Wi-Fi. Catered halls may charge for food by the meal or through a termly subscription. They may also contain basic kitchen facilities for student use outside catering hours. Most halls contain a laundry room.

Hostel Bylaws

Article 1 Name and Purpose

① This rule is called MU dormitory residents' rules for living following clause 5 of MU dormitory rules.

② This rule is for stipulating the articles that the dormitory residents should follow for a safe and clean, and orderly community life.

Article 2 Living principles

① The resident should cooperate in making the dormitory a safe, pleasant, and orderly community. Especially, the actions that cause harm to other people like having a drink and doing drugs and smoking and gambling and, using violence is not allowed.

② The resident cannot change the room arbitrarily. It is not allowed to enter the dormitory and stay with a non-resident without permission.

③ The resident should follow the instruction of the dormitory director and staff and the housing assistant for maintenance of order and safety in common life.

Article 3 Use of public property

① The resident should protect and save the public property and facility. If it is damaged by the fault or on purpose, he or she should pay the repair cost.

② The resident should not take and open other student's package(parcel).

③ It is not allowed to act that causes the risk of fire. Do not use and keep the electronics and electric heating appliance which are not allowed.

Article 4 Health and hygiene

① In communal living, the residents should follow the school regulations for disease prevention. Students must submit the tuberculosis test result before entering the dormitory.

② If the resident developed the infectious disease, inform to the housing office and must take immediate action to get treatment.

③ The resident can't bring the animal and raise it.

Article 5 Entry and sleep-over

① The resident can't enter the dormitory from 01:00a.m to 05:00a.m. However, the graduate students are the exception. (It can be changed according to the situation of each campus.)

② The residents should let the housing office know when they will stay out

over 5 days. It is for checking the resident's safety.

Article 6 Room Inspection

① The resident should faithfully comply with the room inspection for the condition of cleanliness, equipment damage, and so on for orderly community life.

② Room inspection is consists of twice routine inspections, which are after check in and before check out, and the case that the dormitory manager acknowledges that room inspection is necessary. Before having a room inspection, the housing office notices it on the bulletin boards and dormitory website.

③ The room inspection makes it a rule to do it when the residents are in the room for safety management and maintenance of order. However, there is an exception to the room inspection without the residents as follows. The result will be announced after the room inspection.

1. When the security problem, safety accident, fire, and urgent equipment inspection which requires emergency measure occur.

2. When the case of receiving the consent of room inspection during the resident's absence.

3. When the resident is absent in the dormitory room despite the second visit during the room inspection period which was noticed before. (At the second visit, do room inspection.)

4. When the residents who are in the room do not respond without reason.

Article 7 Penalty and Reward Points

① The penalty points will be given to the resident who violates the dormitory rules following the relative seriousness of the regulatory violation. When the case brings communal responsibility, all of the relevant residents can get the penalty points.

② The residents who have more than 10 penalty points will be expelled. When the penalty points are more than 15 points, the resident can't apply to the dorm for 1 year. When the penalty points are more than 20 points, the resident is to be dismissed from the dormitory, not eligible to apply permanently.

③ The resident who is selected as a dorm-mate will be imposed double penalty points when violates dormitory rules.

④ There are reward points following the dormitory

Library Policy

A university library is a part of a university set up. Therefore, it exists to serve the objectives of its parent organization. Every library programme must support universities total programme. The University Library should aim to advance the functions of that university.

Functions of University Library: The universally recognized basic functions performed by a university library are:

1. By procuring comprehensive range of documents including books, manuscripts, journals, magazines, newspaper etc. on various subjects;
2. In order to organize huge collection of documents it keeps them in different sections on the basics of their categorization like text book section, reference section, journal section, thesis section;
3. It provides facility of inter library loan to its users if document desired by user is not available in the library;
4. A modern university library interacts with different information networks to give easy access to e-sources/ date to more users so that they could access the desired information even from their workplace. For example, in India university libraries use the facility of INFLIBNET for the same purpose;
5. It also provides entertainment and healthy leisure to user by providing different newspapers, magazines, short story books, internet facility etc;
6. It gives the user orientation training to new enrolled users to make them fell at home and to acquaint them with the library system so that they could make maximum use of library services;
7. With the help of display of new arrivals, old book exhibitions, information bulletins about new library services etc. it keeps the users updated with the library activities;
8. It provides reference service through reference section to establish a contact between the right reader and the right document in a personal way to attract more users.

Library Bylaws

University library is a library or group of libraries established, maintained, and administered by a university to meet the needs of its students and members of the academic staff. Materials selection policies of University Libraries are:

The library must select and purchase adequate materials for each curriculum and essential materials of concerning field not covered for the curriculum, also called recreational and leisure reading.

Bad volume of periodicals, government documents (both old and foreign countries), research reports, doctoral dissertation, newspaper, maps, micro-production etc should be collected for research project.

Material must be selected by the librarian in cooperation with library staff well in advances of clientele actual needs. Faculty participation in selection should be encourages.

Faculty's Role

The Teaching Role, The Research Role, The Service Role,
Integration of Faculty Roles and Responsibilities.

The roles and responsibilities of university faculty members are closely tied to the central functions of higher education. One primary formal description of these functions was contained in the 1915 "Declaration of Principles" formulated by a representative committee of faculty members including members of the American Association of University Professors (AAUP). According to the Declaration, the functions of colleges and universities are "to promote inquiry and advance the sum of human knowledge, to provide general instruction to the students, and to develop experts for various branches of the public service" (Joughin, pp. 163–164). Correspondingly, college and university faculty members undertake research, teaching, and service roles to carry out the academic work of their respective institutions. Each of these roles enables faculty members to generate and disseminate knowledge to peers, students, and external audiences. The balance among teaching, research, and service, however, differs widely across institution types and by terms of the faculty member's appointment. The major portion of this article will deal with these kinds of differences while latter sections will focus on the faculty as collective entities and related trends within higher education.

1. The Teaching Role

The teaching role of faculty members reflects their centrality in addressing the primary educational mission among colleges and universities. As faculty members teach, they disseminate and impart basic or applied knowledge to students and assist students with the learning process and applying the knowledge. In this construction of the teaching role, the teacher is the content expert, and students are regarded as learners or novices to the academic discipline or field of study. Faculty members are expected to follow developments in the field so their expertise and knowledge base remain current.

At many universities, faculty members are also expected to participate in creating the new developments that are taught, which sometimes leads to tensions about appropriate priorities for research and teaching roles.

In the 1980s and 1990s the teaching role came under increased scrutiny as studies such as the Wingspread Report (1993) appeared, outlining the shortcomings of undergraduate education and the failure of higher education to prioritize appropriately its educational mission. New approaches to revitalizing teaching effectiveness include placing an emphasis on effective pedagogy and paying increased attention to the learning needs of students. Consequently, an emphasis on faculty members as facilitators of students' learning has emerged. This focus on learning incorporates a broad set of goals for learners, such as students' mastery of content, their abilities to consider and critique, and particularly in professional fields, the development of skill sets that enable students to undertake career positions.

Faculty members employ a variety of teaching strategies based on the institutions where they work. In a large undergraduate lecture section, a faculty member may deliver lectures that are complemented by regular and smaller recitation sections led by graduate teaching assistants. At a community college, faculty members may work side by side with students diagnosing and addressing a mechanical problem in a piece of machinery. At a liberal arts college, faculty members from different disciplines may team teach a small first-year survey course on human civilization.

In a natural sciences class, students may conduct experiments or field work in regular laboratory sessions to complement their growing conceptual knowledge and hone their inquiry skills. Students in a theater class may work alongside faculty members, fellow students, professional actors, and house staff to produce a stage performance. In a graduate seminar, students may lead selected discussions supplemented by a faculty member's input and appraisal. Students enrolled in a distance-learning class may attend class using technological real-time hookups or may independently complete learning modules and communicate with the instructor through e-mail only as needed or stipulated. The teacher is also responsible for assessing students' learning, and a wide range of strategies may be used, such as tests, papers, and project-oriented demonstrations of knowledge.

Of the three roles of teaching, research, and service, the teaching role is the most widely shared among faculty members across institutional types. At liberal arts colleges, regional universities, and community colleges, the teaching role takes precedence for most faculty members. Faculty members spend the majority of their time in teaching-related work, and effective teaching is rewarded. At research universities, some faculty members may hold research-only appointments, but the vast majority of faculty members teach courses in addition to maintaining a research agenda. Although effective teaching is rewarded, teaching may be seen as less prestigious and less well rewarded than success in conducting research and securing external funding. At virtual universities, faculty members may not teach so much as participate in creating instructional modules and provide feedback to students on their degrees of success in mastering specified knowledge.

Depending on the history of an institution, imparting knowledge and developing students' learning abilities may not be the sole purpose for teaching. In religiously affiliated colleges, institutions may expect a faculty member's teaching to be consistent with and complemented by tenets of the sponsoring religious organization. In these institutions, faculty members may be expected to support the college's ministerial or evangelical objectives. In historically black colleges and universities, women's colleges, and tribal colleges, a complementary teaching focus may be on issues of social justice and empowerment of students from these underrepresented and less empowered groups.

Other institutional personnel increasingly have positioned themselves as educators to complement or enhance the traditional teaching role of faculty members. Student affairs professionals, for example, have placed greater focus on out-of-classroom learning opportunities, learning communities, and community service learning as mutually-reinforcing learning opportunities to create a more complete campus learning environment.

2. The Research Role

Many university faculty members engage in research, thereby contributing to the knowledge base of the discipline or academic field. Research commonly is

associated with conducting empirical studies, whether confirmatory or exploratory, but in some academic disciplines research also encompasses highly theoretical work. The extent to which faculty members have a research role as part of their work responsibilities depends largely on the mission of the employing institution, with larger universities more likely to have research and knowledge creation as a significant part of their missions. Although higher education institutions are most often the sites for and sponsors of faculty members' research, the primary audience for most academic researchers is their national and international community of disciplinary colleagues. Faculty members with active research agendas and involvement in their disciplinary communities have been regarded as more cosmopolitan in orientation, with stronger allegiances and loyalties to their disciplines than to their home institutions.

More emphasis is placed on the faculty research role in large universities in part because large universities also house the majority of graduate programs and provide resources to support the pursuit of research agendas. Additionally, research-oriented faculty members often participate actively in generating internal and external monetary support to underwrite their laboratories or specific research projects. Faculty rewards often are based on the extent to which faculty members contribute to their disciplines through publishing articles and books, presenting research findings, giving performances and exhibits, or disseminating their work to external audiences in other ways. Additionally, rewards may also be based on the faculty member's success in securing funding from external public agencies or companies.

With the growth of externally funded research, concerns have been raised about the potential conflicts of interest between academic freedom to research and disseminate findings and the proprietary ownership of data and findings from externally financed research. This issue is reminiscent of post-World War I concerns, as articulated in Upton Sinclair's study of American education in 1923, about an "interlocking directorate" of higher education and business representatives that disproportionately served the needs of private companies. However, concerns surrounding this trend have increased as support from traditional funding sources for large public universities, including research support, has declined. Faced with this situation, faculty members have become more entrepreneurial and in some cases more reliant on alternate funding streams such as those accompanying research contracts and grants.

Research is seldom, if ever, a significant part of a community college's or virtual university's mission, and participation in research by faculty members at these institutions is not especially common. Although these institutions may employ part-time and adjunct faculty members who work in the research and development divisions of their companies and agencies, their primary work at the community college is to teach. However, the research role is not restricted to faculty members at research-oriented universities. Faculty members at institutions other than research-oriented universities conduct research as part of their faculty role, partly because faculty members who have earned terminal degrees from large universities likely were socialized to conduct research and seek funding for such pursuits. Also, colleges and universities increasingly have focused on faculty research as a way to increase their institutional profiles and prestige. Over the last quarter of the twentieth century, many higher education institutions saw their missions expand to encompass graduate education and research endeavors.

3. The Service Role

Institutional service performed by faculty members includes serving on internal committees and advisory boards, mentoring and advising students, and assuming part-time administrative appointments as program or unit leaders. In some cases, faculty members also assume term appointments in fulltime roles as mid-level or senior level institutional administrators. Some level of faculty members' service to the institution is expected, although tenure-track faculty members may be discouraged or exempted from heavy service commitments to permit greater focus on their research and teaching. Some institutional service roles may carry some prestige, and appointments may include a salary supplement. However, institutional service is not as highly regarded as research and teaching with respect to advancement within faculty ranks.

The public service role for faculty is associated with colonial colleges' preparation of ministers and teachers to serve the citizenry. A local, out-reach-oriented faculty service role was codified through land-grant institutions, with their instruction in agricultural, mechanical, and practical

subjects. In addition to incorporating these subjects within the curriculum, land-grant institutions also disseminate scientific knowledge and best practices to residents of the state. These universities utilize extension services, often with satellite offices, to provide information in areas such as agricultural innovations, economic and community development, child development and nutrition, and environmental conservation. Faculty members' extension and service roles tend to be less highly valued and rewarded than the research and teaching roles at universities. However, revitalizing the service role has also been offered as an important way to recapture public trust in higher education and demonstrate institutional responsiveness to society and its concerns.

Faculty service is a more central role in community colleges and regional institutions, both of which are characterized by relatively closer ties to the surrounding area. In these institutions, although teaching is the primary faculty role, faculty are also expected to address local needs. Many community colleges develop educational programs that are tailored to the needs of local industries, thus assuming partial responsibility for employee training or retraining. The service role and faculty members' outreach and demonstrations of responsiveness to local needs are valued and rewarded more highly at these institutions.

4. Integration of Faculty Roles and Responsibilities

The teaching, research, and service roles of faculty members overlap conceptually and practically. For example, instruction in a particular discipline or skill yields a service in the form of educated or appropriately trained persons, and outreach to a farmer or small business owner may lead to an applied research project undertaken by the faculty member. Some attempts have been made to validate the various forms of faculty work and unify them conceptually. Perhaps the most famous recent model has been the American educator and government official Ernest Boyer's 1990 stipulation of discovery, application, integration, and teaching as separate but related forms of scholarship. Among other outcomes, these models address concerns regarding the implicit hierarchy that grants the most prestige to research and the least to service.

Variable career emphasis programs can also help to integrate these faculty roles by offering opportunities for faculty members to stipulate their role emphases at various points in their work lives. Institutions with such programs acknowledge changes and evolutions in faculty members' professional interests and commitments. In some cases negotiations about role emphasis are part of a developmental post-tenure review program. Posttenure reviews are considered to be responsive to concerns about faculty members' continued vitality and contributions in their later years, particularly since the abolishment of most mandatory retirement age provisions. However, concerns remain about the potential for post-tenure review and variable role emphasis negotiations to be used for punitive rather than developmental purposes.

Faculty Bylaws

Faculty Appointments

Faculty Appointments Policy

In order to avoid actual or potential conflicts of interest or commitment and to ensure full attention to University duties, full-time and part-time Melvin University faculty members may not hold appointments at other educational institutions without the University's prior approval.

Faculty department statement on implementation:

Faculty department recognizes that honorary and courtesy titles at other institutions may represent the important, collaborative efforts which transcend universities and campuses. Likewise, it is understood that part-time faculty may rely upon appointments at more than one institution in order to supplement their income.

The Dean of Faculty department designates the chairs and directors of departments and programs as the primary supervisors of the Theology & Arts faculty. (For faculty with a primary appointment in University or Summer School, the Dean of University is the designated primary supervisor.) Chairs and directors should ensure that their faculty are in compliance with the intentions of the policy and that an appointment at another educational institution does

not create a potential conflict of interest. Prior to making commitments at another institution, the faculty member and the chair or director must discuss the impact another appointment will have on teaching, advising, and service duties in Theology & Arts. Tenured and tenure-track faculty require the approval of both their chair or director and the dean; all other faculty require the approval of their chair or director.

Faculty department may have existing commitments to other institutions, prior to the implementation. Faculty should work with their chair or director to confirm that existing commitments are suitable for approval and continuation. New faculty must understand the implications of this policy before they are employed in Theology & Arts.

-The End