



Faculty Handbook

2024-2025



BARCLAY COLLEGE



Non-Discrimination Statement

Barclay College is affiliated with the Evangelical Friends Church and is rooted in the historical Christian Friends tradition. Its mission is to train men and women for effective Christian life, service, and leadership. The college seeks to educate and hire individuals who share its core values to accomplish its mission. It is the intent of the college to create and promote a diverse workforce consistent with its stated goals and mission.

It is the policy of Barclay College not to discriminate on the basis of race, color, national origin, sex, age, or disability in admission and access to educational opportunities, programs, activities, or employment as applicable to ministries in section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Age Discrimination Act of 1975, as amended and implementing regulations.

As a religious educational institution, Barclay College reserves the right to make employment decisions based on religion, marital status, or sex consistent with the college's religious beliefs. Further, as a Christian ministry, the college has the right to select those who serve in ministerial positions based on criteria established by the college.

Subordination to Employee Handbook

The policies in this handbook are specifically designed for the academic faculty of Barclay College. For general personnel policies, please refer to the Employee Handbook. In the case of any discrepancies, the policies outlined in the Employee Handbook will be considered authoritative. For any inquiries, please contact the Vice President for Academic Services.

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DEFINITIONS:

Adjunct Faculty: Instructors hired to teach on a course-by-course or semester-by-semester basis. Staff members whose contract contains a teaching load are considered adjunct faculty unless appointed as affiliate faculty by the Vice President for Academic Services or President of the College.

Administration/Administrator: Administrative employees at the level of director or above, often overseeing an area of responsibility.

Academic Administration: The various academic leadership roles, including graduate directors, deans, associate vice presidents, registrar, and the Vice President for Academic Services.

Affiliate Faculty: A part-time faculty member whose credentials, experience, and value to the college may warrant the honorific “affiliate professor.” A more stable contractual relationship with the College may be assumed by such a title but is not guaranteed.

Associate Vice President: An administrator who directly assists a vice president in their area of responsibility.

Cabinet: Refers to senior management: vice presidents and the President of the College.

Dean: An administrator tasked with supervising an academic unit (which may consist of one or more academic programs, departments, or areas of responsibility).

EAT (Executive Academic Team): An academic leadership committee tasked with advising and assisting the Vice President for Academic Services by reviewing, vetting, and approving academic proposals, policies, and decisions as part of the shared governance process.

Faculty: Employees of the College whose primary duties are teaching and other faculty-related responsibilities.

Full-Time Faculty: A faculty member who has been contractually appointed as full-time, and whose primary responsibilities are teaching and other faculty-related responsibilities.

Personnel or Employee: Generic terms referring to any or all employees of the College.

Staff: All employees of the College not employed as senior management, faculty, or administration.

Supervisors: All employees having oversight responsibilities for the work of one or more additional employees

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SECTION I: FACULTY IN COMMUNITY

The trustees, administration, faculty, and staff desire that Barclay College should be an institution characterized by Christian community. At Barclay College, Christian community is viewed not as some unattainable ideal, but as a reachable (if never perfected) goal that can be achieved by diligent pursuit of those biblical principles and practices that result in the development of genuine Christian fellowship. Because we are by design or God's provision a group with diverse perspectives, the pursuit of such community demands constant practice, dialogue, and reaffirmation of the goal. The challenges, differing points of view, and even disagreements we may encounter along the way, however, do not deter us from the goal or indicate failure. Rather, they are marks of a genuine effort to seek the truth and live in it.

For the community of Barclay College to function in a Christian manner, it is essential that all the citizens of the community commit and continually recommit themselves to "lead a life worthy of the calling with which you have been called, with all humility and gentleness, with patience, bearing with one another in love, making every effort to maintain the unity of the Spirit in the bond of peace." (Eph. 4:1-3)

The community of believers in Christ rests on a foundation of spiritual relationship rather than legal contract. Though some community standards and rules have been adopted at Barclay College in an effort to create a quality institution that provides a high level of service to its students, the emphasis properly remains on mutual submission to one another, mutual encouragement, fellowship, forgiveness, deference to others, speaking the truth in love, and other characteristics of healthy Christian relationships (Eph. 5:21; 1 Thess. 5:11; 1 John 1:7; Eph. 4:32; Phil. 2:3-4; Eph. 4:15). Biblical standards, principles, and precepts are regarded as directives to be put into practice, and the Barclay College community looks to God and His Scriptures in the Holy Bible as the final authority for faith, life, and practice.

In a Christian community then, handbooks such as this one, contracts, work agreements, and other documents serve not as the foundation for relationships and mutual commitments, but only as tools to record and specify the details of such commitments. The commitments themselves are founded in Christian relationship based upon each individual's commitment to God through Christ, the collective commitment to Christ of the community as a whole, and the shared commitment to the College's mission which each member of the community affirms and works to accomplish. As we noted earlier, the creation of genuine Christian community at Barclay College is regarded not as an idealistic dream, but as a practical reality in which every member of the College will invest and persevere.

Section II: Statement of Faith

The College's Statement of Faith¹ appears below. All instructors are expected to agree with the Statement of Faith and are required to affirm such agreement at the time of application for employment.

The Holy Bible: We believe that the Holy Scriptures were given by the inspiration of God; that there can be no appeal from them to any other authority whatsoever; that they are fully sufficient to make one wise unto salvation through faith that is in Jesus Christ; that the Holy Spirit who inspired the Scripture must ever be its true interpreter as He works through the disciplined and dedicated minds of those within His Church; that any professed guidance that is contrary to these Scriptures must be counted as a delusion.

God: We believe in one God, revealed through the Holy Bible in the person of Jesus Christ; that He is both the creator and preserver of all things visible and invisible; that He alone is worthy of worship both now and forevermore; and that in the unity of the Godhead there exist three persons, Father, Son, and Holy Spirit, inseparable in divinity, power, glory and eternity.

Jesus Christ: We believe Jesus Christ to be the only-begotten Son of God; that He was conceived by the Holy Spirit and born of the virgin Mary; that He is the express image of the invisible God; and that He combines within Himself both the nature of God and the nature of man in one perfect and indivisible personality; fully God and fully man.

We believe that He was crucified as an atonement for the sins of the whole world, making provision whereby humanity could find the forgiveness of sins and the power for a new life and be brought back into a perfect relationship with the Father.

We believe that He arose from the dead and then ascended to the right hand of God. He is now making intercession for us and will come to earth again to receive His Church unto Himself and to judge the world in righteousness.

Holy Spirit: We believe the Holy Spirit to be the third person of the Godhead, proceeding from both Father and Son, but equal with them in authority, power, and glory. He convicts the world of sin, imparts life to the penitent believer, sanctifies the child of God, and enables one by His indwelling presence to love God supremely.

Humanity: We believe that God created humans in His own image; that they enjoyed unbroken fellowship with their Maker; and that their whole life is centered in the person of God. We believe that humans fell from this original state by an act of transgression; that in this fall they suffered the immediate loss of their perfect relationship to God, making self the center of life; and that in this act they suffered immediate spiritual death. In this disposition to sin, all people are born. We own no principle inherent naturally in people by which they may be saved, except by the grace of our Lord

¹ (Adapted from the Statement of Faith of the Evangelical Friends Alliance; approved by the Barclay College Association March 30, 1991)

Jesus Christ as a provision for all humanity.

Salvation: We believe that by the grace of our Lord Jesus Christ and by the direct and immediate agency of the Holy Spirit, a person may be recovered from the fallen state through divine enlightenment, forgiveness of sin, regeneration and sanctification of affections, and the final glorification of the body; that in this life a person may love God with all one's heart, soul, mind, and strength; that one may live in victory over sin and enjoy unbroken fellowship with the Father; and that once more one's whole life may center in and revolve around one's Creator and Father.

We believe sanctification to be both a crisis and a process. As a crisis, sanctification is accomplished by the baptism with the Holy Spirit in the life of a dedicated and believing child of God, in which the heart is cleansed from an imperfect relationship and state. As a process, sanctification continuously disciplines the life into paths of holiness. We believe that the baptism with the Holy Spirit (entire sanctification) is the work of God's grace by which the affections of people are purified and exalted to a supreme love of God, and the believer is empowered to witness to the living Christ.

We believe that, by the grace and power of God, through faith in the crucified Christ, the believer is assured of eternal life with the Triune God, and that no power on earth or in heaven can sever that relationship against the will of the believer. We believe, however, that by willful choice a child of God can return to that sinful state from which he or she had been lifted. Such apostasy destroys not only his fellowship with God, but also the eternal life with which he had been endued, so that for him remains only the eternal death of the unbeliever. However, such is the grace of God that, so long as life in the body remains, the prodigal may, through repentance, confession and renewed faith, return to the Father's house and be fully restored to eternal life and fellowship with Him.

The Church: We believe that all those persons who repent of their sins and believe in Jesus Christ as their Savior are born again into His kingdom by the Holy Spirit. These constitute the Church universal of Jesus Christ. This Church we believe to be spiritual in nature, universal in scope, holy in character, and redemptive in her life and purpose.

We believe that wherever two or three are gathered together in the name of Christ, He is truly present in the person of the Holy Spirit and that such an assembly is a local church, the visible expression of His body, and the Church universal.

We believe that every believer should be attached to the local and visible body of Christ, being fitly framed together with others into a holy temple in the Lord and built for a habitation of His Spirit.

Christian Work: We believe that in the church, the believer is committed to both the worship and the work of God. This work involves not only personal righteousness as the fruit of a new life, but also the ministry of evangelism and teaching. The commission of Christ for every believer involves the stewardship of the kingdom, which it is fulfilled only by faithful service in and through the fellowship of His Church. This work is continuous until Christ comes again calling the Church unto Himself. We believe that all Christians are called upon to witness by word and deed within a sinful world, not returning evil for evil, but, like Christ, demonstrating love, forgiveness, and the way of peace.

We believe that in the fellowship of His body, the Holy Spirit gives to every member gifts of ministry to be exercised for the mutual advantage of every other member in the body, and for the influence of the Church upon those outside. There is a ministry that is such a gift given to certain ones whom God calls and ordains for leadership in His Church.

Resurrection and Judgment: We believe in the second coming of Christ: that at His coming the dead shall be resurrected, some to everlasting glory and others to everlasting shame; that we shall all stand before the judgment seat of Christ to receive recompense for the things done in the flesh. The judgment of the blessed shall be life everlasting in heaven, and the judgment of the lost life everlasting in hell. We believe that this judgment is in the hands of our compassionate Redeemer, who does all things after the counsel of His wisdom, love, and holiness.



SECTION III: THE COLLEGE

ORIGINS AND HISTORY

Because the unique personal quality of the Christian faith had evaporated from the spiritual culture of seventeenth-century England, religious life of the time focused on the Church and its traditions rather than upon an individual's relationship with God. Into this barren religious climate, George Fox was born. As an adolescent, he experienced intensely personal religious struggles and sought guidance from the pastors of the state churches. What these persons were unable to give Fox, he was able to discover in a direct, personal encounter with the living Christ. This concern for the individual's worth, potential, and fulfillment in Christ is the genius of Evangelical Friends, as Elton Trueblood has written,

Any uniqueness in Quaker [Friends] religious thought is not to be found in its novelty, but rather in its recovery of...the idea that true religion must be genuinely experiential.

In the late nineteenth century, a group of Quakers migrated to Kiowa county in south central Kansas where the Friends community of Haviland was established. Since there were no secondary schools, Friends established the Friends Haviland Academy in 1892 as the first high school in the county. A concern for a Bible School resulted in a two-year Bible course that was incorporated under the title of Kansas Central Bible Training School in 1917. A two-year Junior College course was added in 1927 and the name was changed to Friends Bible College. In 1968, the Board of Trustees determined that the College would be a single purpose, four-year Bible College offering the baccalaureate degree. The College received accreditation by the Association for Biblical Higher Education, ABHE in 1975.

The name of the College was changed to Barclay College in 1990. Today the College is continuing to promote and enlarge upon the emphasis that gave it birth -- a warm personal relationship with the living Christ, and a firm commitment to the Bible as the final authority for life, faith, and practice. The College closed out the 1990's and entered the twenty-first century with many exciting developments, including a new adult degree completion program begun in 1996, new majors in the traditional program, a larger faculty, a new women's residence hall, a large addition to the dining commons, the renovation of the men's residence hall, a growing computer network that will link all the buildings on campus when complete, improved computer lab facilities for students, greatly expanded access to on-line library resources, and many other improvements to the campus and to the College's programs and services.

The major thrust of the College has been the preparation of Christian servant-leaders. Barclay College graduates serve with mission organizations such as Evangelical Friends International, OMS, World Gospel Mission, and Youth for Christ; minister in churches in various denominations; and provide Christian testimony and influence worldwide as educators, musicians, and businesspeople. The College supports and contributes to the need for Christians to penetrate society through various callings. Successful farmers, nurses, denominational leaders, and a wide variety of other professionals have been grounded in Christian work and living through the biblically-centered education they received at Barclay College.

Barclay has always been home to students from many denominations. Other denominations represented include Assembly of God, Baptist, Church of Christ, Evangelical Methodist, Free Methodist, Mennonite, United Methodist, and many more. Graduates serve an equally wide range of denominations.

Barclay College is committed to the principle that there need be no division between members of the body of Christ who are committed to excellence in spirit, mind, and labor. The College welcomes all faculty, students, and supporters whose desire is to bring honor and glory to our Lord and Savior, Jesus Christ.

MISSION STATEMENT

The mission of Barclay College is to prepare students in a Bible-centered environment for effective Christian life, service, and leadership.

To accomplish this mission, Barclay College has been established as a Christian institution of higher education that challenges students to explore, understand, and acquire the skills necessary to respond to the call of God upon their lives.

IDENTITY STATEMENT

Barclay College bases its existence in the rich history of the evangelical Friends tradition. Barclay College is an evangelical Friends school which accepts and embraces persons with evangelical Christian beliefs from a variety of denominational backgrounds. (Board of Trustees, May 2006)

STATEMENT OF SEXUALITY

We uphold the sanctity of marriage as God-ordained, a special union between a man and a woman, within which sexual relations are honored and affirmed by God. We share the conviction that all sexual unions outside of marriage as thus defined are sinful.

INSTITUTIONAL GOALS

Two primary goals guide the development and practices of Barclay College's educational and ancillary programs. As noted below, both goals are reflected in the college's mission statement elements.

Prepare students in a Bible-centered environment indicates that the primary undertaking of the college is education with an integrated biblical perspective. Barclay College strives for academic and spiritual excellence by providing an environment that encourages higher levels of inquiry and learning. Bible instruction, the integration of biblical principles across the curriculum, general education, and professional preparation are emphasized to ensure that the college accomplishes the first primary goal: **assisting each student in developing a Christian worldview and a collegiate level of knowledge appropriate to college graduates generally and to their chosen field specifically.**

Effective Christian life, service, and leadership means that Barclay College views its mission as broader than simple preparation for a career or helping students acquire knowledge. Rather, the college desires to assist students in knowing God and, from that relationship, construct meaning and understanding that will inform all of life's endeavors. The second major goal of the college, then, is **graduating men and women who can be generally characterized as biblically literate, prayerful, mission-minded, servant-oriented, evangelical Christians who are able to provide leadership to the church at large and in various professional fields.**

PHILOSOPHY OF EDUCATION

The College believes that true education must begin with God and His direct revelation to humanity through the Bible, understanding that all that has proceeded from God gives meaning and coherence to all other inquiries. Education, then, is a process directed by God in which the individual acquires knowledge or skills that contribute toward a greater understanding of, and ability to accomplish, the purposes of God for the individual and humanity generally. We believe that effective education contributes to all areas of the individual's life, giving the educated person an increased ability to live a life that is orderly, peaceful, purposeful, productive, and in harmony with God. Education should reveal to the student that God's involvement with humanity and physical creation is comprehensive and personal. The formation of this coherent Christian worldview produces individuals who are increasingly characterized by a Christ-like love for all people and a desire to be involved as a steward in work that contributes to the management and care of the physical creation and the physical and spiritual welfare of humanity.

INSTITUTIONAL OUTCOMES

In keeping with Barclay College's mission statement, goals, and philosophy of education, specific outcomes are expected, which provide both a framework for the design and evaluation of the College's programs and practices and a basis for assessing student progress. Upon graduation from Barclay College, our graduates should be able to:

1. Exhibit immersion in the Father, Son, and Holy Spirit.
2. Model the life and teachings of Jesus Christ.
3. Discern their ministry calling within and outside their culture.
4. Articulate the distinct path of Friends.
5. Interpret and apply Scripture.
6. Critically evaluate diverse perspectives.
7. Form and answer questions to advance knowledge.
8. Communicate effectively in written and oral forms.
9. Team with others to accomplish goals.

MANAGEMENT

The Board of Trustees exercises full control and authority over Barclay College, Inc., as amended in 2013 and originally incorporated under the laws of the State of Kansas in 1917.

Officers of the Board of Trustees are the Chairman, Vice-Chairman, Secretary, President of the College, and such other officers as may become necessary. With the addition of the chairman of each standing committee, these officers constitute the Executive Committee of the Board of Trustees.

ACCREDITATION AND AFFILIATIONS

Barclay College is accredited by the Association for Biblical Higher Education (ABHE), a national accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). ABHE may be contacted by writing to the Association for Biblical Higher Education; 5850 T.G. Lee Blvd., Ste. 130; Orlando, FL 32822; by calling (407) 207-0808; or through their website at www.abhe.org.

Barclay College is accredited by the Higher Learning Commission (HLC), a regional accrediting agency recognized by the US Department of Education and the Council for Higher Education Accreditation (CHEA). HLC may be contacted by writing to HLC; 230 S. La Salle St., Ste. 7-500; Chicago, IL 60604; by calling (800) 621-7440; by email at info@hlcommission.org; or through their website at www.hlcommission.org.

Barclay College's Teacher Education program is accredited by the Kansas State Department of Education (KSDE) with approval of a state licensure unit and program. Barclay began admitting candidates to the program of study in Spring of 2015.

Barclay College's Teacher Education program was also granted accreditation for their Teacher Education program on February 12, 2013 by the Association of Christian Schools International, ACSI. This accreditation is approved for a period of ten years, beginning with the graduating class of Spring 2013 and concluding with spring graduation class of 2023.

In May 2022, the Higher Learning Commission (HLC) approved Barclay College to offer an online RN-to-BSN nursing program; this was shortly followed by approval from the Association for Biblical Higher Education (ABHE). In June 2022, the Kansas State Board of Nursing approved Barclay College to offer an on-campus Bachelor of Science in Nursing (BSN) program. In 2023, ABHE and HLC also approved Barclay College to the on-campus Bachelor of Science in Nursing (BSN) program.

Barclay College graduates have found acceptance into leading seminaries and graduate schools. The documents describing the college's accreditation and licensing may be viewed in the Business Office, where they are on display. Those desiring further information regarding the accreditation of the College should contact the Vice President for Academic Services at (620) 862-5252 or visit the Accreditation page on the College's website: barclaycollege.edu/about/accreditation/.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Barclay College protects the rights of students as stipulated in the Family Educational Rights and Privacy Act of 1974 (FERPA). This Act gives college students the right to inspect, review, and challenge the content of their educational records and prohibits the release of academic records without the student's prior written consent except in specific circumstances.

The following categories of personally identifiable information have been designated as public. They are a matter of directory to be shared with the college community and with the general public as needed: name, local and permanent address, campus email address, phone number, date and place of birth, marital status, state and county of residence, home church, class, major field of study, dates of attendance, degrees and awards (including scholarships) received, participation in officially recognized activities and sports, and weight and height of members of an athletic team.

Students currently enrolled may withhold disclosure of information in any category by requesting this in writing at the Academic Office. Written requests for non-disclosures will be honored for a maximum of one year. Barclay College assumes that failure to complete the request indicates approval for disclosure.

Grade point averages, course grades, and probation records will be released only to the student and appropriate administration and faculty members as needed as part of a college program. Transcripts require the student's signature before they can be released. More detailed information concerning access to records and procedures for students to follow are outlined in the annual Barclay College *Student Handbook*.



SECTION IV: ORGANIZATION & GOVERNANCE

OWNERSHIP

The College is owned by Barclay College, Inc., and was incorporated under the laws of the State of Kansas in 1917. Barclay College is authorized by the States of Kansas and Colorado to grant degrees.

BOARD OF TRUSTEES

This corporation is managed by a Board of Trustees which is charged with the management and final settlement of financial and business matters, educational program and physical facilities.

Officers of the Board of Trustees are Chairman, Vice-Chairman, Secretary, the President of the College and such other officers as may become necessary. These officers, with the addition of the chairman of each of the standing committees, constitute the Executive Committee of the Board.

The Board is responsible to:

1. Appoint or remove the College President in accordance with these Bylaws. The power to appoint or remove Administrators, Staff and Faculty will be delegated to the President;
2. Approve and adopt all major changes or innovations in the educational program as recommended by the faculty;
3. Review and approve the College educational programs and academic standards;
4. Annually approve the budget of the College;
5. Authorize the construction of new buildings;
6. Review and approve major renovations of existing buildings;
7. Authorize the sale and purchase of land, buildings, or major equipment for college use;
8. Review and approve the major fundraising efforts of the College;
9. Authorize any changes in tuition and fees within the College;
10. Authorize Officers or agents of the College to accept gifts for the College;
11. Authorize the incurring of debts by the College and securing them by mortgage and pledge of real and personal property, tangible and intangible;
12. Retain custody of the books, records, buildings and other property of the College;
13. Review and approve the spiritual and social policies to be observed by the entire College community;
14. Amend or change the By-Laws by an affirmative vote of the majority of the Board of Trustees at any regular or specially called meeting.

CONSTITUTION & BY-LAWS

At a meeting called for the organization at Haviland, Kansas, December 27, 1916, the Kansas Central Bible Training School Association was formed, and the Constitution and By-Laws were adopted. An application for legal charter was made. This application was granted and the Association was incorporated January 20, 1917. An amended charter was filed August 6, 1930, changing the name to Friends Bible College Association. Another amended charter was filed May 24, 1991 changing the name to Barclay College Association, Inc. The charter was amended on October 2, 2012 to give the Board of Directors control of the operations of the College as Barclay College Association, Inc. The charter was amended in 2013 changing the name to Barclay College, Inc. and reorganizing the Constitution.

ADMINISTRATION

The College is led by an administrative team arranged as illustrated in the organizational charge (see in the *Employee Handbook*).

The faculty of the College governs the academic programs and is directly responsible for curriculum and academic policy, subject to input from the administration and approval from the board. The faculty advises the administration in matters related to faculty hiring and other areas where administrative action will affect academic affairs. Faculty representation to the President's cabinet is through the Vice President for Academic Services.

In a Robert's Rules system, all full-time faculty members have voting privileges at faculty meetings and serve on one or more subcommittees of the faculty. Adjunct and affiliate faculty are welcome guests at all faculty meetings, and may speak on any issue they desire, but do not have voting privileges. The faculty committee is chaired by the Vice President for Academic Services, who votes only in case of a tie.

Whenever possible, however, faculty, in the Friends tradition, seek to make decisions through Spirit-led unity, with the Vice President for Academic Services serving as presiding clerk of the meeting, seeking the sense of the meeting. The Registrar serves as the recording clerk, keeping the minutes of the meeting and faculty decisions.

The process for presenting academic proposals for review and approval is outlined in the "Shared Governance Policy."



SECTION V: FACULTY QUALIFICATIONS & RESPONSIBILITIES

AFFILIATE FACULTY JOB DESCRIPTION

Job Title: Affiliate Faculty (Campus)

Summary: Affiliate faculty are part-time instructional faculty whose experience, expertise, and continuous employment merit a rank above adjunct. Affiliate faculty have participatory privileges in faculty meetings and faculty committees (such participation and service may depend on the affiliate professor's situation and availability). Affiliate faculty may hold staff or administrative positions and (with prior agreement from the Vice President for Academic Service) concurrent outside employment.

Supervisor: Affiliate faculty report directly to the Vice President for Academic Services.

Status: Part-Time

Required Qualifications:

- Clear, well-articulated Christian testimony and vision for biblically-centered education.
- Academic credentials appropriate to the subjects, courses, and level taught (typically a master's degree or higher or concurrent enrollment in a master's program).
- Agreement with the College's Mission Statement, Statement of Faith, Statement on Human Sexuality, and other doctrinal statements adopted by the institution.
- Desire and ability to relate to, teach, and mentor college students.
- Physical ability to perform all duties normally required of College faculty.

Preferred Qualifications:

- Research doctorate in the field being taught.
- Experience teaching in higher education.
- Evangelical Friend or Christian Friend/Quaker.

Responsibilities:

- Teach classes as assigned using various appropriate methods to appeal to various learning styles and retain student interest. Manage classroom behavior effectively. Integrate biblical principles with subjects taught. Follow the syllabus and cover the content required to meet stated outcomes.
- Attend all class periods or arrange for a suitable substitute. Convene classes on time. Record student attendance.
- Always conduct oneself professionally and in accordance with the instructions and guidelines noted in the *Employee* and *Faculty Handbooks*. Instruct students in proper classroom decorum, if necessary.
- Establish measurable outcomes for each course, determine means for evaluating whether outcomes are met, and design a course plan and schedule to facilitate student learning and

mastery of the course outcomes. Select textbooks that will significantly contribute to student learning. Publish a syllabus and course schedule for each class (see faculty handbook for specific elements to be included), and distribute them to each student in the course, the Vice President for Academic Services, and the Registrar, and upload it to the course page on Populi.

- Assign work appropriate to the class level so that the average student spends approximately two hours of study outside class for every hour in class to earn an average grade.
- Establish assignments, quizzes, tests, or other means of evaluating whether students are progressing, mastering the material, and meeting stated outcomes. Tests should require no longer than the scheduled class period to complete. Give a comprehensive final exam (or equivalent comprehensive assessment) during exam week. Check all written assignments for both form and content. Return corrected material promptly to students.
- Clearly explain the method of grading to students. Assign each student the grade they deserve based on the work received. Refrain from allowing students to do extra work or take a test to redeem a poor grade. Refrain from assigning incomplete grades unless clear extenuating circumstances warrant. Input grades into Populi (or current LMS).
- Publicly uphold campus policies, and act to enforce them when required. Note and report for discussion policies or procedures that seem not to serve the students or the mission of the College well.
- Attend faculty meetings, if possible.
- Serve on committees as assigned, when possible.
- Attend Chapel and other spiritually related activities when possible.
- Attend Baccalaureate and Commencement ceremonies when possible.
- Participate in self- and supervisory evaluations as scheduled. Use knowledge gained to adjust goals, modify methods, or clarify purposes.
- Participate in any required assessment activities related to the courses they teach or programs in which they teach.
- Perform other duties as assigned by the Vice President for Academic Services

General Responsibilities

- Faculty members agree to abide by the terms of their contract with the College, with the expectations of the current faculty position description, with the provisions of the *Faculty Handbook*, and with all other official college policy bearing on faculty, and to fulfill those obligations and commitments to the best of their ability.
- Faculty members shall model committed Christian living to the students and the rest of the campus community, and the community-at-large.
- Faculty shall model committed and competent Christian scholarship by keeping abreast of contemporary developments in the academic world and in their subject matter.
- They shall be diligent as Christian teachers with respect to both subject content and teaching methods and be faithful in discharging such other duties as may be assigned to them.
- Faculty members shall honor the work of other members of the campus community by observing requirements for meeting attendance, paperwork, and other processes and procedures as shall be published in various handbooks or announced from time to time.
- Faculty members shall commit to developing the Christian community on the Barclay College campus by agreeing to communicate openly and pursue biblical, mutually edifying, and peaceful solutions and relief in the event of disagreement or conflict.
- Faculty members shall be responsible to the President through the Vice President for

Academic Services.

CONFIDENTIALITY

General

Faculty are expected to hold in confidence all information of a private nature discussed with them by students, other faculty members, or staff. Sharing of such information should only occur when the safety of the individual or other members of the campus community is believed to be at stake, or when demonstrable help is made possible by the limited sharing of such information. To put it plainly: gossip must be firmly resisted.

Proprietary

Most information concerning the business and academic operations of the College is public and may be shared as such. Some information, however, may from time-to-time be considered proprietary and not for public disclosure. Faculty members should be careful to clarify with administrators before publicly sharing information about the internal operations of the College.

Family Educational Rights and Privacy Act

Student educational records are protected by federal law under the Family Educational Rights and Privacy Act (FERPA). The essence of the law is that student's educational records are private and must be protected from release to unauthorized persons. It is important to note that parents of students 18 years of age or older do not have access to their child's educational records without their child's permission. You may not tell a parent his or her child's grade in your class unless you have written permission from the student to do so, or such permission is on file in the academic office. Similarly, you may not share a student's grades with other students on campus, nor with other campus personnel who have no legitimate educational need to know.

The following categories of information have been designated public directory information and may be shared with the College community and with the general public whenever requested: student's name, local and permanent address, phone number, college email address, date and place of birth, marital status, county and state of residence, home church, class standing, major field of study, dates of attendance, degrees and awards (including scholarships) received, participation in officially recognized activities and sports, and weight and height of members of an athletic team.

Students currently enrolled may withhold disclosure of information in any category by requesting this in writing to the Academic Office. Written requests for non-disclosure will be honored for a maximum of one year. Barclay College assumes that failure to complete the request indicates approval for disclosure.

College officials who have legitimate educational interests in a student's education records or disciplinary records are granted access to those records. Access on a routine basis is granted to personnel in the academic and external studies offices for the purposes of creating and updating student records and applying college academic policies such as academic probation. Faculty members may request access in their advisor's capacity to facilitate academic program planning for students. Other requests for access by college officials must be approved on a case- by-case basis by the VP

for Academic Services, and must satisfy at least one of the following criteria:

- The information needed cannot be obtained by any other means and is necessary for the college official to carry out his or her official duties, or to inform a decision regarding the student or a program or service of the College that might otherwise be biased by a lack of information.
- The information is necessary for assessment of the quality of the College's academic or student service programs and will be used only in the aggregate and with student's names removed so that specific data cannot be traced to specific students.
- The safety of other members of the campus community is believed to be at stake.
- Accrediting agencies, government agencies with legitimate interest, and the College's auditors may also be permitted access in the course of performing their official duties.

Under FERPA, students have the right to view the contents of their academic record at any time, and to challenge the contents if they believe them to be inaccurate. Students who wish to challenge the contents of their records should inform the Registrar in writing and state exactly the nature of the objection and what they believe would be a satisfactory resolution. The faculty will consider the student's petition, and through the VP for Academic Services will inform the student in writing of their decision. A student who is dissatisfied with the faculty's ruling may appeal directly to the FERPA office within the US Department of Education. Students and faculty should note that FERPA provides for students to challenge the overall accuracy of their records; it does not provide for students to challenge individual grades unless they believe the grade was recorded in error.

Faculty may also note that some disciplinary records are not protected under FERPA and may be released to parents or law enforcement authorities without the student's consent. However, this provision is limited and any requests for such disclosure should be referred to the VP of Student Services' office. The College must also release records to government agencies or the courts if subpoenaed to do so.

ETHICS

Since faculty are held before students as living examples of committed Christian faith and practice, each faculty member is expected to have a consistent personal devotional life and to do their best to fulfill this leadership role. Bible reading, prayer, and active church involvement are felt to be essential elements of this personal Christian example. Since the Bible is the foundation of all that is believed and taught at Barclay College, and because it is the source of faith and fruitfulness, it is assumed that each faculty member will include in his or her own devotional life a systematic program of daily reading of the Scripture. In addition, faculty members are expected to adhere to the following ethics of Christian educators:

- Strive to exemplify the principles embodied in his or her Christian profession of faith, thus teaching as much by example as by precept.
- Realize that he or she is a representative of Christ and Barclay College in all his or her public contacts and private affairs. Manage private affairs (including personal finances) in an ethical and biblical manner in order to preserve and enhance a strong Christian testimony in the community.
- Cooperate sympathetically and actively with colleagues and staff in oneness of purpose, which is cultivating effective Christian servant-leaders.
- Refrain from disparaging criticism of and hasty judgment concerning fellow workers.

- Refrain from competition with colleagues for students or advantages.
- Enthusiastically participate in necessary non-teaching responsibilities such as committees, planning, etc.
- Stay current in his or her field of study, and provide a full class period of relevant, well-planned instruction each time the class meets.
- Secure permission and give credit for all borrowed material (including student productions) used for lectures or public presentations.
- Cultivate friendly, mentoring relations with students while preserving the respect and authority of the mentor/faculty position.
- Respect the right of the student to disagree or to ask questions.
- Strive for a just and unprejudiced appraisal of student work in terms of the school's accepted grading system and the professor's stated outcomes.
- Be wise and careful regarding touching students. Refrain from hugging students of the opposite sex.
- Refrain from any sexual comments that are not part of the educational process, and from sexual jokes or innuendo. Refrain from meeting with students of the opposite sex behind closed doors.
- Use wisdom and discretion when making decisions about or discussing personal choices that might cause others to "stumble" (ref. Romans 14:19-21).
- Faithfully keep commitments made to students and others on campus, whether the commitment was made verbally or in writing.
- Cultivate a positive response to helpful innovation and change.
- Hold in confidence the information he or she receives in student interviews (see **Confidentiality**).
- Cooperate with others on campus in the development of the students' Christian character, personal integrity, and social graces.

Issues relating to sexual harassment and Title IX also apply to this section on Ethics. See the appendices for more information on the College's Title IX policies and procedures.

FACULTY QUALIFICATIONS

In general, Barclay College bases its faculty qualifications on academic credentials as determined by the highest degree earned by the individual. The College also expects agreement and alignment with the Barclay College's Mission Statement, Statement of Faith, and other doctrinal statements/beliefs. The faculty member is also expected to be a mature Christian, who understands and can articulate the unique nature of biblical higher education and is willing to mentor and disciple students within that framework. The minimum qualifications for faculty in undergraduate studies are outlined below:

1. Academic credentials: A master's degree in the credential field or a master's degree in any field with a minimum of eighteen (18) graduate semester credits in the credential field. Per HLC Assumed Practice B (November 2023), faculty may be qualified through "the achievement of academic credentials, progress towards academic credentials, equivalent experience, or some combination thereof." Progress towards academic credentials shall be noted by the chief academic officer and placed in the faculty's file. Alternative qualifications shall be documented using the Faculty Exception and Faculty Exemptions forms (except for program-specific or unique qualification requests, which must be approved and documented on a case-by-case basis by the chief academic officer).

- a. Documentation required to be on file:
 - i. Official transcripts from highest degree awarded.
 - ii. Application for employment.
 - iii. CV or resume.
 - iv. Alternative qualification documentation (if necessary).
2. Theological requirements: Agreement with Barclay College’s Mission Statement, Statement of Faith, and ABHE Statement of Religious Freedom & Human Sexuality.
3. Spiritual requirements: Maturing Christian who understands and can articulate the unique nature of biblical higher education and how their own biblical philosophy of education would positively contribute to the College’s mission. A commitment to mentor and disciple students within this unique community and educational framework.

When applicable, the College may consider other qualifications in place of formal academic credentials. These circumstances are explained below.

B. Exemptions from Barclay College’s Faculty Educational Qualification Standards:

1. Educational requirement. The minimum educational requirement for career, technical, and professional credential fields shall be based on established industry standards and accepted higher education standards. For example, aviation courses may be taught by someone industry-certified to teach aviation (e.g., certified flight instructor) or a welding course could be taught by an industry-certified welding instructor.
2. Tested experience. The Higher Learning Commission has provided guidelines to institutions regarding faculty qualifications², and these guidelines define tested experience a “breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching.” Barclay College determines appropriate tested experience using one or more of the following criteria:
 - a. Faculty who teach skill-/activity-based classes must have 5+ years of performance experience or demonstrated mastery in the skill/activity based teaching area.
 - b. Possession and maintenance of a widely accepted credential or certification that is the generally recognized industry standard (as determined by the appropriate chair and approved by the Vice President of Academics).
 - c. Have a minimum of a bachelor’s degree in the discipline or subfield, AND a minimum of three (3) years of experience in a related discipline to the courses; OR,
 - d. Have a minimum of a bachelor’s degree in any discipline, AND a nationally recognized credential (certification, license, etc.) for the discipline or subfield, AND a minimum of three (3) years of experience in a related discipline to the courses.
 - e. Faculty who do not meet guidelines above must show/demonstrate discipline-based expertise through scholarly activities, including but not limited to: publications, presentations, professional engagement, consulting, honors, awards, continuing

² http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

education, etc.

For faculty teaching at Barclay College under the tested experience criteria, proper documentation must be completed to provide appropriate rationales and approvals. Documentation can be obtained from the Vice President of Academics and is put on file with the Registrar's Office

C. Exceptions to Faculty Qualification Standards:

If the individual does not meet the minimum qualifications, the College must determine if one of the exception conditions applies as specified below:

- a. Emergency staffing situations:
 - i. illness, accident, or death of a faculty member during the term, resulting in a faculty member being unable to finish teaching the course;
 - ii. resignation of a faculty member immediately prior to start of a term;
 - iii. addition of course sections immediately prior to start of a term
 - iv. immediate deployment in the armed services.

An individual may be hired for no more than two consecutive academic years under this exception.

- b. Failed Search: Individuals with sufficient experience and academic qualifications that exceed the level that they will teach may be hired when there is a failed search for a faculty position. An individual may be hired when a failed search continues to exist after all due diligence to seek a credentialed individual. This arrangement will be reviewed annually to ensure that the College continues to seek an instructor who meets the credential qualifications.
- c. Pending credentials: Individuals who are close to meeting the minimum qualifications may be hired for no more than two consecutive academic years under this exception.
- d. Emerging fields: An exception may be made in instances where the program area is so new that the educational preparation requirements and the occupational experience requirements are not yet clearly defined. This exception shall terminate when the system of minimum qualifications is established.

The College shall maintain appropriate credentialing documentation for faculty teaching under one or more of the exceptions noted above. Those faculty teaching under the "pending credentials" exception are expected to maintain and document progress towards the achievement of the appropriate academic credentials. Documentation should be submitted to the Vice President of Academics and placed in the faculty member's file in the Registrar's Office.

D. Barclay College Graduate Faculty Credentialing Policy:

The following minimum qualifications for graduate studies must be met:

1. Educational requirement. A doctoral degree in the credential field or a doctoral degree in any field with renown, exceptional status or recognition may be hired to teach appropriate courses in the field of recognition in the credential field.

FULL-TIME FACULTY JOB DESCRIPTION

Description:

Full faculty members are full-time faculty not holding other administrative or staff positions in the College. Provide expertise, instructional services, and leadership for the College's academic programs by teaching undergraduate students in assigned courses and, when assigned, serving in other faculty-related roles on campus.

Supervisor: Full-time campus faculty report directly to the Vice President for Academic Services.

Status: Full-Time (minimum 4/4)

Required Qualifications:

- Clear, well-articulated Christian testimony and a vision for biblical higher education.
- Academic credentials appropriate to the subjects, courses, and level taught (usually a master's degree or higher or concurrent enrollment in a master's program)
- Agreement with the College's Mission Statement, Statement of Faith, ABHE's Statement on Religious Freedom & Human Sexuality, and other doctrinal statements adopted by the institution.
- Desire and ability to relate to, teach, and mentor college students.
- Physical ability to perform all duties normally required of College faculty.

Preferred Qualifications:

- Research doctorate in the field being taught.
- Experience teaching in higher education.
- Evangelical Friend or Christian Friend/Quaker.

Responsibilities:

- Teach approximately twelve (12) to fifteen (15) credit hours per semester or equivalent classroom hours as interpreted in the Faculty Handbook
- Attend all class periods or arrange for a suitable substitute. Convene classes on time. Record student attendance.
- Always conduct oneself professionally and in accordance with the instructions and guidelines noted in the *Employee Handbook* and *Faculty Handbook*. Instruct students in proper classroom decorum, if necessary.
- Always conduct oneself professionally and in accordance with the instructions and guidelines noted in the *Employee Handbook* and *Faculty Handbook*. Instruct students in proper classroom decorum, if necessary.
- Establish measurable outcomes for each course, determine means for evaluating whether outcomes are met, and design a course plan and schedule to facilitate student learning and mastery of the course outcomes. Select textbooks that will significantly contribute to student learning. Publish a syllabus and course schedule for each class (see faculty handbook for specific elements to be included), and distribute them to each student in the course, the Vice President for Academic Services, and upload it to the course page on Populi.
- Assign work appropriate to the class level so that the average student spends approximately two hours of study outside class for every hour in class to earn an average grade.

- Establish assignments, quizzes, tests, or other means of evaluating whether students are progressing, mastering the material, and meeting stated outcomes. Tests should require no longer than the scheduled class period to complete. Give a comprehensive final exam (or equivalent comprehensive assessment) during exam week. Check all written assignments for both form and content. Return corrected material promptly to students,
- Clearly explain the method of grading to students. Assign each student the grade they deserve based on the work received. Refrain from allowing students to do extra work or take a test to redeem a poor grade. Refrain from assigning incomplete grades unless clear extenuating circumstances warrant. Input grades into Populi (or current LMS).
- Establish and maintain open office hours that number no fewer than 1/2 the number of teaching hours per week. Post office hours for students and provide a copy for the academic office. Be on campus at least 2.5 times the number of teaching hours each week, to a maximum of 36 hours required.
- Publicly uphold campus policies, and act to enforce them when required. Note and report for discussion policies or procedures that seem not to serve the students or the mission of the College well.
- Attend all faculty meetings. If an absence is unavoidable, please inform the Vice President for Academic Services beforehand, and learn missed information.
- Serve on committees as assigned. Committee work is considered to have priority over other appointments. See *Faculty Handbook* for function and make-up of committees.
- Assist students with academic planning and performance. Evaluate on a regular basis the progress of students participating in the contracted field of study. Be prepared to offer personal counseling to students who voluntarily seek guidance.
- Attend Chapel and other spiritually related activities. See Faculty Handbook for specific criteria.
- Attend Baccalaureate and Commencement ceremonies. Full academic regalia is required.
- Participate in self- and supervisory evaluations as scheduled. Use knowledge gained to adjust goals, modify methods, or clarify purposes.
- Participate in any required assessment activities related to the courses they teach or programs in which they teach.
- Perform other duties as assigned by the Vice President for Academic Services

General Responsibilities

- Faculty members agree to abide by the terms of their contract with the college, with the expectations of the current faculty position description, with the provisions of the *Faculty Handbook*, and with all other official college policy bearing on faculty, and to fulfill those obligations and commitments to the best of their ability.
- Faculty members shall model committed Christian living to the students and the rest of the campus community, and the community-at-large.
- Faculty shall model committed and competent Christian scholarship by keeping abreast of contemporary developments in the academic world at large and in their subject matter.
- They shall be diligent as Christian teachers with respect to both subject content and teaching methods and be faithful in discharging such other duties as may be assigned to them.

- Faculty members shall honor the work of other members of the campus community by observing requirements for meeting attendance, paperwork, and other processes and procedures as shall be published in various handbooks or announced from time to time.
- Faculty members shall commit to developing the Christian community on the Barclay College campus by agreeing to communicate openly and pursue biblical, mutually edifying, and peaceful solutions and relief in the event of disagreement or conflict.
- Faculty members shall be responsible to the President through the Vice President for Academic Services.



SECTION VI: FACULTY EMPLOYMENT & BENEFITS

Policies and procedures governing the initial and continuing employment of faculty at Barclay College are listed in alphabetical order below.

APPOINTMENT (ADJUNCT)

The Vice President for Academic Services (VPA) has been authorized by the President to appoint adjunct instructors to meet the instructional needs of the College. The VPA will ensure that adjuncts meet qualification standards (educational standards through credentials or through a completed faculty exception/exemption form in the faculty member's file) and has on file a completed adjunct employment application, curriculum vitae, official transcripts, and a signed Barclay College Statement of Faith and ABHE Statement of Religious Freedom & Human Sexuality. The VPA should consult with program chairs for adjunct suggestions and preference will be given to adjuncts with an established teaching relationship with the College.

APPOINTMENT (AFFILIATE)

The Vice President for Academic Services (VPA) has been authorized by the President to appoint affiliate instructors. Using the standards outlined in the affiliate instructor job description, or by recommendation of a program chair or supervisor, the VPA will appoint the affiliate faculty member through a memo (placed in their file). This also becomes the official document presented to the new affiliate faculty member, memorializing the event.

APPOINTMENT (FULL TIME)

Full-time faculty members are appointed by the President following an official recommendation by the Vice President for Academic Services. Employment is typically for a period of nine months and is renewed annually upon mutual satisfaction of the faculty and administration. Initial recruiting, correspondence, and screening of applicants is the responsibility of the Vice President for Academic Services. Applicants will submit to the Vice President for Academic Services their curriculum vitae, an employment application (obtained from the Registrar or Human Resources), official transcripts, and a signed Barclay College Statement of Faith and ABHE Statement on Religious Freedom and Human Sexuality. The Vice President for Academic Services, working with the Executive Academic Team, will select a list of candidates from the applicant pool. References will be checked, and interviews will be held (individual, with EAT, and full faculty). Once faculty and administrative input has been received, the Vice President for Academic Services will make an official recommendation to the President for approval. The application, statement of faith, transcripts, letters of reference, and other relevant documents will be filed in the faculty member's file in the Registrar's Office.

BENEFITS

The Barclay College trustees and administration are committed to creating an affirming, supportive environment in which faculty members can pursue their teaching and discipling ministry. Some of the many non-financial benefits of working at Barclay College are listed below:

- Supportive, collegial working environment.
- Cordial faculty-administration relationships.
- Focus on teaching and mentoring.
- Genuine faculty governance of academic policy.
- Friendly, personal local community.
- Inspiring mission and purpose.
- Distinctively Christian campus with firm commitment to the authority of the Holy Bible.
- Receptivity to diverse expressions of the Christian faith and experience within a biblical framework.

General information regarding faculty salary and financial benefits is noted in the following paragraphs: specific compensation will be included in the annual faculty contract.

BEREAVEMENT

Upon the death of any member of his or her immediate family, personnel will be granted three (3) days paid bereavement leave. “Immediate family” is defined as spouse, parents, siblings, children, or current father/mother-in-law. Additional unpaid leave may be granted upon request of the employee if the deceased is a spouse or child. An employee attending the funeral of a fellow employee or Barclay College student will be paid up to one full day. Employees attending funerals of family members of fellow employees or Barclay College students must use a leave day to do so.

CONTRACTS

Faculty contracts at Barclay College are renewed on an annual basis. No system of tenure is used. The College desires to have faculty remain in the community for extended lengths of time, so the general expectation of the College is that faculty contracts are renewable annually, unless cause for a change in the faculty member’s employment status becomes evident.

Contracts include the faculty member’s salary, benefits for the year, and job description. By signing the contract, faculty members agree to abide by the terms of their contract and agree to abide by and support all other policies of the College pertaining to faculty service. The College in turn agrees to provide the salary and benefits listed in the contract, and to abide by all policies governing faculty members, and to follow appropriate procedures where changes to such policies are needed.

Faculty contracts typically begin about August 10th and end about May 10th. During the contract period, faculty are expected to keep regular office hours as noted in the faculty position description except during holidays and class recesses. Please see **Holidays**. Faculty are not required to keep any particular office hours during the Thanksgiving, Christmas, Fall or Spring Break recesses. During the summer months, the College does expect that faculty will remain available by email, for occasional consultation, or for special (often voluntary) on-campus or digital meetings (such as new personnel interviews or accreditation-related meetings).

Faculty may occasionally be asked to serve in a special capacity during the summer or during a class recess; such arrangements (when not volunteering or part of the faculty member's normal duties) are usually governed by a separate contract.

Reappointment is indicated by issuing a new contract in the spring. Causes for non-renewal are listed below.

The College expects that faculty view contracts as binding and expects to hold itself accountable to the terms of the contract as well. Unusual circumstances that may provoke a faculty member to consider leaving the College before the end of a contract, such as a catastrophic change in family situation, must be discussed with the Vice President for Academic Services. In turn, unusual circumstances such as very low enrollment that would require the College to reconsider the terms of contracts issued will be discussed with faculty in advance of any action taken.

EMERITUS

Upon recommendation of the President, the Vice President for Academic Services, and the faculty, the Board of Trustees may grant the title of "Emeritus" to the retiring faculty member who has served Barclay College with distinction.

A candidate for this honor should meet the following qualifications:

- Be recognized as a committed Christian, possessing such qualities of humility and meekness that the honor will be more for the glory of God and His work.
- Possess a record of excellence in his/her particular academic discipline.
- Shall have made a significant contribution to the life of the College.
- Shall have served Barclay College for a minimum of ten years.
- Shall have retired from active teaching upon leaving Barclay College.

Exceptions to these requirements may be made in special cases upon recommendation of the President, the Vice President for Academic Services, and the faculty.

The rights and privileges of Emeritus shall be:

1. Emeritus faculty's names shall be included in the College catalog with rank indicated.
2. Emeritus faculty shall be invited to walk at the head of academic processions at convocations.
3. Each shall be invited to attend faculty meetings as a non-voting member with the right to participate in discussions on all matters.
4. Emeritus faculty shall be invited to all faculty social functions.
5. They shall be entitled to faculty privileges regarding school social functions.

EMPLOYEE DEVELOPMENT GRANT

Funding for approved proposals will be granted as follows:

- The College will pay up to 100% of tuition, fees, and books, to a total limit of \$3,000 per employee per Barclay College fiscal year. Award amounts may be limited by the number of applicants and the total amount budgeted for educational assistance in a given fiscal year. Not all applicants are guaranteed an award. The maximum lifetime amount that may be awarded to an employee is \$9,000.

- Amount of release time granted, if any, will be determined on a case-by-case basis depending on the nature of the program, the employee's other duties, and the perceived benefit for Barclay College.
- Awards imply continued funding for the duration of the employee's program, but such continued funding is not guaranteed. Continued funding depends on successful progress in the chosen course of study and the availability of funds.

Employee responsibilities:

- Submit an annual report to the appropriate administrator, providing highlights from the past year's studies and documentation of success including copies of transcripts. The annual report is due one calendar year from the date of initial enrollment, and upon the same date in each subsequent year until the completion of the program.
- Submit a written request for continued funding, if desired, no later than February 1st each year.
- Following the completion of the program, remain employed at Barclay College at least one full year for each \$1,500 of award granted. The number of years required will be rounded up to the next whole number. The beginning of the first full year will be the earliest July 1st following completion of the degree. Employees who resign or are terminated for cause before the end of their 'required employment period' will be required to repay to the College \$1,500 for each year left on the required employment period.
- If reimbursement to the College becomes necessary, the total amount due is payable at the time the employee leaves the College. If the employee cannot pay the total amount at that time, he or she must sign a payment plan arranged with the business office to repay the total amount due with a minimum monthly payment of \$250.00. Fair market interest rates will be included in the repayment plan.
- Make satisfactory progress in their program. Employees, who fail to finish the program, may be required to pay back to the College some or all of the educational assistance amounts awarded to them. Such a requirement will be determined on a case-by-case basis by the President.
- Fulfill their duties at the College in a conscientious and timely manner while engaged in a degree program per their contract and any agreed-upon release time.

EMPLOYEE GRANT

Full-time employees of Barclay College are eligible for a discount for themselves, their spouses, and their children through age 25. The discount will be available to any employee, spouse, or dependent eligible for enrollment at the College. The discount will be applied according to the schedule below. The discount, which includes all other scholarships and grants granted by Barclay College, will not exceed the total tuition and general fees cost for off-campus students, and will not exceed the total tuition, general fees, and a 15% discount on room and board for on-campus students.

The employee grant can be deferred by full-time employees at the rate of one semester's full discount (for one person) for each year employed by the College during which the employee did not use the discount. Deferred discounts can be used for a maximum of five years following the last year of employment.

Non-renewal or termination of the employee shall result in the loss of all deferred employee grants.

On-Campus Students

The first year of employment	100% of current tuition and 15% of room and board
The second year of employment	100% of current tuition, 25% of general fees, and 15% of room and board
The third year of employment	100% of current tuition, 50% of general fees, and 15% of room and board
The fourth year of employment	100% of current tuition, 75% of general fees, and 15% of room and board
All subsequent years of employment	100% of current tuition and general fees, and 15% of room and board

Off-Campus Students

The first year of employment	40% of current tuition
The second year of employment	55% of current tuition and 25% of general fees
The third year of employment	70% of current tuition and 50% of general fees
The fourth year of employment	85% of current tuition and 75% of general fees
All subsequent years of employment	100% of current tuition and general fees

Graduate Students

The first nine years of employment	50% of current tuition
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Once the employee has worked nine years for the College; the tuition grant increases to 100% for the employee but remains at 50% for other qualifying family members.

EMPLOYER-PROVIDED BENEFITS (FULL TIME)

Full-time faculty members enjoy an excellent benefits program at Barclay College which includes the following employer-paid benefits:

- Employer portion of social security taxes
- Health insurance for employee
- Health Savings Account (HSA)
- Dental insurance for employee
- Life insurance for employee
- Disability insurance for employee
- Retirement plan
- Paid time off
- Sick leave
- Holidays
- Jury duty leave
- Bereavement leave
- Employee development grant
- Reimbursement of qualified moving expenses

Information about these benefits can be obtained from Human Resources or the Business Office. In addition, faculty may elect to purchase health and/or dental insurance for their families, invest in retirement funds, or purchase additional life insurance through the College's benefits program.

EMPLOYER-PROVIDED BENEFITS, DURATION OF

Benefits provided to faculty members by the College are included in the faculty contract and endure until the contract is fulfilled, resigned, declared breached, or terminated for cause. Benefits are described in general categories and are not convertible to dollar amounts. Benefits are paid to faculty members on an ongoing, monthly basis beginning with the month employed as long as the faculty member remains on contract or has been offered and has signed a contract for the following academic year. (No gap in health coverage, for example, during the summer months.)

If faculty members resign, breach their contract, or are terminated before the end of the contract date, benefits will end on the last day of the month in which resignation, breach, or termination occurred. This policy supersedes all terms and conditions outlined in the insurance benefit booklet in the event of a conflict.

EVALUATIONS

Faculty members are evaluated regularly according to the current faculty evaluation policy. The faculty position description, the provisions of this handbook, and the faculty member's own goals and self-evaluation form the basis of the evaluation process. Spiritual qualities, ability and performance as a teacher, sensitivity and availability in meeting students' needs, support of institutional goals and purposes, and ability and performance as a scholar are all elements of the evaluation. Evaluations are discussed with each faculty member and are intended to benefit students, the faculty member, and the College by promoting improved instruction, scholarship, and mentoring. Evaluations also provide a forum for identification of and discussion about any challenges or difficulties that impede quality service to students and that might lead the Vice President for Academic Services to consider non-renewal of their contract.

Copies of evaluation materials are maintained in the faculty member's file in the Registrar's Office per the current evaluation policy.

Faculty Evaluation Policy

Purpose:

The purpose of faculty evaluations is to ensure the continued growth and effectiveness of our teaching staff, promote the highest standards of academic excellence, and support the mission of the college. Evaluations provide a structured opportunity for faculty members to receive constructive feedback, reflect on their professional development, and align their contributions with the institution's goals.

Frequency:

Faculty evaluations will be conducted annually, typically during the spring semester. The exact timing and process will be communicated to faculty members at the beginning of each academic year.

Evaluation Components:

The evaluation process may include, but is not limited to, the following components:

1. Self-Evaluation:

Faculty members may be asked to complete a self-evaluation, reflecting on their teaching effectiveness, professional development, contributions to the college community, and alignment with the institution's mission.

2. Peer Review:

A peer review component may be incorporated, allowing faculty members to receive feedback from colleagues regarding their teaching practices, scholarly activities, and service contributions.

3. Student Feedback:

Student evaluations of teaching may be used to gather insights into the faculty member's effectiveness in the classroom, including their ability to engage students, communicate clearly, and foster a positive learning environment.

4. Administrative Review:

The administrator responsible for faculty evaluations may conduct a review of each faculty member's performance, considering factors such as adherence to college policies, contribution to institutional goals, and overall effectiveness in their role.

5. Classroom Observations:

Classroom observations by administrators or designated peers may be part of the evaluation process to provide direct insights into teaching methods and student engagement.

6. Professional Development Forms:

Faculty members are required to submit a Professional Development Form, documenting the professional development activities they participated in during the year. This form should include details on workshops, conferences, courses, or other relevant activities that contribute to their growth as educators and scholars. These forms will be reviewed as part of the overall evaluation process.

Adjunct and Affiliate Faculty:

Adjunct and affiliate faculty may not be formally evaluated. Instead, they may be coached or judged by their program chair based on classroom observations and student evaluations. If a formal evaluation occurs, it will be conducted as a desk review. This review will include an analysis of student evaluations and any other observations or information the administrator has. No interview or meeting with the adjunct or affiliate faculty member will be required as part of this evaluation process.

Adaptability:

To ensure that the evaluation process remains relevant and effective, the mode, method, and specific criteria for evaluations may be adjusted annually. Changes to the evaluation process will be communicated clearly to faculty at the start of the academic year. The administrator has the discretion to modify the evaluation approach to better serve the evolving needs of the institution and its faculty.

Outcome:

The results of the evaluation will be shared with each faculty member, and a meeting may be scheduled to discuss the findings, set goals for the upcoming year, and identify opportunities for professional development. Faculty members are encouraged to actively participate in this process and to seek out resources that will help them achieve their personal and professional goals. Copies of the evaluation will be kept in the faculty member's file in the Registrar's Office.

GRIEVANCES

The expectation of Barclay College is that members of the campus community will be able to resolve any disputes with one another in a mature attitude of Christian love and forbearance, each “consider[ing] the other more important than [them]selves” (Philippians 2:3). In keeping with the College's commitment to follow scriptural principles, faculty members who have a grievance against any other member of the campus faculty or staff must use the following application of Matthew 18:15-18:

Step 1: Complainant talks to the other individual(s) involved. If the issue is not resolved, then:

Step 2: File a verbal or written grievance with the Vice President for Academic Services, and together with the Vice President for Academic Services, meet with the other individual(s) involved. Complaints against the Vice President for Academic Services may be filed directly with the President of the College. If the issue is still not resolved, then:

Step 3: The faculty member, the Vice President for Academic Services, and the President meet together with any other individual(s) involved. The President at his or her discretion may include the members of the President's Cabinet. The decision of the President or the Cabinet is final.

If the grievance is against the College President, the complainant and the Vice President for Academic Services will meet with the President in accordance with Step 2 above. If the issue is not resolved, the aggrieved faculty member may submit a written request to the Vice President for Academic Services for the matter to be heard at the next scheduled meeting of the executive committee of the board of trustees. The Vice President for Academic Services must 1) notify the President that the request has been submitted and provide the President with a copy of the request, and 2) include the request for a hearing in his or her report and/or remarks to the executive committee. The President may take no action which would obstruct the hearing of the complaint. The chairman of the executive committee has final authority over the hearing of the complaint and may choose to grant or refuse a hearing. Any decision rendered by the executive committee is final.

Written documentation of complaints, minutes of meetings concerning the complaint, and any other relevant documents must be kept, and copies supplied to each party involved.

Expressing grievances in a manner inconsistent with the guidelines noted above is grounds for the following actions at the discretion of the Vice President for Academic Services and/or the President of the College: 1) Written reprimand, 2) Suspension from duties with or without pay, or 3) termination of employment. Examples of the inappropriate expression of grievances include, but are not limited to, sponsoring or participating in petition or letter writing campaigns against another employee of the College; involving students in disputes; using gossip, rumors, or slander; contacting alumni or trustees (outside the above guidelines), or other constituents of the institution; causing the disruption of services to students; or other actions which are intended to cause division or harm to the College, the students, or other employees of the institution.

JURY DUTY

A faculty member called for jury duty will normally be given time off with pay. As with other absences, the faculty member must make arrangements for classes to continue in his or her absence.

Faculty will receive their regular pay for the duration of jury duty, provided that:

1. The employee has been employed on a full-time basis for at least 90 days with the College.
2. The employee provides a copy of the Summons to the business manager as soon as it has been received.
3. The employee reports for work if he or she is released from jury duty – whether for a whole day or part of a day.
4. The employee turns in a time sheet, stamped in the Juror's lounge, which reflects the time served.

MOVING EXPENSES

For full-time, salaried personnel who are relocating for service at the College, Barclay will pay for the expenses of a self-haul moving truck, fuel for the truck, and lodging during the move. The expenses must be pre-approved by the business manager. Receipts/bills of expenditures must be submitted before expenses will be reimbursed. Personal expenses such as meals while traveling are not reimbursed.

NON-RENEWAL OR TERMINATION

The College expects that faculty members will be primary contributors to the Christian community that is Barclay College, and will experience joyful, stable, and fruitful careers as educators at this institution. It is appropriate to note, however, that some circumstances or actions on the part of the faculty member would make him or her ineligible for continuing employment at the College:

Non-Renewal

1. Persistent decline in Christian living, habits, morals, commitment and vision, or in the upholding of the College's statement of faith, which the faculty member is unwilling or unable to correct.
2. Persistent weaknesses or inability in job performance which the faculty member is

- unwilling or unable to correct.
3. Persistent disregard for others in the campus community evidenced by insubordination with authorities, gossip, slander, backbiting, consistently negative attitudes, demeaning remarks, failure to follow proper grievance procedures, etc., which the faculty member is unwilling or unable to correct.
 4. Failure to perform duties assigned; persistent failure to perform tasks in a quality manner.
 5. Lifestyles or personal beliefs that are in opposition with the College's Statement of Faith and or publicly held stance.

Termination

2. Immoral Behavior.
3. Gross insubordination.
4. Failure to perform duties assigned; persistent failure to perform tasks in a quality manner.
5. Willful, intentional harm to the College or its people.
6. Misappropriation of funds or misuse of the College's credit cards or other financial instruments.
7. Failure to follow proper grievance procedures.
8. Abandonment of Christian faith and commitment, repudiation of the College's statement of faith, or blatant and unrepentant violation of biblical standards of behavior.

OUTSIDE EMPLOYMENT

The College discourages outside employment during the contract period, in order that the faculty member may concentrate his or her full energies on providing high quality services to Barclay College students. Faculty who accept appointments outside the College must insure that such commitments do not in any way infringe upon their work at Barclay College. Faculty must consult with and have approval from the VP for Academic Services before accepting teaching or writing appointments at other academic institutions. Approval is likewise required before faculty members provide any educational services that make use of the College's website, that claim any connection with Barclay College, or that use any of the College's technology or other services. (Please see also the current College **Technology Policy**).

PAID TIME OFF

Full-time faculty receive three (3) days of paid time off per year that are posted to the employee's account at the beginning of the new fiscal year. Arrangements for paid time off (except in emergencies) should be made with the Vice President for Academic Services two (2) days in advance. Professors should avoid scheduling paid time off when they have classes scheduled. If missing class is unavoidable, arrangements should be made for the class to continue in the instructor's absence.

No unused paid time off may be carried forward to the next fiscal year, and unused paid time off will not be compensated for at the end of the fiscal year or paid to an employee in the event of termination.

PARENTAL LEAVE

Maternity Leave

Faculty are granted two weeks of paid leave for the birth of their child, and up to four more weeks of unpaid leave. Additional unpaid leave may be granted upon receipt of proof of disability from an attending physician. Accumulated Sick Leave may be used to offset unpaid leave time.

Paternity Leave

Faculty are granted 2 days of paid leave for the birth of their child, and up to two more weeks of unpaid leave. Accumulated Sick Leave may be used to offset unpaid leave time.

Faculty must arrange with the Vice President for Academic Services in advance for their classes to proceed while they are on maternity or paternity leave. Early planning is expected to prevent interruption of educational services to students

PAYDAY

Employee checks are issued monthly on the last day of the month. When payday falls on Saturday, Sunday, or a bank holiday or College observed holiday, payday will be on the closest workday.

PAYROLL INFORMATION

Personnel cannot be paid until W-4 and an I-9 forms have been filled out and copies of two forms of identification (examples: Social Security card, driver's license) have been submitted to the Business Office. The mandatory deductions for State and Federal Income Tax and Social Security will be taken from each check and other deductions requested by the employee in writing.

PERSONAL DATA

The Registrar should be kept informed of correct address, email, and phone number data.

RETIREMENT

All faculty members shall retire at the end of the academic year in which they attain age 70, the normal retirement age. They may retire at the end of any academic year after attaining age 62.

Upon approval by the President, extensions of service beyond normal retirement may be made for definite periods not to exceed one year each.

Retired faculty are granted permission to use the College facilities, enroll in classes without charge, and attend sports and cultural events without cost.

SALARIES

The full-time faculty of Barclay College are paid according to a salary scale established by the administration and approved by the board of trustees. Faculty will be provided with copies of the scale upon request. Salary increases are provided for years of service and increasing levels of education. Part-time faculty of the College are paid by the credit hour, at a rate set during the budgeting cycle each year.

RETIREMENT PLAN

A TIAA/CREF retirement program is available to eligible employees who want a retirement plan.

SICK LEAVE

1. Full-time faculty are entitled to one sick day per month for each contract month, for a total of nine (9) per fiscal year.
2. Up to 9 days of unused or uncompensated sick leave may be carried forward each year, to a maximum accumulation of 45 days.
3. Unused or uncompensated sick leave will not be paid to an employee in the event of termination.
4. Faculty members exceeding the number of sick days available in their account may continue on unpaid sick leave with certification by their physician. Such additional unpaid sick days may not be “made up” at a later date.
5. Sick leave will commence on the first day the faculty member is absent from work due to illness or injury.
6. Faculty may be required to furnish a doctor’s certificate before returning to work.
7. Sick leave is only to be used for personal illness, assisting in the care of an immediate family member (parents, spouse, children) who is ill, or for routine personal medical care.

SOCIAL SECURITY

The College participates in the Federal Social Security program. All employees are automatically included. The employees and the College pay equal amounts as provided by law.



SECTION VII: ACADEMIC RESPONSIBILITIES & PROCEDURES

Responsibilities and procedures of faculty at Barclay College are arranged in alphabetical order in this section.

ACADEMIC ADVISING

All full-time faculty on the Barclay College campus are assigned students to serve as their academic advisors. This role is essential at Barclay College, providing a primary channel for students to receive guidance in educational planning, career decisions, and, in many cases, personal and spiritual matters.

Faculty are expected to be diligent in their responsibilities as academic advisors. This includes holding regular, scheduled meetings with each student within their major. Faculty are encouraged to familiarize themselves with the student's background by reviewing available academic records and considering factors such as the student's home life, employment, outside responsibilities, hobbies, interests, ambitions, goals, and time management, among other aspects.

While faculty officially serve as academic advisors to all students within their major, it is recognized that not every advising relationship will fulfill all the social, emotional, physical, spiritual, educational, and vocational needs of every student. Faculty are encouraged to refer students to other faculty members for specific guidance, to the Vice President of Student Services for additional support, or to professional counseling services through the Vice President of Student Services as needed. Further details and guidance for academic advising can be found in the appendices.

ACADEMIC FREEDOM

Barclay College upholds a shared faith and Christian perspective that supports the pursuit of truth. The College believes that true freedom, encompassing all aspects of life, is found uniquely through Christ. Faculty members are granted the freedom to present and discuss academic subjects within the classroom. However, they also bear the responsibility of guiding students to evaluate ideas and information through the lens of biblical principles. Students should be encouraged to explore diverse viewpoints, fostering the development of refined Christian critical thinking skills.

Faculty members are expected to recognize, respect, and align with the philosophy and mission of Barclay College in all their professional and personal conduct. Teaching strategies and methods should reflect a commitment to Christ and to high-quality education, honoring the College's Christian beliefs and overall mission.

ACTIVITY SCHEDULING

Group sponsors are to email faculty and, when necessary, place in the faculty boxes a list of students who will be absent from classes due to college representation, stating the time the group is expected to leave and return. The list should be circulated at least one week prior to the time of departure. Activities are not to be scheduled that interfere with mid-term and final examinations.

CHAPEL AND SPECIAL MEETINGS

All full-time faculty are expected to attend chapel (including the fall and spring conferences) and are encouraged to attend other college-related events and revivals. Faculty attendance at Convocation, Baccalaureate, and Commencement is required. Academic regalia is required for all three ceremonies. Faculty who do not own regalia may arrange to rent or purchase some by contacting the Registrar's Office. Affiliate and adjunct faculty are encouraged to march with the faculty at Convocation, Baccalaureate, and Commencement, but must also be attired in academic regalia to do so.

FACULTY MEETINGS AND COMMITTEES

All full-time faculty members must attend all faculty meetings unless excused in advance by the Vice President for Academic Services. Faculty members are responsible for remaining current on material discussed and actions taken at missed faculty meetings. Required faculty meetings will include both routine meetings during each semester, and special in-service meetings called prior to the beginning of each semester. Adjunct faculty are invited but not required to attend all faculty meetings. The Vice President for Academic Services will distribute a schedule of meetings each academic year.

In addition to faculty meetings, faculty are required to attend department and division meetings, as needed, in the departments and divisions in which they teach.

Full-time faculty members are appointed to serve on one or more committees of the faculty. Standing committees of the Barclay faculty include Academic Resource Committee, Christian Service, Discipline (C.A.R.E.), and Faculty Appeal. Faculty will also be required to routinely serve on accreditation- and assessment-related committees. Committee meetings are called by the chair of the committee; frequency of meeting depends on the nature of the committee or of particular tasks being accomplished on campus. Faculty are expected to make committee work a priority and attend meetings when called by the committee chair.

Adjunct and affiliate faculty are welcome and may elect to serve on faculty committees on a volunteer basis. Adjuncts and affiliates who join a committee are asked to remain committed to their committee for the duration of the semester and to be available on an equal basis with other committee members for committee assignments, meetings, etc.

GOVERNANCE

Barclay College faculty govern the academic affairs of the College in cooperation with the President's Cabinet and the Board of Trustees. Faculty are responsible for establishing academic policies and procedures. The Board exercises final approval over some matters such as major curriculum changes, graduation requirements, and academic goals and outcomes of the institution. The procedures for presenting proposals for review can be found in the **Shared Governance** policy.

LIBRARY ASSIGNMENTS AND SERVICES

Worden Memorial Library houses the book and periodical collection, a special Quaker collection, the children's literature collection, videos, records, filmstrips, microfiche, and other academic materials; and serves as the center for research and reference instruction at Barclay College.

Barclay also has extensive research resources available on the internet and participates in the interlibrary loan program of the Kansas Library System. Faculty should consult with the librarian if they are having any difficulty locating resources for research or their classes; it is probable that such resources are or can be made available on campus.

Working in the library can contribute significantly toward achieving several of the specific outcomes for students that College lists in the academic catalog. To assist students in accomplishing those outcomes, each faculty member should provide a bibliography with each course syllabus, make assignments that require research study, give opportunity for oral and written research reports, include test items over required assigned readings, and give recognition for research that is done well. Exemplary practice will involve students in original research and scholarship, particularly in upper division courses.

Faculty members may check out materials for the semester, although it is appreciated when they are returned after their use is completed. A memo indicating materials withdrawn is sent at the end of each semester.

Books, magazines, and other materials may be placed on reserve by faculty request. Reserve requisition blanks are provided for each faculty member. Materials that are not in the Library should be listed only if the faculty member furnishes her personal copy or orders copies in time to be processed before needed. Reserve lists are kept in a file at the Librarian's desk.

Faculty are required to play an active role in ongoing Library assessment. Each faculty member is required to become acquainted with and evaluate the Library holdings in his field. Faculty recommend to the Librarian which volumes should be discarded and when new acquisitions are needed. Book requests can be made directly to the Librarian.

OFFICES

Each full-time faculty member will be assigned office space. Office space may also be assigned for adjuncts on a space-available basis. Full-time faculty are required to establish and maintain open office hours that number no fewer than $\frac{1}{2}$ the number of teaching hours per week. Office hours should be conspicuously posted on the faculty office door, or in some other obvious location so that they are readily available to students. Faculty must be on campus no fewer than 2.5 times the number of teaching hours each week, to a maximum of 36 hours required.

Other office-related items are noted below:

- a. Mail: College mail going off campus and stamped by the College should be placed in the receptacle in the Welcome Center where it is collected daily. Incoming mail for faculty is placed in the faculty mailboxes in Phillips Hall (PA office), where it is then delivered to the faculty wing of Worden Memorial Library. Faculty are asked to collect their mail daily.
- b. Office Schedules: Faculty are asked each semester to provide a copy of their office schedules

to the Vice President for Academic Services and the Welcome Center receptionist.

PROFESSIONAL DEVELOPMENT

Full-time faculty are expected to invest in their professional development by attending professional meetings related to their teaching discipline, subscribing to professional journals, conducting research, etc. Each program budget contains funds that may be used for these purposes. Faculty are expected to set goals for professional development each year; these goals are included in the annual evaluation process with the faculty member and the Vice President for Academic Services.

Faculty must submit a “Professional Development Form” each year (typically during their annual evaluation) that documents their professional development. This form can be found in the appendices.

PUBLIC RELATIONS (see “PHILOSOPHY OF PUBLIC RELATIONS”)

TEACHING LOAD

The standard faculty teaching load is 12-15 credit hours per week or equivalent classroom hours as interpreted in this policy. Faculty may state their preferences for teaching hours when schedules are being prepared. While every effort will be made to grant requests, all full-time faculty are expected to be available for teaching duties from 8:00 AM through 9:30 PM, Monday through Friday. Any exceptions must be approved by the VP for Academic Services.

The policy for determining the number of teaching load hours for various subjects is as follows:

1. For regular subjects, the number of credit hours for instructors is the same as the number of credit hours for the student.
2. For laboratory science classes, the lab portion counts as two hours for the instructor, though the student receives one hour of credit.
3. Concert choir and musical ensembles count as three credit hours for the instructor, although the student receives one.
4. Private music lessons in which the student meets one-half hour per week with the instructor are evaluated at one credit hour for the instructor for each set of three students.
5. When a faculty member teaches several sections of the same subject, the number of credits required to make up a full teaching load may be adjusted depending on the nature of the subject matter and the student load involved.

In addition to teaching responsibilities, the faculty member should consider such duties as counseling, committee work, registration, new student orientation, sponsorship of a student organization, etc. as a normal part of his or her responsibility. When such assignments become unusually heavy, some credit may be given toward determining the teaching load.

Barclay College has also established a Minimum Course Enrollment policy that may impact a faculty member’s course load and responsibilities. For more information on this policy, see the policy in the appendices.

SECTION VIII: TEACHING AND CLASSROOM PRACTICE

Good teaching involves thoughtful planning, a clear focus on the outcomes for the particular session, a good introduction, the use of a variety of teaching methods, and an assessment of student learning.

To begin well, a teacher should be clear in his or her purposes, confident, and open to two-way communication. Instructors should state their expectations, outcomes, requirements, procedures and schedule clearly in the course syllabus. (Please see **Appendix B: Guidelines for Preparing the Syllabus** for requirements) As with all other human endeavors, learning happens best in an atmosphere of trust, which instructors must foster by keeping commitments, listening carefully to students, and investing consistently in student learning and growth. A warm, accepting, friendly, but still professional relationship with each student is essential for teaching success.

Barclay College faculty are expected to develop and use a variety of instructional methodologies in the classroom. Instructors should intentionally craft class sessions to maximize student engagement. Audio-visual equipment is provided in each classroom, with additional equipment available on campus. It should be the priority of each faculty member to continuously improve her skills as a teacher and facilitator of student learning.

Methods and instructional procedures should be selected based on how well they contribute toward achieving the course and lesson outcomes. Please see the appendices for additional guidance on writing quality course outcomes. Faculty members are encouraged to try to use new techniques and approaches. Each should in turn be evaluated to determine its usefulness, though faculty will want to keep in mind that a new practice must often be tried several times before its efficacy can be determined.

Some general procedures and policies for teaching and classroom practice at Barclay College are noted below:

ASSESSING STUDENT LEARNING

- A. **Assignments** should be constructed with assessment of student learning in mind: how does this assignment contribute to or demonstrate the achievement of the outcomes and of student learning in my class? Grading practices on assignments should be geared toward providing instructive and corrective feedback to students. Graded assignments should be promptly returned to students.
- B. **Classroom assessment:** Faculty are encouraged to learn and practice techniques for quick classroom assessment of student learning. A sample of these techniques is found in appendices; many more can be found in print publications and on the internet. Classroom assessment provides immediate feedback to the instructor concerning student learning and can be extremely helpful in evaluating the success of the day's lesson or planning the next one.
- C. **Quizzes and examinations:** Faculty members are responsible for developing and administer a variety of means for assessing student learning in their classes, several of

which will likely be traditional quizzes and tests. A comprehensive final examination is required for every regular course at Barclay College, unless permission to deviate from this policy has been secured from the VP for Academic Services. Writing valid test questions is an art, and faculty are encouraged to research the many helpful materials on the subject available in print and on the internet. Questions must be carefully constructed to measure what the instructor wishes to measure. The variety of questions on a test or quiz should appeal to different cognitive skills and styles and should be focused on measuring mastery of clearly defined course outcomes.

- i. Tests should not require more than the class period. There is a special schedule for final examinations, and all finals should be given during the finals period (the exceptions are evening classes which meet only once a week – these may administer the final in the last class period before the finals period.)
- ii. All quizzes and exams are to be returned to the students promptly so they may benefit from the grading of their work.
- iii. Since writing good tests and quizzes requires extensive investment, faculty will probably want to re-collect them after students have perused them. Uncollected tests or quizzes may not be re-used in subsequent semesters without substantial modification in content and arrangement.

D. Grading practices: Enough assignments, quizzes, and exams should be given to determine a valid grade for the students. Undergraduate students, particularly first-semester freshmen, will not be well served by grading practices that assign too much weight to any one assignment or examination. Once enough evaluation opportunities have been established, faculty are encouraged to give the student the grade that he has earned in the course. Grades awarded should reflect the Barclay College grade scale and the approved definitions for grades. Each professor should frankly explain in the syllabus the method of grading they use and be able to explain the specific grading standards for each assignment. Faculty should always be able to justify the grade given to the student. Students should be encouraged to check their progress at any time and have the right to expect that the faculty member will provide accurate information cheerfully and helpfully.

- i. **Changing grades:** Faculty are reminded not to change grades for a student on assignments, papers, or exams unless there has been an error in computing the grade. The student should have the opportunity to discuss her grade, but the instructor's original assessment made when it was possible to evaluate the work of the entire class is considered more reliable. At no time is a grade to be changed simply to gain eligibility for an extracurricular activity. Once a semester grade is reported to the registrar, it is considered final. Grades that have been reported to the registrar may be changed only if it can be shown that an error was made in preparing the report. In the rare event that a grade change is necessary, faculty should request a Grade Amendment form from the registrar's office. Grades may not be changed for any reason after two weeks have elapsed from the date of issuance by the Registrar's Office.
- ii. **Curves:** Faculty may at times elect to grade a particular assignment or exam on a "curve." Use of this practice on a routine basis is discouraged, since faculty should design evaluative instruments to accurately measure what students are expected to learn, and students should be accountable for mastery of the material. When a

curve is contemplated, the following considerations should be kept in mind:

1. The fewer number of students in the class, the less accurate the curve will be, and
 2. The work done should always reflect the definition of the grade that the instructor is considering awarding.
- iii. **Grade books and records:** Grades are recorded in grade books managed by the Student Information System, Populi. Faculty may also elect to use their own electronic grade-book programs or electronic spreadsheets to record grade and attendance records, but faculty who are doing so are asked to enter grades into Populi prior to the 5th Week grade check, midterm, and final semester grades.
- iv. **Grade reporting:** As noted above, grades are to be entered into the course gradebook on Populi at Week 5, midterm, and at the end of the semester. Due dates for turning in grades will be posted each semester on the College calendar. Some semesters the registrar may also request additional grade checks at various points in order to help advisors and the academic office stay abreast of student progress.
- v. **Incompletes:** Faculty are discouraged from reporting Incompletes. Only in those instances when make-up for illness, other unusual, excused absences, or justifiable extenuating circumstances extend beyond the grade reporting period is the report of an incomplete acceptable. For Incompletes given for any reason other than illness, faculty must consult with the VP for Academic Services before awarding the Incomplete mark. Incompletes must be completed within one calendar month of the end of the semester, or they will automatically be converted to an “F” grade. Thus, it is better in many circumstances for the student if the faculty member awards a *C-* or *D* rather than an Incomplete. A Removal of Incomplete Grade form is available from the registrar’s office for use in converting Incompletes to grades.
- vi. **Privacy issues:** Faculty must also remember that student’s educational records, including grades, are private information and are protected under the Family Educational Rights and Privacy Act. Grades may not be shared with anyone who does not have legitimate educational reason to see the information. For additional guidance, please see **Confidentiality**.

ASSIGNMENTS

Faculty requirements for each assignment, and expectations for assignment quality should be clearly specified; poor quality should not be tolerated and should either be returned for re-work or awarded a failing grade. Faculty should demand college level work of all students. Faculty may choose the paper style they prefer but should realize that students may have been taught only MLA. Term papers should be called for as early in the semester as the nature of the work will allow. Faculty should endeavor to assign work so that the average student spends two hours of study outside of class for every hour in class to earn a “C”. An occasional check of how much time students are actually spending on assigned work will be helpful. Assignments for upper division credit should be more

demanding in terms of skills and competence required rather than in length. Faculty must also communicate their policy for late assignments; typically a lower grade. Every effort should be made to instill respect for assigned due dates.

ATTENDANCE, FACULTY

Faculty are responsible to the VP for Academic Services for being present at every scheduled class session. If for any reason a faculty person cannot be present for a class session, he or she must notify the VP for Academic Services who will either officially dismiss the class or will assist the faculty member in finding a suitable substitute. Faculty members do not have the authority to dismiss regularly scheduled classes except in consultation with the VP for Academic Services.

ATTENDANCE, STUDENTS

At Barclay College, student attendance at classes is required. Faculty must keep accurate attendance records in each class and must publish their class attendance policy in their syllabus. Accurate attendance records are vital not only for internal college purposes, but also to satisfy requirements of the Federal Financial Aid rules. Each instructor is responsible for establishing her own attendance policies that instruct students regarding penalties for missing an excessive number of classes. Though there is no one set attendance policy, typical policies allow a few absences for illness or other reasons without penalty, followed by penalties imposed on excessive absences.

The professor is free to use any preferred approach to keeping attendance—a sign-up sheet passed around, oral calling of names, etc.—but whatever system is used, it must be used regularly and completely. **Attendance must ultimately be inputted on Populi.**

A "roster check" to determine the accuracy of registration records is conducted as soon as possible at the end of the first drop period. A prompt response from faculty is very important.

Notice of Missing Students

If a student develops a pattern of missing classes (has missed three classes in a row) the professor should contact the student and let the registrar know (an email to the student, copied to the Registrar, for example.) Students sometimes feel that all they need to do to drop a class is to stop attending, which can present serious refund and financial aid problems, especially when the Registrar learned of this action only when final grades were submitted.

CLASSROOM DRESS AND CONDUCT

Faculty are required to honor the dress code (Please see Dress Guidelines) and conduct themselves professionally in the classroom. Students are expected to honor the student dress code (please see the *Student Handbook*), and faculty should call violations in dress to the student's attention. Repeated dress code violations by students should be brought to the attention of the Vice President for Student Services. Students at Barclay College are required to conduct themselves in the classroom in a manner focused on learning and respectful of the instructor and other students. The instructor may need to spend time instructing the students about behavior expectations. Repeated violations of classroom behavioral standards should be brought to the attention of the Vice President for Academic Services.

COURSE SYLLABUS

The course syllabus is an essential link between the professor and the students. The importance of a clear, precise, and “student-friendly” syllabus can hardly be overemphasized. The syllabus also serves as part of the College’s permanent records, so certain information must be included. A quality syllabus serves both purposes well; it preserves an accurate class record for future reference and communicates the instructor’s plans, purposes, and expectations to the students. Please see **Appendix B** for specific **Guidelines for Preparing the Syllabus**, including the elements required at Barclay College. Syllabi must be presented and discussed with students during the first class session.

EQUIPMENT AND SUPPLIES

Classroom equipment (chairs, tables, lecterns, etc.) should not be moved from one classroom to another. If this seems necessary, an explanation should be given, and permission sought from the Registrar. Requests for new equipment are to be submitted to the Office of Academic Services.

Requests for repair or maintenance are to be submitted through email to Director of Operations. Audio-visual equipment not in the classrooms may be checked out through the Library or, in the case of computer or related technologies, through the network administrator’s office.

Office furniture and equipment furnished by the College are also not to be moved from one office to another without the consent of the Vice President for Academic Services. Faculty members are urged to exercise good stewardship of office supplies, copy machines, paper, classroom supplies, etc.

EXTRA CREDIT

Faculty are discouraged from allowing students to do extra work to redeem a poor grade. Faculty who deem it appropriate to offer extra credit should ensure that work of this nature adds substantially to the student’s knowledge or achievement and should be made available to all students rather than individual students looking to redeem a poor grade.

FIELD WORK

Field work is encouraged wherever it will provide clear benefit to the students. Discretion should be used in scheduling so that the privilege is not abused, students’ work is not injured, nor the work of other faculty members impaired. Each trip must be planned in advance and have the written approval of the Vice President for Academic Services. Individual faculty members report the names of students involved to the other faculty.

MEETING AND DISMISSAL

Each faculty member must be prompt in meeting his classes. Each class session typically opens with prayer or a brief devotional. Faculty should refrain from dismissing class late. The classroom should be left in readiness for the next class, and lights should be turned off and windows closed unless the room is to be occupied the next period.

RESEARCH

Involving students in research is essential to accomplishing several of the student learning outcomes that the College desires to achieve in the lives of our students. To assist students in accomplishing those outcomes, each faculty member should provide a bibliography with each course syllabus, make

assignments that require research study, give opportunity for oral and written reports of research, include test items over required assigned readings, and give recognition for research that is done well. Exemplary practice will include involving students in original research and scholarship, particularly in upper division courses. Faculty who wish to have students assist them with research work should consider establishing a Directed Research class for the student. The Vice President for Academic Services can provide faculty with further information regarding Directed Research courses.

TEXTBOOK SELECTION

Faculty assume responsibility for selecting suitable textbooks for their courses. Primary texts are to be of collegiate level, represent current and quality scholarship in the field, and be authored by scholars with recognized expertise. Where possible, additional consideration should be given to issues such as readability, bias of the author(s), and cost to students. Faculty must return textbook selection forms to the Registrar promptly when requested. The Registrar provides a due date for textbook selection each semester, as are instructions for entering selections into appropriate course pages on Populi. Faculty must plan well ahead of time to assist in providing quality service to the students. (Indeed, federal laws mandate textbook selection happen early enough in the semester to allow students adequate time to shop for books.)



SECTION IX: GENERAL POLICIES

ABSENCES & SUBSTITUTE INSTRUCTORS

All absences, except for sickness, must be arranged well in advance with the Vice President for Academic Services (VPA). Absences from class not due to illness should be carefully limited to ensure quality service to the students. When faculty are ill and unable to report to work, they must contact their students, the VPA and report the illness before their scheduled class time. If possible, they should try and arrange a substitute instructor or provide an alternative assignment for the students. If the faculty member is too ill to contact students, then the VPA should be given adequate time to notify students prior to the class. (See also **Jury Duty; Maternity and Paternity Leave; Personal Leave; Sick Leave**). The following policies are also in effect:

1. All absences must be approved by the Vice President for Academic Services (VPA). An extended leave of absence requires the approval of the College President.
2. Faculty who are absent to attend conferences or for other approved reasons must arrange for their student's learning in their absence, either through the use of a substitute or meaningful assignment for the students. Faculty members are expected to arrange their own substitutes with assistance, as needed, from the VPA.
3. Compensation for substitutes needed when the faculty member is on personal leave is the faculty member's responsibility.
4. The College will pay for a substitute instructor when the period of absence precludes functioning without a substitute and:
 - a. The College requires the faculty member to attend a conference or seminar.
 - b. The faculty member is attending a professional development conference or event.
 - c. Faculty take sick, maternity, paternity, or bereavement leave.
 - d. Faculty take a leave of absence.
5. Leave of absence – a member of the faculty may request an extended leave of absence for personal reasons or for purposes of study or research. Such requests must be approved by the VPA and the College President. When such a leave is granted, the employee retains his/her position at the College on an inactive basis and without pay. The employee is expected to return to active duty at the end of the specified period. Failure to do this may result in the loss of position or termination of employment.

CLASSROOM MEDIA

No one may use classroom TVs, projectors or multimedia equipment except during class sessions, in preparation for class sessions, department meetings or an approved and supervised STUGO event. Also, no classroom technology or media resources are to be removed from any classroom or any other established location without the permission of the Director of Technology. Noncompliant individuals will be charged a \$50 fine and/or be subject to other disciplinary action.

CREDIT CARDS

Credit cards may be issued to employees as an alternative and efficient means of payment for approved expenses.

1. Credit cards will be issued to employees only upon approval of the Vice President in charge of the employee's area or the President and the VP for Business Services.
2. Credit cards will only be used for business purposes. Personal purchases of any type are not allowed. In the event of accidental use of the College card for personal use, the employee is expected to immediately report the incident to the Business Office and make restitution.
3. Cash advances on credit cards are not allowed without approval from the VP for Business Services.
4. Receipts for purchases must be attached to an appropriately filled in purchase requisition and turned into the business office within three days of making the purchase or when traveling within three days of returning. In the case of meals and entertainment, each receipt must include the date, time, names of persons involved in the purchase and a brief description of the business purpose of the purchase, in accordance with Internal Revenue Service regulations.
5. Cardholders should make effort to ensure that purchases do not include sales tax. Tax-exempt certificates are available through the business office.
6. Individuals that do not adhere to these policies and procedures risk revocation of their credit card and/or disciplinary action.

DISABILITY POLICY

Newer construction on the Barclay College campus is substantially compliant with the provisions of the Americans with Disabilities Act; however, two of the older buildings (Phillips and Coppock Halls) are not. While the College looks forward to bringing all facilities into compliance as they are renovated or replaced, in the meantime, accommodations are made as necessary to assist persons with full access to all of Barclay's facilities and programs. Accommodations may include personal assistance from staff or other students, contracted special services from third parties, temporary modifications to physical facilities or normal policies, or other means agreed upon by the College and the person needing assistance. It is the intention of Barclay College to both accommodate disabled persons and continually improve the College's ability to do so through careful and intentional campus development as appropriate and fiscally responsible. Persons with disabilities should inform the Registrar of their needs and he will propose a plan for relocating classrooms and providing for other services.

DRESS GUIDELINES

The purpose for dress guidelines for personnel at Barclay College will be to contribute to a spirit and atmosphere of excellence and professionalism on campus.

Men: Appropriate dress for class, chapel, and offices shall generally include collared shirt and slacks, and appropriate dress shoes. Sweaters and dress coats are appropriate as well according to the weather and the occasion. Men should wear sport or suit coats for special occasions.

Women: Appropriate dress for class, chapel, and offices shall include dress slacks, skirts, or dresses, with appropriately modest blouses, dress shirts, jackets, sweaters, and other accessories.

All: Shorts, athletic shoes, t-shirts, and jeans are not appropriate for class, chapel, and office attire. When representing the College off campus, care should be taken to dress in a neat, clean, professional manner that is appropriate to the occasion. Faculty and staff may use more casual dress (but not including shorts) at their discretion on Fridays, with Barclay College attire suggested. Civic organization or church appearances require class/chapel dress. Consistent adherence to appropriate dress guidelines will be an expectation of all faculty and staff.

EQUIPMENT USE

The College does not make its equipment available for personal use.

GAS PURCHASES AT HAVILAND COOP SERVICE STATION

Authorized drivers of College vehicles driven on College business may charge gasoline purchases at the Haviland COOP Service Station. Such purchases do not require College paperwork but do require a signed charge slip at the station

HOLIDAYS

Holidays observed at Barclay College which affect faculty include Thanksgiving, and Good Friday. Other holidays that occur during regularly scheduled classes are not observed by the faculty or College staff. On those days, all employees receive regular earnings. The College offices are typically closed for Thanksgiving (Wednesday – Friday), Christmas and New Year’s Holidays (typically two days each), Good Friday, Memorial Day, and the Fourth of July.

INCLEMENT WEATHER POLICY

The Haviland campus will close or alter normal operations if weather conditions indicate that employees may be unable to reach the campus safely and on time. The College President, in consultation with others, if necessary, will determine the need for closure and whether the closure affects the entire College or only certain departments. The President will notify the vice presidents when a decision to close has been made. If the President is absent or unavailable, the decision shall be made jointly by the Vice President for Academic Services (VPA) and the Vice President for Student Services (VPSS). Should the VPA or VPSS be unavailable, the other may decide unilaterally or in counsel with other cabinet members.

Barclay will publicize Haviland campus closure primarily through email, but also when possible, on KJIL at 91.9 FM (Haviland translator – KJIL can also be heard in other communities at other FM frequencies: check local listings), KGLS at 93.1 FM, KWLS at 1290 AM, and KSN NBC TV. Announcements posted on KSN will also be available at their website: www.ksn.com. Normally the Vice President for Institutional Advancement will be the media contact.

Commuter students coming to the Haviland campus, staff, and faculty are responsible for monitoring the media outlets noted above to determine the status of the College. Commuter students or personnel who have questions regarding closure should call the VPSS or the VPA, or for employees, the vice president who supervises their department(s).

When the College closes due to inclement weather, the resulting absence of full-time, salaried personnel (including faculty) is considered administrative leave with pay. If some departments remain open, personnel required to work are not eligible for additional compensation or compensatory time off.

Faculty who wish to work when their department has been officially closed must have approval from the VPA. Normal support functions such as heat, technical support, telephone answering, etc., may be available only at a reduced level or not at all.

Faculty may choose to leave work early or refrain from coming to work due to inclement weather if they believe their safety is threatened. They must discuss the matter with the VPA before leaving the office or as soon as possible after making the decision to stay home. Faculty who decide to remain at home or leave early when the College is open will be considered to have used personal leave. Faculty may be required to schedule additional time with students or use other means to maintain course progress if classes are in session during the time that the faculty member elects to leave early or stay home.

INVENTORY

Each employee is responsible for filing with the Registrar or the Business Office an annual inventory of equipment and supplies under their jurisdiction.

KEYS

Appropriate keys will be issued to personnel upon employment. Administrators and staff are responsible for all keys issued to them. Keys may not be copied or loaned to students or other employees. Transfer of keys from one person to another must be done only through the appropriate office to keep key records in order. Employees are charged \$25.00 for lost keys.

Personnel needing access to areas not afforded by their normal key(s) should contact the maintenance office for access or, if the need is recurring, may request that an additional key be issued.

It is crucial for the security of the campus facilities that keys be handled carefully and kept only in the hands of those authorized to have them.

MAINTENANCE SERVICES

The College operates a maintenance department charged with upkeep and repairs on all College property and buildings. The College cannot furnish services such as those of an electrician, plumber or carpenter to personnel except in matters pertaining directly to College-owned property where the College has a specific responsibility. No staff employee should accept assignments or requests for maintenance services for personal projects of any personnel during College working hours.

NEPOTISM

- A. Individuals who are related by blood or marriage are permitted to work at Barclay College provided no direct reporting or supervisory relationship exists.
- B. Barclay College shall monitor and adjust employee placement within the facility to help prevent:
 - 1. Situations which might result in unfair or preferential treatment to any employee.
 - 2. Business decisions which might be disadvantageous to the College.
 - 3. Any member of an employee family from being able to supervise or to control another member of the same family and/or when a significant potential for incompatibility exists between positions.
- C. Family members are:
 - 1. Spouses and children (natural, adopted, or stepchildren)
 - 2. Brother/sister or Brother/sister-in-law
 - 3. Parents or mother/father-in-law
 - 4. Grandparents and grandchildren

Guidelines

- A. Family members will not be placed/assigned to work under direct supervision of another family member. If two (2) staff members within a department marry, a reasonable effort will be made to transfer one (1) of the employees to another department without loss of pay or seniority or permit department directors to establish specific working rules/guidelines governing issues relating to the operations of the college where relatives may be involved.
- B. Where there is a marriage or other change which causes an employee to become related to a co-worker or supervisor after they have been employed, the case will be reviewed by the President or designee of the President and an appropriate Cabinet member, who may choose to report the matter to the Board of Trustees for additional direction. The decision of the President and/or Board will be binding.
- C. If the situation involves a family member of the President, the Board of Trustees should evaluate the situation and make a decision.

OFFICE SUPPLIES

Office supplies are ordered through the business office periodically, and the expenses are posted to each department's budget. Personnel are asked to be good stewards of all office supplies and to conserve them wherever possible. Office supplies are for official College business only and should not be used for personal business.

PUNCTUALITY

Good attendance and punctuality are an important element of work at the College. In the event you are unable to report to work for any reason or will arrive more than fifteen minutes past your agreed-upon start time, you must notify your supervisor as soon as possible.

PURCHASING

All purchases relating to Barclay College are to be ordered through requisition forms, which can be obtained in the Business Office. These requisitions must be signed by the proper authorized person, must include the correct account number, and be given to the Business Office. The Business Office will then process the order if sufficient funds are in the department budget.

Under no circumstances are purchases to be made and charged to the College without prior authorization. The College Business Office will not honor such charges; they will be paid by the person who made the charge.

When a faculty member requests materials for the library, requests are sent first to the librarian.

REPAIR OR MAINTENANCE REQUESTS

Requests for building, equipment, and grounds repair should be communicated to the Director of Operations. Major projects or repair requests should be made to the Director of Operations and the Vice President for Business Services.

ROMANTIC RELATIONSHIPS - FACULTY AND STUDENTS

The power differential between faculty and a student diminishes a student's ability to give meaningful consent to a romantic relationship. Such relationships can also negatively impact the educational environment, the instructor's reputation, and the instructor's ability to teach effectively. Because of the potential for conflict of interest, exploitation, favoritism, and bias, such relationships may undermine the real or perceived integrity of the supervision, education, and evaluation provided. Terminating a relationship may cause bias (real or perceived) for or against the former partner (even unintentionally). Thus, the effects of a romantic or dating relationship can extend beyond the relationship itself.

For all these reasons, romantic relationships between individuals in inherently unequal positions should, in general, be avoided and, in the case of faculty and students – is prohibited.

Non-Traditional Student Exception

Exceptions to the prohibition on consensual relationships between faculty and students may be granted if the student is over the age of 22 and the instructor is not in a pedagogical, evaluative, or supervisory authority over the student. Any changes to the status of the educational or professional relationship must be reported to Human Resources (see "Reporting").

"Work Study" Employee Exemption

Students employed by the College under the Federal "Work Study" program are, in terms of this policy, students rather than employees and thus do not fall under any prohibition against relationships with other students. The only exception to this would be Teaching Assistants (TA) or Graduate Teaching Assistants (GTA), who may find themselves assisting instructors in classes in which a romantic partner is a student. This conflict of interest should be communicated to the instructor and their supervisor (if different than the instructor), and appropriate arrangements should be made.

Reporting

All consensual relationships between employees (faculty and staff) and students (undergraduate and undergraduate) must be reported to Human Resources, **regardless of whether evaluative or supervisory authority is involved**. Such reporting is required to implement the necessary arrangements should evaluative or supervisory authority become possible between the parties involved at any point in the future. Relationships can change over time and must be reported and managed differently when such change includes a supervisory or evaluative arrangement.

SAFETY

The safety of all members of the campus community is everyone's responsibility and concern. Good safety practices are encouraged. Any injury incurred on the job must be reported immediately to the VP for Business Services.

SECURITY AND FACILITY STEWARDSHIP

Faculty members are responsible for helping ensure that offices, classrooms, and buildings on campus are cared for and kept secure.

Classrooms: Please leave classrooms clean and neatly arranged for the next professor. Boards should be erased, audio-visual or computer equipment switched off or readied for the next user, and furnishings positioned for the next class. Professors should ensure that windows are closed, and, if the room is vacant, ensure that lights are off. Classroom building exterior doors are left open until after the last class of the day.

Offices: To protect the privacy of files, student records, and personal material, faculty office doors should be left closed and locked whenever faculty members are away for more than a few minutes. Faculty members must remember that an expectation of due diligence exists regarding student records, grades, and confidentiality. When leaving for the day, faculty members should ensure that office lights and computers are turned off, windows closed, and doors locked. The last faculty person to leave the faculty wing of Worden Memorial Library should ensure that hallway lights are off, and that the exterior door is locked.

SERVICE

All personnel are expected to provide quality service to students, their parents, other members of the campus community, and various external constituents. Barclay College exists to serve. Every member of the campus community must commit and recommit to providing a high level of courteous, friendly, helpful, professional service to every person with whom they come into contact in the course of their duties at Barclay College.

SEXUAL HARASSMENT

For information on the College's sexual harassment and Title IX policies and procedures, see the appendices.

SOCIAL MEDIA

Barclay College recognizes that social media sites (such as Facebook, Twitter, YouTube, LinkedIn, Instagram, and other sites) are an important and powerful tool to connect and communicate in a meaningful way with others.

A. Objective of Barclay College Social Media Sites:

Barclay College uses social media sites to extend the college's reach and influence online by connecting and building relationships with key audiences, such as prospective students, current students, donors, and alumni.

B. Management of Barclay College Social Media Sites

1. The Barclay College Marketing Department has responsibility for all social media sites that are related directly (OFFICIAL) or indirectly (RECOGNIZED) to Barclay College and use its name or a variation of its name in the handle.
2. The Barclay College Marketing Department has responsibility to establish and enforce policies for all Barclay College Official and Recognized social media sites.
3. Students who work on Official sites must sign a document that says they have read and will abide by the Social Media policy. Students are only given restricted access from the Marketing Department.

C. Official sites

Official sites are managed directly by the Marketing Department. Additional official social media sites may be added at a later time after careful consideration of constituent demographics, staffing resources and other factors.

Official sites include:

Facebook

Barclay College
Kaleo Academy

Twitter

@BarclayCollege
@KaleoCalling

Instagram

@BarclayCollege
@KaleoCalling

Blogs (posted to Barclaycollege.edu)

YouTube

Barclay college

D. Recognized Sites

Recognized sites are managed by a department, program, or organization related to Barclay College and which uses its name (or variation) in its handle. While these sites or blogs will be maintained and monitored by the appropriate department or group, they are required to follow the Barclay College Social Media Policy and Guidelines.

It is strongly suggested that students working with Recognized sites be given access via posting tools rather than giving them the account email/password credentials.

The Marketing Department regularly monitors Barclay College Recognized social media sites through visits to the sites and the use of social media monitoring software. Any postings, comments or images that violate college policies will be brought to the attention of the owners of college Recognized social media sites.

Recognized sites as of 11/02/2020

Facebook

Barclay College Online
 Barclay College Alumni
 Barclay College - Graduate Program

Twitter

@BarclayMen
 @BarclayWbb
 @BearsRecruiting

Instagram

@BarclayCollegeOnline
 @BarclayAthletics
 @BarclayCollegeWbb

E. Starting a new recognized site

Departments, programs, and organizations are required to contact the Marketing Department to establish a new site or blog that is associated with Barclay College for it to become a Recognized site.

F. Barclay College personal employee or personal student pages

All students and employees are charged with the responsibility of presenting themselves and their college to the public in the best possible light. Conduct that tends to bring reproach upon the name of Barclay College will be dealt with at the discretion of the Administration. Willful, intentional harm to the College or its people is prohibited. Social media platforms require responsibility and discernment by participants, and participants should use great care to not libel the College or others, remember that information on the internet is available for public consumption, and it does not have an expiration date.

Any form of bullying, sexual harassment, discrimination, and abusive behaviors will not be tolerated by the College.

Barclay College Social Media Guidelines.

1. All Official and Recognized Barclay College social media sites must follow all relevant Barclay College polices regarding privacy, personnel, records, etc. These include, but are not limited to:
 - Confidentiality section of the Employee Handbook.
 - Students: Public criticism pg 38
 - Marketing Logo and Graphic Guidelines

Posts, comments and images are ultimately the poster's responsibility. Participation on behalf of Barclay College in the social media environment is an opportunity, not a right.

2. **Official and recognized social media sites** should develop a message and management strategy. Be sure your site supports the mission of Barclay College and your group. Determine who will manage and monitor the site and respond to followers. Be realistic about the time commitment involved.
3. **Official and recognized social media sites** should actively maintain their social media community. Post fresh content at least one to two times a week and actively engage users. Do not let the site go inactive, as non-activity reflects poorly on the College.
4. **Act professionally at all times** when engaging online on behalf of Barclay College. Assume that you are representing Barclay College when you use any social media channel and choose to identify your affiliation with Barclay College. Social media tends to blur the line between professional and personal relationships. Use privacy settings to restrict personal information on public sites and be thoughtful about the information and photos you choose to upload.
5. **Respect your audience**, Barclay College, and your coworkers. Comments or postings should be meaningful and respectful. Don't spam and don't make remarks that are off-topic or offensive. When you disagree with someone else's opinion, be appropriate and polite. Remember that Barclay College's founders placed a great value on human worth and equality for all and believed men and women should be guided by the principles of justice, mercy, peace, compassion, love, and respect.
6. **Social media is a conversation.** Talk like you would talk to someone else. Use first person when writing, and avoid "composed" language. Encourage comments.
7. **Don't tell secrets.** Do not share confidential or inappropriate information about students, prospective students, faculty, staff, vendors or others affiliated with Barclay College. Avoid discussing or speculating on internal policies or operations.
8. **Be honest and transparent** about your relationship with Barclay College when posting content or making comments. Never hide your identity if you are promoting the College through social media.
9. **Be accurate and check your facts** before you post. If you do make an error, correct it quickly and visibly to earn respect from the online community.
10. **Be sure information is appropriate** to all users and stays on topic. Think through whether the information will be of interest to everyone. Excessive self-promotion or sales-type postings are viewed negatively by users, and abusers will be banned from Barclay College social media groups. Barclay College bloggers are strongly encouraged to stay on topics related to the College and the blog's purpose. Any off-topic posts or personal information is better suited to the poster's personal social media pages.

11. **Respect copyright and fair use laws** when referencing someone else’s work and provide credits or links when appropriate.
12. **Never post anything you wouldn’t want someone else to see.** Even though you may delete or remove a post or comment from your page, other people may have kept it on their pages.

Contacts

Contact the Marketing Department to create a new social media site or blog or to register an existing site or blog that is affiliated with Barclay College. Also contact the Marketing Department for any significant issues of concern that arise on an affiliated site or blog.

TELEPHONE SERVICE

The college phones should normally be used only for institutional calls.

TOBACCO AND ALCOHOL PRODUCTS

To assist each member of the College community in maintaining good health and a vital Christian testimony, and to assist with developing the overall well-being of the campus community, Barclay College is a tobacco and alcohol-free college on the main campus and at all extension sites.

TRAVEL

Administrators or staff who travel on College business must retain receipts of all expenses. Meal expenses which will be reimbursed by the College are limited to \$25.00 per day. Travel expenses for employees are charged against the appropriate departmental budget.

The following types of travel expenses are reimbursable when employees are on business for the College:

1. All transportation expenses.
2. All lodging expenses.
3. Meal expenses up to \$25.00 per day.^{3*}
4. Conference registration fees.
5. Special workshop fees if pre-approved.

Incidental personal expenses that employees incur while traveling are not reimbursed by the College.

Principles to observe when planning travel include the following:

1. Be a good steward: research several different travel and lodging possibilities to secure the best combination of price and service. Begin planning early.
2. Remember that nearby hotels may be substantially cheaper than convention hotels. Check convention policies to see if any penalties are imposed for lodging at a different hotel.
3. Look for hotels that include breakfast in the price of the room.

³ For most trips. Trips to certain metropolitan areas may qualify for a larger per diem allowance. Employees should check with their supervisors.

Procedures for administrators or staff to follow when planning travel or away from the College:

1. Plan your travel and requisition needed funds well in advance for each trip. Include a request for cash if desired, or plan how incidental trip expenses will be covered.
2. Discuss payment options for conference fees, transportation, lodging, and meals with the business manager (cash, check, or credit card).
3. Reserve vehicles through the President's secretary well in advance of the date needed.
4. Upon return, supply receipts for overnight accommodations, registration fees, meals, transportation tickets, etc. ALL EXPENSES must be accompanied by a receipt! Fill out the correct forms and return them to the business office.

Prior approval must be obtained before travel arrangements are made.

VEHICLES

College vehicles may be checked out for college-approved travel. Arrangements to use a college vehicle are to be made at least three days in advance of the expected usage. Anyone driving a college vehicle must be approved and placed on the college insurance policy. Cell phones are not to be used while driving a college vehicle.

WORK HOURS

The workweek of all employees begins on Sunday at 12:01 a.m. and extends to the following Sunday, 12:01 a.m. The normal workday for a full-time employee consists of 8 ½ or 9 hours – 8 hours for work and ½ to 1 hour for mealtime break, unless stated differently in their contract. The normal workweek consists of five (5) days.

APPENDIX A: ADVISOR NOTES

Most full-time faculty on the Barclay campus are assigned students for whom they will act as academic advisor. The role of advisor is a crucial one at Barclay College, since it is the primary avenue through which students receive help and counsel with their educational planning, career choices, and in many cases, personal and spiritual issues. The information compiled in this appendix will assist faculty in their role of advisor. Faculty must also be familiar with the current edition of the *Academic Catalog*, and the academic policies and procedures found in the body of the *Faculty Handbook* and in the **Policies and Procedures** section of this manual. Faculty should feel free to contact the registrar or Vice President for Academic Services for assistance or clarification whenever needed.

ACADEMIC PROBATION

Students are placed on academic probation whenever their grade point average (GPA) drops below the minimum required to remain in good standing. The required GPA is determined relative to the number of hours the student has attempted and is listed in the section on **Grade Point Averages** found below and in the *Academic Catalog*.

Advisors should be aware that academic probation limits a student to 12-13 hours of academic work per semester, and carries other limitations on students as well, including required enrollment in the Tutoring Center course, and may result in the loss of eligibility for athletics and choir touring. Please see the *Academic Catalog* for further information on academic probation and academic suspension.

The Registrar notifies students of academic probation following the end of each semester and notifies advisors as well.

ACTIVITY CLASSES

Students in activities courses such as varsity sports or choir or ensemble no longer are required to be enrolled. If they desire credit for the class they must enroll for credit and need to understand that they cannot change the enrollment status after the beginning of the semester—i.e., they cannot add the class to their enrollment after the semester begins or drop it back to no credit.

ADVANCED PLACEMENT

Advanced credit is given for several reasons: Advanced placement from a national AP or IB program, credit for a very high Bible Knowledge Score, credit for achievement for English and math if the ACT/SAT is high enough etc. If the student does not have credit for these things on their transcript and feel they ought to, please have them contact the Registrar.

APPLICATION TO PROGRAM/MAJOR

For some majors, students need to apply to be accepted into the major by the second semester of their sophomore year. Advisors of students in those majors requiring acceptance should remind students, especially during the freshman year, that entrance to a major is not automatic and that they do need to apply. Forms for doing so may be obtained from the advisor or from the registrar and should be filed in the registrar's office.

BIBLICAL STUDIES COURSE REQUIRED

Every student should have a biblical studies course each semester. Any course with the numbers beginning with BI, NT, OT, or TH will count as a Bible class. Bible Study Methods needs to be successfully passed before students may enroll in 300- and 400-level Bible classes.

CLASS LEVELS

Students are allowed to enroll in classes one level higher than their standing, i.e. a freshman may enroll for a sophomore class; a sophomore may enroll for a junior class. Before a student may take a 300- or 400-level course they must complete the sequence of English courses (EN100 and EN200). Bible Study Methods must be passed before students may enroll in any 300- or 400-level Bible Class.

CONFLICTS IN SCHEDULE

The Registrar does their best to avoid scheduling conflicts and is willing to work out conflicts if doing so does not create additional ones. When helping students enroll in classes, be sure to alert the Registrar if a student desires to take a class that conflicts with another class in which they also must enroll.

COURSE NUMBER

The numbers of the courses give much data about the course availability:

- First digit shows level: 1=fr. 2=sm. 3=jr. 4=sr.
- Second digit indicates the year offered: "0"=every year; odd = odd year (based on fall semester); even = even year (based on Fall semester); "9" on demand or as needed.
- Third digit tells the semester: odd = fall; even = spring.
- Fourth digit, if there is one, is the credit value to distinguish between 3-hr and 2-hr classes with the same name.

The current issue of the *Academic Catalog* contains an additional illustration of course numbers and their meaning.

DEGREE AUDIT

A degree audit for advising students is available on the student management system (Populi). The degree audit is a report indicating which requirements toward graduation in a particular major the student has already completed, and which need yet to be done.

D GRADES

A student is allowed to have one "D" grade in the Bible portion of the curriculum and still be graduated. No "D" however counts for the professional portion of the major. (Please see also **Grade Point Averages**)

DIRECTED RESEARCH

Junior or Senior level students may do a Directed Research class for 1 to 3 credit hours by arrangement with their faculty advisor, or with their advisor's approval, another faculty member who will be willing to mentor them. The faculty mentor approves a project and does the final evaluation. Directed Research classes should be research projects related to the student's professional field and the faculty member's own scholarly work. They are intended to produce

serious, scholarly work, and should not be used simply as a “filler” to accumulate hours toward graduation. The grade for the Directed Research may be a letter grade or a “P,” which the student and the professor will agree on prior to the beginning of the class. A syllabus for the student that outlines the work to be done and the instructor’s expectations is required. Directed Research classes have not carried the stipend for the faculty that Independent Studies have, since the faculty mentors are benefiting from the student’s research work. Directed Research courses may be arranged directly between faculty members and students; however, the VP for Academic Services and the registrar must be informed of the arrangements, and the instructor must submit a syllabus to the academic office.

DROPS/ADDS

To withdraw from a class, students must speak with their advisor first and, if approved, the advisor or student will contact the Registrar who will make the necessary notation in Populi. No student is officially withdrawn from a class until this procedure is completed. Refunds and transcript entries will be calculated from the last date of class attended but will not be computed until all paperwork is returned to the Registrar.

No record is kept of courses dropped during the first two weeks of a semester. During the next eleven weeks, courses dropped will show on the record as "W." No withdrawals are allowed during the final 4 weeks of the semester. A fee may be charged for adds/drops after the first two weeks.

If in the middle of a semester, a student concludes that they no longer want to attend Barclay College, they need to come to the Registrar’s Office and obtain an **Honorable Withdrawal form**. This form requires the advisor’s signature before all others will sign. This ensures those signing the form that the advisor has thoroughly discussed this matter with the student. The Honorable Withdrawal must be completed or students leaving campus will remain enrolled in their classes and thus suffer the likely failure in all courses, adversely affecting their GPA. Honorable Withdrawals are not an option for students who have completed 60% of the semester.

ENROLLMENT PROCEDURES

Returning Students

1. In the middle of each semester, students work through their schedule with their advisors in preparation for the following semester. When the student has decided on a course schedule and obtained the advisor’s approval, the advisor locks the registration in Populi. The advisor should examine the student’s degree audit noting which courses are available in the upcoming semester.
2. The Registrar processes the enrollment and prepares a printed registration sheet for each student which details the time, place, and location of each course for the new semester. If a student is on course to graduate in the upcoming year, they will be asked to complete an Intent to Graduate/Petition to Graduate form.
3. On Registration Day (first day of the new semester) students sign the FERPA form, pick up their copy of the registration sheet, take it to our IT Department, have their picture taken and visit the Financial Aid and Business Offices. At the same time, student can discuss campus employment, vehicle registration, Christian service requirements, audition for musical or drama ensembles, and other student matters.
4. Students pick up their registration copies and visit the above stops on a first come, first

serve basis.

5. If students desire changes on the registration sheet they must confer with their advisor before any changes will be made. **Thus all advisors need to be present and available all day during Registration Day. Students may add or drop a course (without penalty) until the 10th day of each semester.**

New Students

1. During the summer (or the fall for the spring enrollment) the Registrar often engages new students in the enrollment process and serves as the advisor to make sure new students are enrolling in the correct or best courses.
2. The Registrar enters all transfers of credit and the results of any placement exams into the student's Populi file so if the advisor chooses to engage with new students in the enrollment process they can be assured that the courses for which they are enrolling new students are necessary. New students are required to take the Bible Knowledge Exam as part of their orientation.
3. On Registration Day new students follow the same procedure as the returning students.

FULL-TIME/PART-TIME

The full-time student load at Barclay College is 12 to 18 semester hours. Students enrolling for more than 18 hours will be charged the per-hour tuition rate for each hour above 18. Students enrolling for fewer than 12 hours are considered part-time. Part-time status has a decided effect upon a student's financial aid, and advisors should encourage students to visit with the Director of Financial Aid whenever a change to part-time status is contemplated.

GRADE POINT AVERAGES

Grade point averages (GPA's) at Barclay College are calculated using the values shown below.

Academic credit is awarded for classes completed with a passing grade (D- or higher). Grading and grade point values are shown below:

Affecting one's GPA:

A=Superior	4.0 points
A-	3.7 points
B+	3.3 points
B=Good	3.0 points
B-	2.7 points
C+	2.3 points
C=Adequate	2.0 points
C-	1.7 points
D+	1.3 points
D=Minimal	1.0 point
D-	0.7 points
F=Inadequate	0 points
WF=Withdrawn, not passing	0 points
I=Incomplete	0 points

Not Affecting one's GPA:

WP=Withdrawn passing	0 points
W=Withdrawn	0 points
P= Pass	0 points
NP= No pass	0 points

Mid-semester and semester grades are issued to all students enrolled for credit.

The grade-point average (GPA) is computed by dividing the total number of grade points earned by the number of hours taken. Because "F" and "WF" grades do not add points to the dividend they count as a penalty. Transfer Credits do not affect the Barclay GPA unless they replace an "F" grade. The minimum cumulative GPA which must be achieved in order to continue in good standing is as follows:

<u>Hours completed</u>	<u>Required GPA</u>
1-24	1.75
25-55	1.90
56 and up	2.00

GRADES, DEFINITION OF

The meaning of the various grades assigned at Barclay College is outlined below. Professors should keep in mind that grades awarded should be reflective of work that meets the following definitions. Grading practices should be adjusted accordingly if grades awarded to students do not match these criteria:

A grade of **A** represents

- Superior understanding of course material evidenced by almost no errors in fact, and the ability to analyze that material critically, synthesize creatively, and evaluate carefully.
- Complete, sound techniques of scholarship in all projects.
- Creativity, imagination, and intellectual curiosity in relating the course material to other courses and thoughts. Clear, effective ability to communicate concepts, implications, analysis, synthesis, and evaluation from the course to other students and faculty.
- Evaluative ability that specifically includes sound judgment grounded in biblical principles and precepts.

A grade of **B** represents

- Good understanding of course material evidenced by very few errors in fact, and the ability to state generalizations and implications from the material learned.
- Understanding of and consistent application of techniques of scholarship in all projects.
- The ability to communicate concepts and implications from the course to other students and faculty.
- Evidence of increasingly sophisticated ability to evaluate the course material from a biblical perspective.

A grade of **C** represents

- Adequate understanding of course material demonstrated by few errors in fact or internal connections when discussing or testing on course material.
- Adequate competence in techniques of scholarship: reasonable logic, consistent effort to document sources, reasonably clear writing, etc.
- Satisfaction of the minimum standards for the course in terms of reading, preparation, and class participation. The student can articulate several main themes from the course material.
- Evidence of ability to evaluate the broad themes of the class in light of general biblical concepts.

A grade of **D** represents

- Minimal understanding of course material demonstrated by periodic errors in fact or internal connections when discussing or testing on course material.
- Minimal competence in techniques of scholarship.
- Less than adequate reading, preparation, and participation in and for the course. The student has difficulty articulating major themes or concepts from the course material.
- Difficulty applying biblical principles to course material.

A grade of **F** represents

- Inadequate understanding of course material demonstrated by frequent errors in fact or internal connections when discussing or testing on course material.
- Inability to use sound techniques of scholarship: plagiarism (accidental or intentional), irrational or fatally flawed logic, inability to communicate in writing, etc.
- Failure to meet the course standards. The student cannot articulate major themes and concepts. There is minimal or no evidence of increased or changed knowledge, skills, attitudes, or behavior.
- Inability to connect biblical principles to course material.

GPA REQUIREMENTS FOR GRADUATION

Program	Cum GPA	Bible GPA	Major GPA
Ministry related Bachelor majors—BT, PM, MI, YM (see 99/00-51)	2.00	2.5 one D allowed	2.5 no D allowed
Non-Ministry related majors	2.00	2.3 one D allowed	2.5 no D allowed
Associate's degrees	2.00		

INDEPENDENT STUDIES

It is possible for a student to take an independent study from a professor if the professor agrees. Campus policy is to limit independent study to instances where the course is required for graduation, the college is not offering the class at a time appropriate to the student's progress toward graduation, and no online class is available. The procedure for establishing an independent study course is as follows:

1. The student contacts the Registrar and requests an independent study course form. The student then fills out the necessary sections and gathers the appropriate signatures.
2. The Vice President for Academic Services (VPA) collects and verifies the information from the student and then contacts the faculty member and completes the independent study contract. **Please note that Independent Study and Directed Research are NOT synonymous.**
3. If the requested faculty member agrees to administer the independent study, he/she provides a syllabus to the student and to the VPA. The syllabus should outline the semester schedule for the independent study, and the faculty and student should hold as closely to the schedule as possible so that coursework is done at the agreed upon time.
4. Once a syllabus is obtained, the VPA sends the independent study contract to the Registrar

for enrollment, and the Registrar sends the paperwork to the Business Office for billing.

PREREQUISITES

Advisors must be careful to assist students in accomplishing prerequisite courses in a manner which enables smooth progress toward the student's academic goals. Prerequisites are listed in the catalog (Course Descriptions section) and are usually highlighted on the semester schedule.

REPEATED CLASSES

It is very important for repeated classes to be flagged as repeated classes. Make sure that if a student is repeating a class it is marked "R". The policy of the College is that all classes receiving an "F" grade should be retaken at the next available offering. Prior to 1998, repeated classes were calculated into the cumulative GPA based on the most current grade. The present system counts the highest grade.

REQUIRED PASSES

Before students may enroll for upper division classes, they must have successfully passed EN100 and EN200. Before they may enroll in upper-division Bible classes, they must have successfully passed Bible Study Methods.

TRANSFER CREDITS

Barclay College transfers credit from other colleges based on the other school's recognition by legitimate (US Dept. of Education recognized) accrediting agencies, academic policies in keeping with generally accepted collegiate practice, and compatibility with Barclay College coursework, goals, and mission. Only the Registrar or Vice President for Academic Services may make final judgments as to the transferability of credits from other institutions. Faculty members should be careful to refrain from making commitments to students regarding whether courses will transfer. Please see also **Grade Point Averages**.

APPENDIX B: GUIDELINES FOR PREPARING THE SYLLABUS

The course syllabus is an essential link between the professor and the students. The importance of a clear, precise, and “student-friendly” syllabus can hardly be overemphasized. The syllabus is also part of the College’s permanent records, so certain information must be included. A quality syllabus serves both purposes well; it preserves an accurate class record for future reference and communicates the instructor’s plans, purposes, and expectations to the students.

Below is a list of the items a syllabus at Barclay College must include. These may be in any order, though using the course title and semester as a heading is customary.

1. College name
2. Course name
3. Semester
4. Instructor’s name
5. Instructor’s campus email address and phone number
6. Course number and description (the exact wording from the catalog)
7. Course outcomes
8. Institutional outcomes
9. Course text(s)
10. Course requirements
11. Attendance requirements and policy
12. The College grade scale (deviations permitted only with approval from the VP for Academic Services)
13. Course schedule (calendar), including at the least due dates for major projects and exams, and outlining the general progress from the beginning of the class to its conclusion.
14. The following statement on the College’s responsibility for students with documented disabilities:

Provision of Accommodations, Adjustments, or Aids to Students with Needs: Barclay College provides and coordinates services to students with needs to accommodate them and promotes equal access to educational opportunities. Information regarding accommodations for students with needs is available from the Vice President for Student Services, the Vice President for Academic Services, or the Director of Student Success. Accommodations are provided on an individualized, as-needed basis, after the student requests assistance.

It is the responsibility of the student requesting the accommodation to have documentation from an appropriate diagnostician (e.g., physician, psychologist, or past educational organization) regarding the nature of his or her need and the necessity for any requested academic adjustment or auxiliary aid. For example, students requesting academic accommodations will often submit their IEP/504 documents from their high school (this is acceptable documentation and helpful

for shaping present accommodations). However, even if a student does not have access to documentation or a medical professional, they may still request accommodations. But, if a student does not request an accommodation, Barclay College is not obligated to provide one. It is also the responsibility of every student (whether provided with an accommodation or not) to communicate with all their instructors regarding any problem or issue involving a need.

Other optional items that instructors are encouraged to include that are very helpful for students are as follows:

1. An introductory paragraph that gives some of the rationale for the course and communicates some of the instructor's enthusiasm for the class.
2. A section that expands on the instructor's approach to the class – how it will be taught, expectations for written assignments, guidelines as to citation styles accepted, expectations for student participation, etc.
3. The day of week, room and hour information
4. A paragraph encouraging contact with the instructor outside of class, and providing details such as office hours, other email addresses, etc.
5. A disclaimer noting that the instructor reserves the right to make changes during the semester. Professors should note that in some court cases syllabi have been considered binding contracts, so the disclaimer could be an essential element should you wish to make changes. It also relieves the ethical dilemma of having communicated something to students at the beginning of the class that desperately needs to be changed by midterm – you haven't broken any promises if you make it clear from the beginning that you will make changes as needed to improve the class or address student needs.
6. References to student handbook policies such as academic integrity and inclement weather closure.
7. Prerequisites/co-requisites of the class.
8. A bibliography of additional resources the students may wish to consult.

It is also important to note that professors should review and update syllabi each time the class is taught, being careful to keep date and semester information current, reviewing the course material, and ensuring that the content, presentation, and assignment plans are still relevant and appropriate. Special attention should be given to ensuring that library and internet research assignments are included.

Electronic copies of syllabi should be uploaded to the Populi course page by each semester's first day of class. Earlier is much appreciated. A sample of each semester's syllabi is reviewed before they are committed to the files as part of the College's permanent record. Typically, first-time instructors' syllabi receive a stricter review than more experienced faculty members, and changes in wording or the inclusion of missing information may be requested as needed for clarity and the satisfaction of these guidelines.

Hard copy versions of syllabi are maintained in the Registrar's office and on Populi and may be consulted for reference concerning how a particular class was constructed by a previous professor or for ideas on presenting the various elements noted above.

Note: It is becoming increasingly common for departments and divisions to review and finalize course outcomes for quality assurance and for assessment purposes. This renders them “static,” like the course description, unchangeable. Please consult with your department or division chair before changing course outcomes.

Some Important Notes on Course Goals and Outcomes:

1. Course goals are the broad, generalized attitudes, skills, and behaviors a professor wishes a student to gain from the class. They are not necessarily measurable quantitatively, but they form the foundation upon which the course is built. They are the first step in course planning: “What do I want my students to know, feel, and be able to do as a result of taking this course?” “Students will be inspired by the opportunities for ministry within this field” is a course goal.
2. Course outcomes are the specific, measurable outcomes used to indicate that the students are accomplishing or have achieved the instructor’s goals for the course.
3. The course outcomes are the heart and soul of the syllabus and the course and are the next element, after goals, to outcomes when planning a course. The outcomes that the professor wants the students to accomplish must be determined well before the class starting date, as they will determine the choice of text, teaching methodologies, assignments given, professor expectations, etc. Give your best and most creative thought to the course outcomes, and the remainder of the syllabus and class will fall into place much more easily.
4. Professors must keep in mind that course outcomes must be measurable. College instructors should have the means for measuring the accomplishment of each course outcome clearly in focus before including the objective in the syllabus. Outcomes that cannot be measured should not be included or re-worded so that measurement is possible. For example, “students will be inspired by the opportunities for ministry within this field” is a course goal but not a measurable outcome. However, a slightly different approach, “students will be able to list five people who have excelled at ministry in this field and summarize their contributions,” yields a measurable objective and provides strong evidence that the goal is being achieved. In addition, the effort to make each objective measurable often serves as helpful clarification for the instructor’s thinking, thus sharpening and refining the professor’s purposes and intentions for the class.
5. No set number of course outcomes is required, though typically, four (4) outcomes will be appropriate for most classes. Too few may result in an undesirable narrowing of the scope of the class; too many may enlarge the scope of the class beyond what is realistic for one semester or may simply reflect detailing every expected outcome as a separate outcome when it is probable that both students and instructor would be better served by combining several secondary outcomes into one primary one.
6. Unless the instructor wishes to describe Bloom’s taxonomy to students on the first day of class, he or she should avoid using labels such as “Cognitive Domain” as a preface to the outcomes: undergraduate students do not know what those words mean, and the syllabus is primarily for them. On the other hand, Bloom’s taxonomy is an excellent reference for professors thinking about their course outcomes, and writing outcomes that address several levels in both the cognitive and affective domains is a good way to ensure appropriate breadth, depth, and kinds of learning in a class. It can be helpful to use verbs drawn from Bloom’s taxonomy to guide the writing of course outcomes.
7. Course outcomes form a crucial link between institutional outcomes and student learning – that is, it should be possible to identify how the course outcomes contribute to the

program outcomes, which contribute to the division outcomes, etc. Professors should review division and program outcomes when preparing for a specific class.

There is much help regarding writing good course outcomes and good syllabi on the web and in print publications. Instructors are encouraged to update their knowledge of current best practices occasionally.

APPENDIX C: INTRODUCTION TO CLASSROOM ASSESSMENT

Classroom assessment is reviewing and responding to student work to judge whether students are learning the material desired. Classroom assessment generally consists of exams, papers, presentations, and/or discussions, but any attempt to determine how well students achieve course outcomes would fall under the banner of classroom assessment. Many, many techniques are available; some lend themselves to certain subjects more than others, and they vary in the amount of time needed to prepare and use. Rather than prescribe the kinds of assessments that faculty must use, this appendix offers some foundational resources professors might consult when considering assessing student learning at the course level. Professors are encouraged to consult Angelo and Cross's *Classroom Assessment Techniques*, Svinicki and McKeachie's *McKeachie's Teaching Tips* (particularly Ch. 7), Lang's *Small Teaching* (particularly for easy-to-implement and quick-to-administer activities that can make a significant impact), and Bain's *What the Best College Teachers Do* (Ch. 7 is especially relevant to classroom assessment) for a helpful discussion on this issue. Useful web resources include the assessment pages at the various institutions' Centers for Teaching and Learning—those at [Stanford University](#) and [Vanderbilt University](#) are particularly robust. Instructors are also encouraged to investigate the subject in their respective journals and on the web. Instructors will also discover that it is not difficult to modify assessment activities to address a particular class setting or invent new ways of discovering what students are learning.

Classroom assessment techniques help the instructor focus on student learning rather than “getting through the syllabus.” It is also important to remember that this kind of assessment provides immediate feedback to improve learning in each class. This kind of assessment does not need to be scientific or have a specific label, so professors should feel free to be creative and develop their own methods for acquiring feedback from students. The point is to have in each lesson some method for gaining information as to whether the students are learning the things planned for them to learn, and from that information to make decisions about how that class session will proceed or how the next one will be planned.

APPENDIX D: ACADEMIC SHARED GOVERNANCE

DECISION-MAKING & APPROVAL PROCESS

“Shared Governance” is the decision-making and approval process within an institution of higher education that allows relevant constituencies to have input, accountability, and ownership. At Barclay College, the faculty “of the College govern the academic programs and are directly responsible for curriculum and academic policy, subject to input from the administration and approval from the board.” This is typically expressed through the faculty decision-making process on academic matters, which has been articulated below to help new and current faculty better understand this process.

ACADEMIC SHARED GOVERNANCE MODEL (GENERAL)

Below is a general shared governance for each school (on-campus, online undergraduate, and school of graduate studies) or division, which will have its own nuance depending on slight organizational variances (each of which will be articulated in sections below). However, the workflow below is, in broad strokes, applicable across all academic organizational structures.

1. Proposals may originate from any level of the organization (individual, department, division, committee, administration, staff, etc.), but the approval process must begin at the closest, most relevant organizational unit.

For Example: A proposal to modify a course description in the elementary education program must begin the approval process with the elementary education program and chair, as they are the organizational unit closest and most relevant to this proposal and thus necessary for its approval.

2. If approved, the proposal is presented to any units in direct academic oversight. This may mean divisional approval, whereas others would present directly to the dean. The organizational chart and current “chain of command” would determine the proper order. Any questions or requested modifications of the proposals will be sent back to the previous approving unit.

For Example: A proposal to modify the outcomes of the MATL courses would need to be approved by the MATL concentration director and faculty, and then presented and approved by the dean of the School of Graduate Studies.

3. The Vice President for Academic Services will receive the proposal and consult, when necessary, with the Executive Academic Team (EAT) for due diligence, feedback, and comments when necessary.

4. Taking all comments, feedback, and information into consideration, the Vice President for Academics can take (but is not limited to) the following courses of action:

1. Give final approval.
2. Reject the proposal.
3. Approve with stipulations.
4. Request modifications.
5. Request Cabinet Approval (when necessary)
6. Request faculty approval
7. Request Board approval

5. The Vice President for Academic Services will facilitate any further approval when necessary

6. The Vice President for Academic Services will document and communicate the final decision to the relevant parties. The Registrar will ensure that any changes are documented and implanted in the catalogs and on Populi.

SHARED GOVERNANCE MODEL (ON-CAMPUS)

1. The program chair would present the proposal to the program faculty and/or constituency for approval.

2. The program chair would present the proposal to the division for approval. If time or situational constraints prevent a divisional review, the proposal may be submitted directly to the Vice President for Academic Services if, 1). the division chair has approved the proposal, and 2). faculty will review the proposal as part of the approval process. However, since email and digital messaging have made divisional communication and decision-making very easy to facilitate, this move should be used sparingly.

4. Vice President for Academic Services will receive the proposal from the division for consultation and approval. When necessary, the Vice President for Academic Services will consult with the Executive Academic Team (EAT) for due diligence, feedback, and comments.

5. Taking all comments, feedback, and information into consideration, the Vice President for Academics can take (but is not limited to) the following courses of action:

1. Give final approval.
2. Reject the proposal.
3. Approve with stipulations.
4. Request modifications.
5. Request Cabinet Approval (when necessary)
6. Request faculty approval
7. Request Board approval

6. The Vice President for Academic Services will facilitate any further approval, when necessary

7. The final decision and rationale will be documented by the Vice President for Academic Services and communicated to relevant parties. The Registrar will ensure that any changes are documented and implanted in the catalogs and on Populi.

SHARED GOVERNANCE MODEL – GRADUATE SCHOOL

1. The concentration director presents proposal to concentration faculty members for approval.
2. The approved proposal is then presented to the dean of the School of Graduate Studies
3. The dean will decide if the proposal requires further academic oversight and approval (Path One) or can be approved internally within the School of Graduate Studies (Path Two).

Note: While academic deans possess a significant amount of authority and autonomy within their areas of responsibility, the nature of shared academic governance, along with institutional and accreditation standards, requires, at times,

Path One

- 4a. The dean will present the proposal to the School of Graduate Studies faculty leadership (i.e., concentration directors) and/or any advisory or approval committee established for the graduate school.
- 5a. If approved, the proposal will be sent to the Vice President for Academic Services, who will, when necessary, consult with the Executive Academic Team (EAT) for due diligence, feedback, and comments.
- 6a. Taking all comments, feedback, and information into consideration, the Vice President for Academics can take (but is not limited to) the following courses of action:
 1. Give final approval.
 2. Reject the proposal.
 3. Approve with stipulations.
 4. Request modifications.
 5. Request Cabinet Approval (when necessary)
 6. Request faculty approval (see Faculty Approval)
 7. Request Board approval (see Board of Trustees Approval)
- 7a. The Vice President for Academic Services will facilitate any further approval, when necessary.
- 8a. The final decision and rationale will be documented by the Vice President for Academic Services and communicated to relevant parties. The Registrar will ensure that any changes are documented and implanted in the catalogs and on Populi.

Path Two

4b. If the decision falls within the dean's sphere of authority and decision-making responsibility, they can unilaterally approve or deny the proposal, communicating the decision and rationale to all relevant parties (including the Vice President for Academic Services).

5b. While the Vice President for Academic Services reserves the right to intervene in policy decisions made at the graduate level, this will be used judiciously and limited to cases of miscommunication, misunderstandings of policy/procedure, non-compliance to accreditation, legal, or institutional needs/requirements. Consistent communication between the dean and the Vice President for Academic Services will reduce the likelihood of this occurring.

SHARED GOVERNANCE MODEL – BARCLAY ONLINE

1. Program chair presents proposal to online program faculty members for approval.
3. Approved proposal is then presented to the Dean of the Barclay College Online.
4. The Dean will decide if the proposal requires further academic oversight and approval (Path One) or can be approved internally within the Barclay College Online (Path Two).

Path One

5a. The dean will present the proposal to the Barclay College Online faculty leadership (i.e., program chairs) and/or any advisory or approval committee established for online undergraduate education.

6a. If approved, proposal will be sent to the Vice President for Academic Services, who will, when necessary, consult with the Executive Academic Team (EAT) for due diligence, feedback, and comments.

7a. Taking all comments, feedback, and information into consideration, the Vice President for Academics can take (but is not limited to) the following courses of action:

1. Give final approval.
2. Reject the proposal.
3. Approve with stipulations.
4. Request modifications.
5. Request Cabinet Approval (when necessary)
6. Request faculty approval (see Faculty Approval)
7. Request Board approval (see Board of Trustees Approval)

8a. The Vice President for Academic Services will facilitate any further approval, when necessary.

9a. The final decision and rationale will be documented by the Vice President for Academic Services and communicated to relevant parties.

Path Two

5b. If the decision falls within the dean's sphere of authority and decision-making responsibility, they can unilaterally approve or deny the proposal, communicating the decision and rationale to all relevant parties (including the Vice President for Academic Services).

6b. While the Vice President for Academic Services reserves the right to intervene in policy decisions made at the graduate level, this will be used judiciously and limited to cases of miscommunication, misunderstandings of policy/procedure, non-compliance to accreditation, legal, or institutional needs/requirements. Consistent communication between the dean and the Vice President for Academic Services will reduce the likelihood of this occurring.

SHARED GOVERNANCE MODEL – ACADEMIC INITIATIVES

This decision-making workflow is designed for the units and organizations that have been placed under the oversight of the Vice President for Academic Services within Office of Academic Services organizational chart.

1. Proposals may originate from any level of the organization (individual, department, division, committee, administration, staff, etc.), but the approval process must begin at the closest, most relevant organizational unit (because Academic Initiatives contains autonomous organizational units, the approval processes may vary by unit).
2. Once approved, the proposal will be presented to the Vice President to Academic Services for consultation and approval. When necessary, the Vice President for Academic Services will present proposal to the Executive Academic Team (EAT) for due diligence, feedback, and comments.
3. Taking all comments, feedback, and information into consideration, the Vice President for Academics can take (but is not limited to) the following courses of action:
 1. Give final approval.
 2. Reject the proposal.
 3. Approve with stipulations.
 4. Request modifications.
 5. Request Cabinet Approval (when necessary)
 6. Request faculty approval (see Faculty Approval)
 7. Request Board approval (see Board of Trustees Approval)
4. The Vice President for Academic Services will facilitate any further approval, when necessary
5. The final decision and rationale will be documented by the Vice President for Academic Services and communicated to relevant parties.

APPENDIX E: MINIMUM ENROLLMENT POLICY

Barclay College's course offerings and sequencing aim for enrollment efficiency while also allowing students to matriculate toward graduation as smoothly as possible. For this reason, the College encourages program chairs to routinely work with the registrar to analyze enrollment trends and amend course offerings, if necessary.

The College has established the following guidelines to address those courses with low enrollment, which is defined as 3 or fewer students.

- A course that does not have more than three students enrolled can be canceled.
- The students enrolled in a canceled course are encouraged to add a new course to keep them on track towards graduation. Where a comparable course is not available, the students may seek to enroll in the canceled course as an independent study, in consultation with their advisor, the instructor, and the registrar.
 - A student who must take independent study necessitated by a canceled course will not be charged the independent study fee.
- Enrollment will be analyzed three weeks prior to the start of the semester and a notification will be sent to a faculty member if course enrollment is low. The faculty member will work with the Vice President of Academic Services to identify a backup plan (see below). Final enrollment is determined on the first day of classes for the semester.

Faculty who have had a course canceled may be asked to assume new responsibilities to ensure the satisfactory fulfillment of their contractual obligations. These responsibilities might include:

- Additional advising or mentoring responsibilities.
- Teaching a makeup course online.
- Opening another section of a current course.
- Teaching an additional, overload course in a subsequent semester without additional compensation.
- Assuming the chair of a program, division, or committee.

Rather than accepting new responsibilities, a faculty member of a canceled course could request that their contract be adjusted to account for the reduced teaching load. Adjunct faculty whose course is canceled will receive a stipend for time spent preparing the course or may choose to offer the course on a prorated basis.

In certain circumstances, a program or department chair may advocate for a course with 3 or fewer students to remain on the schedule. Such instances will be considered on a case-by-case basis, between the chair and the Vice President for Academic Services.

This policy does not apply to courses that are traditionally offered for one or two students such as directed studies, practica, or internships.

APPENDIX F: TITLE IX POLICIES AND PROCEDURES

TITLE IX STATES:

“No person in the United States shall on the basis of sex, be excluded from participation in, or be denied the benefits of; or be subjected to discrimination under any education program or any activity receiving Federal financial assistance.

Under the new regulations established in 2020, sexual harassment, including sexual assault is considered unlawful sex discrimination.

POLICY STATEMENT

Barclay College will not exclude, separate, deny benefits to, or otherwise treat differently any person on the basis of sex, in accordance with Title IX regulations.-Barclay College is obligated to investigate and resolve sexual harassment complaints for conduct only in the US, on school grounds, during school-sponsored events, and in school-owned or –recognized housing.

TITLE IX COORDINATOR

Kayleen Stevens
 (620) 862-5252
kayleen.stevens@barclaycollege.edu
 Worden Memorial Library
 Faculty Wing, Office #9

DEFINITIONS OF SEXUAL HARASSMENT

SEXUAL HARASSMENT means conduct on the basis of sex that satisfies one or more of the following: (1) An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual’s participation in unwelcome sexual conduct (quid pro quo conduct); (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity; or (3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

The college will respond to reports of any such conduct in accordance with BC Policy on Sexual Harassment.

Thus, in compliance with Title IX of the Education Amendments of 2020, sexual harassment applies to, but is not limited to: recruitment, admissions, housing, athletic and extracurricular activities, rules and regulations, discipline, class enrollment, access to programs, courses and

internships, distribution of financial assistance, distribution of institutional resources, hiring practices, employment, promotion, and policies.

Sexual harassment may include incidents between any members of the college community, including faculty and other academic appointees, staff, student employees, students, coaches, residents, interns, and non-student or non-employee participants in college programs (e.g., vendors, contractors, visitors, and patients). Sexual harassment may occur in hierarchical relationships, between peers, or between individuals of the same sex or opposite sex. To determine whether the reported conduct constitutes sexual harassment, consideration shall meet the following guidelines:

- First, Title IX covers “quid pro quo” harassment, when a school employee conditions access to educational benefits on unwelcome sexual conduct. Note that this provision does not cover sexual conduct by students or other agents.
- Second, sexual harassment includes “unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school’s education program or activity.”
- Third, the new definition incorporates four components from the Clery Act and the Violence Against Women Act: sexual assault, domestic violence, dating violence and stalking. These additions are intended to clarify that one particularly severe incident (even if not “pervasive”) can qualify as Title IX sexual harassment if it falls within any of these definitions.

SEX DISCRIMINATION for the purposes of this policy, “sexual harassment” includes all forms of “discrimination” and/or mistreatment based on sex, including but not limited to: sexual assault and sexual harassment. In Barclay College policy, sex discrimination is a form of sexual harassment. Thus, in Barclay College policy sex “discrimination” is a sub-category of sexual “harassment.”

SEXUAL ASSAULT occurs when physical sexual activity is engaged without the consent of inactivity or conduct may include physical force, violence, threat, or intimidation, ignoring the objections of the other person, causing the other person’s intoxication or incapacitation through the use of drugs or alcohol, or taking advantage of the other person’s incapacitation (including voluntary intoxication).

CONSENT is informed. Consent is an affirmative, unambiguous, and conscious decision by each participant to engage in mutually agreed-upon sexual activity. Consent is voluntary. It must be given without coercion, force, threats, or intimidation. Consent means positive cooperation in the act or expression of intent to engage in the act pursuant to an exercise of free will. Consent is revocable.

INCAPACITATION is defined as the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to, unconsciousness, sleep, and blackouts. Where alcohol or drugs are involved, incapacitation is defined with respect to how the alcohol or other drugs consumed affects a person’s decision-making capacity, awareness of consequences, and ability to make fully informed judgments. Being intoxicated by drugs or alcohol does not diminish one’s responsibility to obtain consent. The factors to be considered when

determining whether consent was given include whether the accused knew, or whether a reasonable person should have known, that the complainant was incapacitated.

DOMESTIC VIOLENCE is defined as abuse committed against an adult or a minor who is a spouse or former spouse, cohabitant or former cohabitant, or someone with whom the abuser has a child, has an existing dating or engagement relationship, or has had a former dating or engagement relationship.

DATING VIOLENCE is defined as abuse committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

STALKING is behavior in which a person repeatedly engages in conduct directed at a specific person that places that person in reasonable fear of his or her safety or the safety of others.

Any person who is the target of sexual assault, dating violence, domestic violence, stalking or sexual harassment should immediately consult the Title IX Office for advice, options, and information on informal resolutions and fact-finding investigations.

OTHER TYPES OF MISCONDUCT

- Electronically recording, photographing, or transmitting intimate or sexual utterance sounds or images of another person;
- Allowing third parties to observe sexual acts;
- Engaging in voyeurism;
- Exposing oneself
- Falsifying a posting on an electronic site involving sex or sexual activity
- Knowingly transmitting a sexually transmitted infection, including HIV, to another person for questions or additional information, please contact Barclay College's Title IX Coordinator.

REPORTING AN INCIDENT OF SEX-BASED MISCONDUCT

Any person who has been the victim of sexual harassment has the right to report or not report the alleged incident. There are a number of reporting options available. It is important to understand that choosing one option does not preclude you from pursuing another option now or in the future.

A person who wishes to report sexual harassment may report directly to any or all of the following:

- Title IX Coordinator
- Any non-student Barclay College employee

All Barclay College employees, with the exception of confidential resources, must refer reports of sexual harassment to the Title IX Coordinator. No staff or faculty member, except confidential resources, can guarantee confidentiality when a report is made known to them about sexual harassment. Any staff or faculty member can help a person report sexual harassment to the Title IX Coordinator.

- Any Resident Assistant or Barclay College appointed Student Chaplain
- Local law enforcement

Barclay College’s process is completely separate from the police and courts. Barclay College’s Title IX process and the criminal process may be pursued simultaneously.

- Office of Civil Rights of the U.S. Department of Education

A person who wishes to speak confidentially about an incident of sexual harassment may take advantage of any or all the following resources.

ON-CAMPUS RESOURCES

The Barclay College Chaplain and Counselors have been designated as the only confidential resources. Reports made to these individuals will not be forwarded to the Title IX Coordinator without the express written permission of the reporter.

OFF-CAMPUS RESOURCES

Healthcare professionals and crisis center counselors.

FILING A COMPLAINT

Complete an Incident Report and submit to the Title IX Coordinator. The report may be accessed on the Barclay College website, Title IX Coordinator’s office.

REPORTING RETALIATION

Any form of retaliation under this policy is prohibited. An individual who believes they are the focus of retaliation, should make a complaint with the President of Barclay College. If the individual believes the president is part of the retaliatory behavior, the complaint should be made to the chair of the board of trustees.

INVESTIGATION PROCESS

“If one gives an answer before he hears, it is his folly and shame” – Proverbs 18:13 (ESV)

All complaints of harassment or discrimination will be investigated in a manner that is adequate, reliable, and impartial. Investigations may be conducted by the Title IX Coordinator. For matters involving harassment based on sex (covered by Title IX), the Title IX Coordinator will ensure that the investigation complies with all Title IX requirements. For matters involving discrimination or harassment based on disability (covered by ADA/Section 504), the Title IX Coordinator will ensure the investigation complies with all Section 504 requirements.

A criminal investigation pending or concluded, will not alter Barclay College’s responsibility to conduct an investigation. Although the investigation may be delayed or suspended at the request of law enforcement while the law enforcement agency is gathering evidence. In the event the investigation is delayed at the request of a law enforcement agency, appropriate steps will be taken to provide for the safety of the complainant and the respondent, and to prevent retaliation by any

individual. The steps may include changes to the schedule, housing assignment or work location of either party. Barclay College will promptly resume its Title IX investigation as soon as the College receives notification that law enforcement has completed the evidence-gathering process.

INTERIM MEASURES

The Title IX Coordinator with members(s) of the Cabinet officially designated by the President, will determine appropriate interim measures to be taken during the investigation. Interim remedial actions can include, but are not limited to the following:

- No Contact Orders
- Interim Suspension
- Administrative Leave (Employee)
- Reassignment of Housing
- Reassignment of Job
- Class Schedule Change
- Prohibit or Restrict Participation in Extracurricular Activities
- Prohibit or Restrict Access to Campus for Third Parties

GRIEVANCE PROCESS

The Complainant will be contacted by the College Title IX Coordinator to schedule a meeting. During the meeting, the Barclay College Title IX Coordinator will:

- Inform Complainant of his/her rights under the Barclay College Student Handbook or Employee Handbook;
- Give the Complainant the opportunity to submit a written statement and evidence;
- Give the Complainant the opportunity to list any witnesses who may have information pertaining to the complaint;
- Inform the Complainant to have no contact with the Respondent during the course of the investigation;
- Inform the Complainant that there will be follow-up meetings to discuss the case and status.

The Respondent will be contacted by the Barclay College Title IX Coordinator to schedule a meeting.

During the meetings, the Barclay College Title IX Coordinator will:

- Inform the Respondent of his/her rights under the Student Handbook or Employee Handbook;
- Inform the Respondent to have no contact with the Complainant during the course of the investigation;
- Present the allegations and provide the Respondent the opportunity to respond;
- Give the Respondent the opportunity to submit a written statement and evidence to contest the allegations;
- Give the Respondent the opportunity to list any witnesses who may have information pertaining to the complaint;
- Inform the Respondent that there will be follow-up meetings to discuss the case and status.

Any person identified by the Complainant or Respondent who has information that pertains to the allegation will be contacted by the Barclay College Title IX Coordinator.

Barclay College will use the clear and convincing evidence standard to evaluate evidence, using the same standard of evidence for formal complaints against students as for complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment.

The Barclay College Title IX Coordinator who conducts the investigation shall prepare a written report within fifteen (15) business days after commencing the investigation, unless additional time to complete the investigation is required. In that case, the investigator shall report on the status of the investigation to the complainant and the respondent as applicable at the expiration of the fifteen (15) day period and every fifteen (15) business days thereafter.

The Complainant and Respondent will have a support person/advisor present during the investigation process. The support person/advisor does not have to be a member of the Barclay College community. Barclay College will supply an advisor for either party if so desired.

At the conclusion of the investigation, the Barclay College Title IX Coordinator will meet with the Complainant and review the written report and explain the next steps in the process.

The Barclay College Title IX Coordinator will contact the Respondent and review the written report and explain the next steps in the process.

The written report shall include a summary of the investigation, findings of fact and an explanation of the evidence in support of such findings.

The Title IX Coordinator will then set up a live hearing for cross-examination by each party. Such cross-examination will be done in such a manner as to safeguard against further trauma or inconvenience (e.g., virtually, through separate rooms, questioning not conducted by the respondent personally, etc.). Hearsay statements are not admissible.

All complaints must be investigated and resolved in a live hearing with each party entitled to an adviser or attorney to conduct cross examination and a presumption of innocence

The hearing will be conducted with the decision-making team in a reasonable amount of time to give both parties time to review evidence and develop a response. The Title IX Coordinator will not be involved in the decision-making process.

APPEAL PROCESS

An appeal process is equally available to both parties, and is available on at least three bases:

- 1.) Procedural irregularity that affected the outcome
- 2.) New evidence that was not reasonably available when the determination of responsibility was made that could affect the outcome
- 3.) The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome.

The results of the hearing will be forwarded to the Barclay College VP for Student Services and/or VP for Business Services for review and any action deemed appropriate in accordance with federal, state, and local laws, and the Barclay College Student or Employee Handbook.

Barclay College Title IX investigation process, findings and rulings do not limit the Complainant's and Respondent's rights to pursue other avenues of recourse which may include filing charges or a complaint with local, state and federal authorities responsible for addressing **unlawful** discrimination and harassment.

APPENDIX G: PEER OBSERVATION POLICY

Peer Observation (or Peer Review)⁴ is an intentional process of classroom observation in which an instructor attends a classroom session of another instructor and observes their teaching, with the purpose of offering constructive feedback. The purpose of Peer Review is to provide faculty with an iterative process of pedagogical improvement, in an atmosphere of collaboration and collegiality, that fosters a culture of educational excellence. Annual participation in the Peer Review process is required of all full-time faculty and is recommended for all campus faculty.

CATEGORIES

The two major reasons for Peer Review are:

1. Formative Feedback

Formative feedback is meant to improve the instructor's classroom teaching and curriculum.⁵ It should focus on helping the instructor improve at teaching and is not linked to any disciplinary, personnel, or remunerative consequences (except perhaps for non-compliance or non-completion).⁶

2. Summative Evaluation

Summative evaluation is used as a formal assessment in relation to personnel issues, such as employee reviews, promotions, terminations, or remuneration.⁷

It is important that these two goals remain separate and distinct, and that the reason for the peer review be clearly communicated to both the observer and the instructor at the beginning of the process. **The Formative Feedback model of peer review will be the focus of this policy.**

WHY PEER OBSERVATION?

Faculty are critical to student learning in a higher education setting and, in the realm of pedagogy, there is always room for ongoing improvement and development.⁸ However, outside of student evaluations and ongoing self-assessment, instructors often do not have processes to evaluate and improve their teaching. And while student evaluations have been recognized as valuable (while

⁴ **Note:** The following policy and instructors pertain to campus faculty and courses. Peer Review of online faculty will require a separate set of instructions and guidelines.

⁵ "Peer Observation of Teaching: Best Practices," Center for Excellence in Learning and Teaching, Iowa State University, accessed October 1, 2020. <https://www.celt.iastate.edu/teaching/document-your-teaching/peer-observation-of-teaching-best-practices/>

⁶ "Special Considerations for Peer Observations of Online Courses," Purdue University Northwest, accessed September 30, 2020, <https://www.pnw.edu/center-faculty-excellence/programs/peer-observations-of-teaching/special-considerations-for-peer-observations-of-online-courses/>; "Peer Observation," Western Michigan University, accessed October 1, 2020, <https://wmich.edu/facultydevelopment/faculty/observation>.

⁷ Larry Keig & Michael Waggoner, "Collaborative Peer Review: The Role of Faculty in Improving College Teaching." *ASHE-ERIC Higher Education Report*, no. 2 (1994), 5; "Peer Observations of Teaching," Center for Faculty Excellence, Purdue University Northwest, accessed October 1, 2020, <https://www.pnw.edu/center-faculty-excellence/programs/peer-observations-of-teaching/>

⁸ Jeffrey Fletcher, "Peer Observation of Teaching: A Practical Tool in Higher Education," *Journal of Faculty Development* 32, no. 1 (January 2018), 1.

interpreted with caution), an instructor’s self-awareness may not be as reflexive or as objective as is necessary for the task.

Donald Schon, in his book *The Reflective Practitioner*, argues that any skilled professional consciously and subconsciously hones their craft through experience, trial and error, and other “reflection-in-action.”⁹ This argument is seductive in its simplicity, for it promises ever-increasing returns in skill and performance for the professional in exchange for little more than time and experience. And while there is merit in noting how one has improved as an instructor from their first year, there should also be recognized the often-multiple blind spots, biases, and pedagogical “ruts” that plague professors of all levels of experience. The Peer Review process can help faculty break out of these “ruts” by creating collegial partnerships between instructors that facilitate learning, discussion, innovation, improvement and excitement over the possibilities inherent in the teaching experience.

There are other reasons why the Peer Observation process is important:

1. Less Reliance on Student Evaluations

Peer Observation and Review provides a second source of evaluative information for personnel assessment. Student evaluations, while valuable and useful for evaluating courses, curriculum, and faculty, do offer the opportunity for bias and data skewing to the detriment of the instructor.¹⁰ Peer Review helps ensure a fair and rigorous personnel assessment by providing a correlative set of data.

2. Leverage Another Person’s Education, Experience and Vision¹¹

The Peer Observation process allows instructors to learn from each other’s teaching philosophy and methods.¹² This is a dual-exchange process, in which the observer can benefit as much as the instructor.¹³ It is the hope that the conversations throughout the process will yield an exchange of information and insight.

3. A Second Set of Eyes Can Provide Simple, Yet Effective Insight¹⁴

The insights yielded from the Peer Review process do not have to be groundbreaking or original to be effective. Simple recommendations from observers (e.g., reminders to call on

⁹ For more on this reflective improvisation by skilled professionals, see Donald Schon, *The Reflective Practitioner: How Professionals Think in Action* (New York: Basic Books, 1984)

¹⁰ Joe Bandy, “Peer Review of Teaching,” Center for Teaching, Vanderbilt University, accessed September 30, 2020. <https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/>.

¹¹ Borrowed and modified slightly from proposed benefits of professional coaching (which arguably falls along the same feedback continuum as peer review): Travis Ray Chaney, “The Value of Coaching,” *Dynamic Directions*, accessed September 30, 2020, <http://dynamicdirections-d2.com/wp-content/uploads/2016/05/The-Value-of-Coaching.pdf>.

¹² “Peer Observation,” Center for the Enhancement of Teaching and Learning, University of Cincinnati, accessed September 30, 2020. <https://www.uc.edu/cetl/ourwork/pedagogy/peerobservation.html>; “About Teaching Observations,” Center for Academic Innovation and Faculty Support, University of South Carolina, Upstate, accessed October 1, 2020. <https://www.uscupstate.edu/faculty-staff/center-for-academic-innovation-and-faculty-support/peer-observation-of-teaching/>

¹³ In fact, it has been argued that “the evidence is increasingly emerging that learning from watching a colleague teach can be just as beneficial as, if not more than, receiving feedback, even when that feedback is well constructed.” Graham Hendry & Gary Oliver, “Seeing is Believing: The Benefits of Peer Observation,” *Journal of University Teaching and Learning Practice* 9, no 1 (2012), 2. Retrieved from <https://files.eric.ed.gov/fulltext/EJ974926.pdf>

¹⁴ “Peer Observation of Teaching,” Elon University, accessed October 1, 2020, <https://www.elon.edu/u/academics/catl/tlresources/assess-student-learning/peer-observation-of-teaching/>.

students at the back of the classroom, or to change the font color on a PowerPoint, etc.) can greatly benefit the instructor.¹⁵

4. Fosters Professional Camaraderie and Friendships¹⁶

The hope is that the collaboration and conversations between the instructor and observer continue beyond the peer review process. By actively investing in one another's personal and professional growth, the faculty should grow closer together and function in a healthier and more effective manner.¹⁷

5. Improve Student Experience, Learning, and Engagement¹⁸

The ultimate goal of this process is to improve the skills and methods of the instructor for the benefit of the student. Improvements in pedagogy should translate into improved student classroom experience and engagement, with the goal of higher levels of learning retention and an increase in the quality of student work. It has been argued that peer observation is so important to an institution of higher education that it needs to be held on the same level of importance as teaching and researching.¹⁹

PEER OBSERVATION PROCESS

1. Pre-Observation Meeting

The observer and the instructor should meet prior to the observation (but only after the department, division, or Executive Academic Team has chosen an appropriate observation protocol to be used).²⁰ This meeting should cover the following:

- a. The instructor should share the learning outcomes of the course, the goals of the specific class or lecture, their overall teaching philosophy and style, and anything other information that would be relevant or helpful to the observation process.
- b. The observer reviews the observation protocol with the instructor.
- c. Because of the complexity of the teaching, it is recommended that, regardless of the protocol, the instructor and observer also tailor the experience to the discipline and the expressed desires of the teacher being observed.²¹

¹⁵ "Peer Observation Program," Ohio Wesleyan University, accessed September 30, 2020, <https://www.owu.edu/about/offices-services-directory/academic-affairs/resources/teaching-and-learning/peer-observation-program/>

¹⁶ "Peer Observation of Teaching," Center for Teaching Excellence, University of Texas, Rio Grande Valley, accessed September 30, 2020, <https://www.utrgv.edu/cte/resources/peer-observation/index.htm>.

¹⁷ "What is the Peer Observation Pool (POP)?" Columbia College, accessed October 1, 2020, <https://www.gocolumbia.edu/tlc/pop/index.php>.

¹⁸ Ibid; "Peer Observation," Institute for Teaching and Learning Innovation, University of Queensland, accessed October 1, 2020, <https://itali.uq.edu.au/professional-learning/peer-observation>.

¹⁹ Ian Kinchin, "Evolving Diversity Within a Model of Peer Observation at a UK University," Paper presented at the British Educational Research Association Annual Conference, University of Glamorgan, 14-17 September 2005, accessed October 1, 2020, <http://www.leeds.ac.uk/educol/documents/153411.htm>.

²⁰ "Peer Observation of Teaching," University of Rhode Island, accessed September 30, 2020, <https://web.uri.edu/teach/observations-of-teaching/>;

²¹ "Faculty Peer Observation and Feedback," Center for Advancing Teaching and Learning Through Research, Northeastern University, accessed September 30, 2020, <https://learning.northeastern.edu/faculty-peer-observation-and->

2. Observation

During the observation period, the observer should avoid merely completing a checklist, but instead seek to be fully present, aware, and perceptive of both the instructor and the students. As mentioned above, teaching is a complex activity that resists segmentation into simple categories. However, there are common features that occur across almost all learning environments and situations:²²

- a. Punctuality/Time Management
- b. Planning and Organization
- c. Delivery and Pace
- d. Content
- e. Student Participation
- f. Teaching Aids/Learning Resources/Equipment
- g. Mood/Ambiance

These features can act as guidelines, along with the observation protocol, for the observer.

3. Post-Observation Debrief

The instructor and observer should meet after the observation to go over the finding, address any questions or clarifications, and then craft the *Peer Observation Summary* that the instructor and observer will both sign. This form will be submitted to the Vice President for Academics. This step is perhaps the most valuable and crucial, for it allows the instructor and observer to process the experience and craft the action steps necessary to complete the feedback loop.²³

[feedback/](#); “Peer Observation,” Center for Teaching Excellence, University of South Carolina, accessed October 1, 2020, https://sc.edu/about/offices_and_divisions/cte/teaching_resources/peer_observation.php.

²² The following list is taken from David Gosling, “Guidelines for Peer Observation of Learning and Teaching,” Paper presented to ESCalate Regional Networking Seminars May - Oct 2000, accessed October 1, 2020, <https://dera.ioe.ac.uk/13069/1/gosling.pdf>.

²³ “Peer Observation,” University of Cincinnati; “Informal Peer Observation,” Center for Teaching and Learning, Lewis Clark State College, accessed October 1, 2020. <https://www.lsc.edu/teaching-learning/ideas-and-inspiration/informal-peer-observation/>.

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<https://wmich.edu/facultydevelopment/faculty/observation>.

APPENDIX H: CREDIT HOUR DEFINITION

Part of the role of faculty is exercising authority over the rigor of courses and expectations of student learning. A significant aspect of this process is making appropriate credit-hour determinations for each course and each program. To this end, faculty should understand the definition of a credit hour. First, though, it is important to note that the concept of the credit-hour designation comes from the Carnegie Unit, which was developed in the late-19th and early-20th century as a basis for measuring the time high school students spent on a certain subject. This concept forms the basis of the modern definition of a credit hour.

The United States Department of Education (USDE) defines a credit hour as:

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Furthermore, the USDE has traditionally asked that institutions receiving financial aid use the following guideline when considering credit hours: “A semester hour must include at least 37.5 clock hours of instruction” (as found in the Code of Federal Regulations, section 668.8).

However, this definition is not meant to be overly prescriptive, particularly as technology has presented new ways of delivering instruction and engaging students. Understanding the changes in education brought on by technology, the USDE offered a broader guiding definition of a credit hour in its *Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010*. The letter refers to a credit hour as an “institutionally established equivalency that reasonably approximates some minimum amount of student work,” and goes on to note:

There is no requirement that a 3-semester hour course meet 3 hours per week during a semester or a 3-quarter-hour course meet 3 hours per week during a quarter. The requirement is that the institution determine that there is an amount of student work for a credit hour that reasonably approximates not less than one hour of class and two hours of out-of-class student work per week over a semester for a semester hour or a quarter for a quarter hour. For example, an institution with a semester-based calendar has a graduate seminar for which it awards 3 semester hours. The class meets only one hour per week over a 15-week semester with the students expected to perform a substantial amount of outside research that is the equivalent of 8 or more hours of student work each week of the semester. For purposes of the Federal definition, the institution

would be able to award up to 3 semester hours for the course.

It is important to keep these guidelines in mind when designing courses, coursework, course schedules, and program expectations. These guidelines reflect both best practices and federal requirements.

APPENDIX I: ACADEMIC INTEGRITY AND PLAGIARISM POLICY

The protection of a person's right to benefit from their creative abilities is a fundamental element of American law and is consistent with biblical principles as well. Barclay College upholds the law that protects copyrights, patents, and the rights of the original creators. In addition, biblical integrity demands that we conduct ourselves truthfully and with honesty in every situation in life.

For these reasons, any form of academic dishonesty or any kind of academic cheating is a serious offense at Barclay College. Academic dishonesty is inconsistent with a Christian testimony and is cause for immediate academic discipline up to and including suspension or dismissal from the College. Barclay's policy on academic dishonesty assures due process and provides guidelines for action in instances where the proper academic relationships and attitudes have broken down.

Your enrollment at Barclay College indicates that you accept the College's policies concerning academic integrity and the procedures they entail.

Academic dishonesty may include:

- The giving or receiving of aid during an exam without permission from the instructor.
- The use of materials during an examination, which have not been authorized by the instructor.
- Obtaining advance information about the nature or content of an exam that was not publicly released by the instructor.
- Using all or part of another author's published or non-published material or the work of a present or former student without proper acknowledgement so that such work is left to appear as your own original writing. Such failure to document the sources of your ideas and writing is called plagiarism, and like other examples of academic dishonesty, can result in immediate suspension from classes or dismissal from the College.
- Altering or inventing information or citations for an assignment.
- Submitting all or substantial portions of a previous assignment for credit more than once without obtaining permission to do so. (Some professors will allow a student to build from an assignment done in a previous class, but most will not allow a student to submit the same or slightly altered assignment twice.)
- Helping or attempting to help someone else commit one of the acts above.

Penalties for academic dishonesty are as follows:

- First offense: In some instances, a professor may allow the student to redo the offending assignment. However, at the discretion of the faculty member, they may also apply a reduced grade (including an F) on the assignment or exam. If a student is allowed to redo the assignment, an official warning will still be issued by the faculty member or the V.P. for Academics.
- Second offense: Additional grade reduction (including an F on the assignment) and, at the discretion of the faculty member and V.P. of Academics, a reduced grade (including an F) for the entire course.

- Depending upon the severity and importance and the student’s response to the discussion of the offending assignment, academic dishonesty may result in suspension from classes or permanent dismissal from the College at the discretion of the V.P. for Academics. **Unwillingness to address the issue or continued violations will result in eventual dismissal from the College.**
 - Consideration for such cases will be given to:
 - The nature and seriousness of the offense;
 - The injury or damage resulting from the offense;
 - The student’s motivation and state of mind at the time of the incident;
 - The student’s prior academic disciplinary record;
 - The student’s attitude and demeanor before the violation and during discussion of the violation.
 -

With any proven incident of academic dishonesty, a signed form recording the offense and ensuing discussion and penalty will be included in the student’s academic file with the Registrar’s Office.

You may appeal any action taken by the Vice President for Academics by submitting a written appeal to the Vice President for Student Services requesting review by the CARE Team. This appeal must outline the facts of the case and must articulate a failure in the process or new facts not in evidence, not simply a dissatisfaction with the outcome or punishment.

Many cases of plagiarism arise from carelessness or haste. Students sometimes attempt to excuse themselves by saying that they were not told of the nature of plagiarism or because they “didn’t mean to do it.” As a student, you are responsible to ensure that you do not include the ideas, phrasing, opinions, or even the outlining scheme of another writer in one of your papers without acknowledging your source. To help you, the College offers instruction and guidance through the Writing Center located in the library. Your professors can also answer any questions related to specific assignments.

ACADEMIC INTEGRITY VIOLATION FORM

Instructor's name: _____

Student's name: _____

Course: _____ Semester/Year: _____

BRIEF DESCRIPTION OF THE VIOLATION

DESCRIPTION OF THE PENALTY

STUDENT: I have read the description of this document carefully and understand the significance of academic integrity violations. I admit to committing the violation described above and accept the penalty assigned.*

(Student Signature)

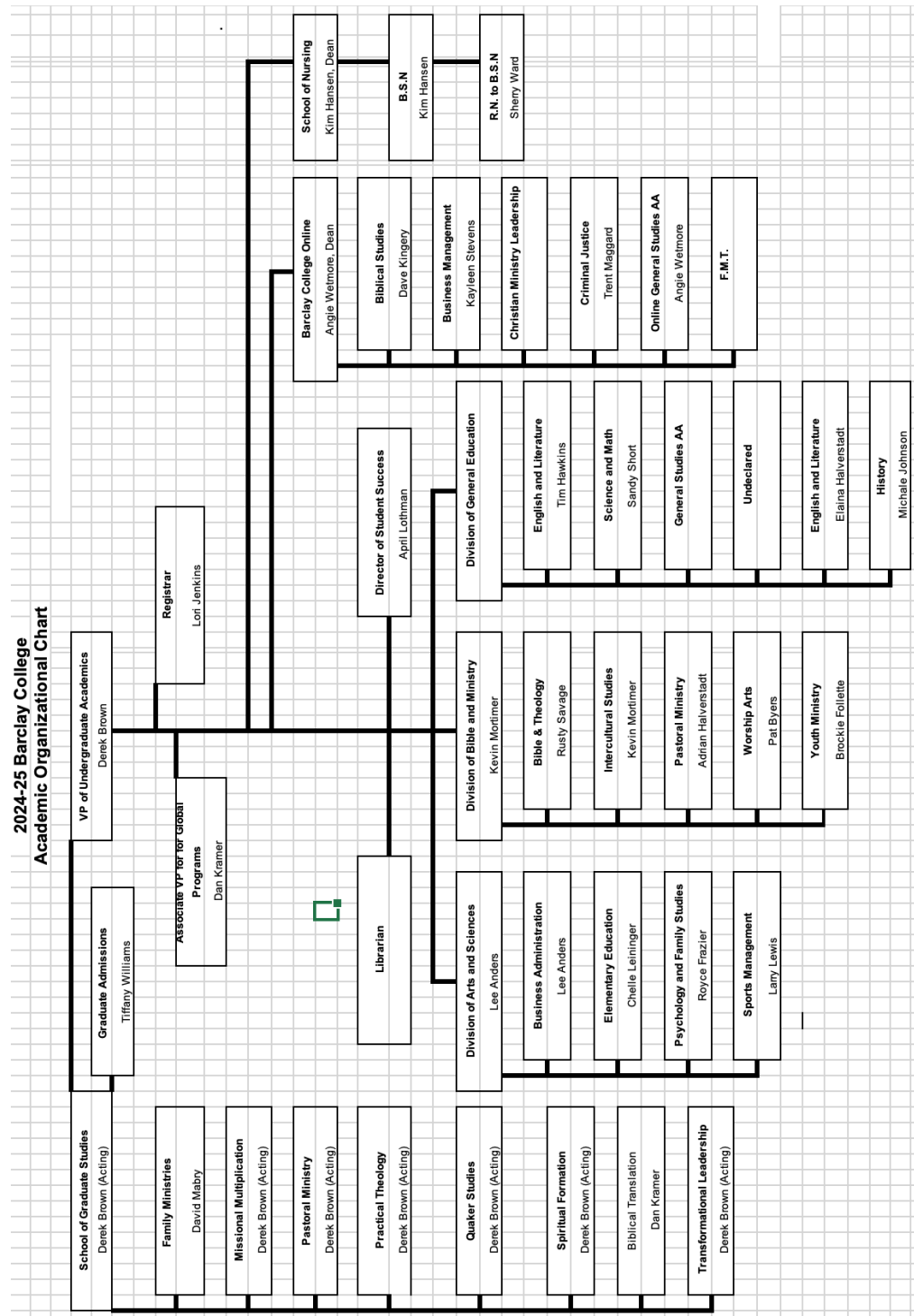
(Date)

(Instructor Signature)

(Date)

*NOTE: If a student does not sign this form, he/she may appeal to the Vice President for Academic Services. **The student has 72 hours to decide whether to appeal or to admit guilt and accept the penalty.** If a student refuses to sign but does not contact the professor or Vice President for Academic Services, this will be treated as an admission of guilt, and the penalty above will be enforced.

APPENDIX K: ORGANIZATIONAL CHART





BARCLAY COLLEGE

