FACULTY HANDBOOK

REVISED FALL 2018

Contents

ACCREDITATION STATUS

Jarvis Christian College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679- 4500 for questions about the accreditation of Jarvis Christian College.

AFFIRMATIVE ACTION and EQUAL OPPORTUNITY POLICY

Jarvis Christian College is an equal employment, equal access, equal educational opportunity and affirmative action institution which adhere to all federal and state civil rights laws banning discrimination in public institutions of higher education.

The College is committed to insuring equal opportunity to all students, employees, and applicants for employment or admission without regard to race, color, religion, sex, national origin, age, veteran status, physical or mental disabilities, or sexual orientation. It is the policy of Jarvis Christian College to comply with all federal laws, including the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) of 1990 (Title II), Title IX of the Education Amendments of 1972 (Title IX), Title VI of the Civil Rights Act of 1964 (Title VI), Executive Order (E.O.) 11246, and all subsequent amendments and implementing regulations which prohibit discrimination as above described. In accordance with the requirements above, Jarvis Christian College affirmatively states that it does not discriminate on the basis of race, color, religion, sex, age, veteran status, disability or national origin in its employment and/or educational programs and activities. Jarvis Christian College is an Affirmative Action/Equal Opportunity Institution.

The College shall take action, to the extent allowed under state and federal law, to ensure fulfillment of this policy. For questions or more detailed information regarding this policy, or to file a complaint regarding violation of this policy, please contact the Jarvis Christian College Office of Human Resources, EBC Building, Office #106 Hawkins, Texas 75765-1470, Director of Human Resources, 903-730-4890, ext. 2901. Students requiring disability related accommodations for participation in any event or to obtain print materials in an alternative format, please contact the Coordinator of Disability Services at (903) 730-4890 ext. #2305.

I. HISTORY

Jarvis Christian College is a historically Black institution that has been affiliated with the Christian Church (Disciples of Christ) since its inception. The College began as Jarvis Christian Institute, modeled after Southern Christian Institute in Edwards, Mississippi. The recorded history began in 1904. Then, the Negro Disciples of Christ in Texas, spearheaded by Mrs. Mary Alphin, State Organizer, in conjunction with the Christian Woman's Board of Missions began to plan for a school for Black youth. The Negro Disciples of Christ in Texas were to raise $1,000 for a school and the Christian Woman's Board of Missions would contribute $10,000 if this were

done. Meanwhile, Miss Virginia Hearne, State Secretary for Women's Work, convinced Mrs. Ida Van Zandt Jarvis of the need for a school for Black youth. In turn, Mrs. Jarvis worked to persuade her husband, Major James Jones Jarvis, to donate land upon which a school could be built. In 1910, Major and Mrs. Jarvis deeded 456 acres of land near Hawkins, Texas, to the Christian Woman's Board of Missions on the condition it "keep up and maintain a school for the elevation and education of the Negro race . . . in which school there shall be efficient religious and industrial training." Inherent in the spirit of the donation was that the land would be used to educate "head, heart, and hand" and to produce "useful citizens and earnest Christians."

Although the thrust of the educational program has changed dramatically since then, the College has ever continued to attempt to educate "head, heart, and hand." Shortly after the land was donated, the Negro Disciples of Christ in Texas, largely through the efforts of the women of the churches, completed their fund-raising campaign. The $1,000 collected by the churches was augmented with $10,000 by the Christian Woman's Board of Missions.

In 1912, Mr. Thomas Buchanan Frost, a graduate of Southern Christian Institute, who was to serve as Superintendent, came to start a school. He was joined by Mr. Charles Albert Berry, also a Southern Christian Institute graduate, who was to serve as Principal. These men and their families were the Jarvis pioneers, a small group who accepted the monumental challenge of clearing the swamp land and erecting the buildings in order that instruction could begin.

Despite austere circumstances, the project flourished. Mr. Zach Howard, another Southern Christian Institute graduate, came to run the sawmill that produced building lumber. The children who were to attend the school assisted with the construction. In doing so they participated in the initial work-study program. This plan was a necessity. Jarvis has never enjoyed the luxury of being a free school. Barter and labor were the major sources available to students and their families, most with meager financial resources, to help pay the costs of an education. Since then, the barter system ceased, but a work-study program has always been available to the students who come to Jarvis who are willing to invest their energies and talents to help defray their educational expenses. Its formal instructional program commenced January 13, 1913 with an enrollment of fourteen students, all in the elementary grades. Names of twelve of the fourteen students are listed below:

JARVIS CHRISTIAN INSTITUTE

Enrollment of Students

Barber, Roy
Cozine, Minnie
Frost, Thelma
Frost, Howard
Frost, Thomas Edward
Flaming, Willie
Lewis, Mamie
Lewis, George

Marshall, Hawlin
McCoy, Clarence
Normal, James
Townser, J.D.

In 1914, Mr. James Nelson Ervin came from Johnson City, Tennessee, to be the first President. He served in that capacity until 1938, a period of twenty-four years. During the first year of his tenure, high school subjects were added to the curriculum. Notably, during its early years, Jarvis Christian Institute existed as one of the few schools available in East Texas in which Black youth had the opportunity to complete a high school education. Jarvis remained the only accredited high school for Blacks in the Hawkins area until 1937. Although fragmentary records indicate some college work was offered as early as 1916, junior college courses were included as regular curricular offerings in 1927 and the school was incorporated as a college in 1928. Senior college courses were introduced in 1937. Built in 1936, the Emma B. Smith Building, now used to house administrative offices, is the only campus structure that remains from the Ervin era.

In 1938, Mr. Peter Clarence Washington came from East St. Louis, Illinois, to serve as the second president. High school work was eliminated that year. The original charter by the State of Texas, granted in 1939, states that Jarvis Christian College proposes to offer ― ". . . practical, domestic, manual, and agricultural training, as well as high grade instruction in the arts and sciences…"

The Florence Robinson House (built in 1939), now the Alumni Heritage House (remodeled in 1976), is the only structure remaining from the Washington presidency.

In 1949, Dr. John B. Eubanks assumed administrative duties as Executive Vice-President. He is credited with the introduction of a general education program and additional innovations, which hastened recognition by the Southern Association of Colleges and Schools in 1950, to include Jarvis Christian College on its Approved List of Colleges and Universities for Negro Youth. This was the only regional accreditation then available to Black Colleges in the South. Dr. Eubanks was named the third President of Jarvis Christian College in 1951 and served until 1953.

In 1953, Dr. Cleo Walter Blackburn, who had served as a consultant to President Eubanks, began his eleven-year tenure as the fourth President of Jarvis Christian College. That same year, Fundamental Education was included as a component of the educational program. Several of the buildings constructed during this presidency are still in use: Fellowship Center, now the Ida V. Jarvis Student Center, 1955; the James Aborne Health Center, 1961; the Barton-Zeppa Agro-lndustrial Building, now the Maintenance Building, 1961; and four dormitories, two each for men and women, 1962.

Dr. John Oliver Perpener, Jr., was named Executive Vice-President and served as resident executive. The Blackburn presidency culminated with an affiliation between Jarvis Christian College and Texas Christian University in 1964 through a "Memorandum of Understanding (revised, 1965; reaffirmed, 1969; discontinued, 1976). Also in 1964, the year that Dr. Perpener became Provost and Chief Administrative Officer, Fundamental Education and the Agro-lndustrial offerings were eliminated as components of the educational program. The Olin Library and

Communication Center opened in 1965. This major building was a gift from the Olin Foundation. Operation CRAM, a pre-college program for prospective college students, was initiated during the summer of 1965. While this effort had an academic component, its major emphasis was sociocultural enrichment.

In 1966, Dr. Perpener became the fifth president of the College. He was the first alumnus to be appointed to the office. The next year, Jarvis Christian College became affiliated with the Texas Association of Developing Colleges, a six-college consortium of historically Black colleges. It also achieved membership in the Southern Association of Colleges and Schools during that year. In 1969, the Texas Education Agency approved the Teacher Education Program, and the campus master plan was updated. During the same year, the Charles A. Meyer Science and Mathematics Center opened. This was the second major building underwritten by the Olin Foundation. In 1970, four additional residence halls, two each for men and women, and the Elbie Guy Crawford Titus Women's Commons Building was completed. Dr. Perpener resigned in 1971, and Dr. John Paul Jones was named Acting President. The Southern Association of Colleges and Schools granted reaffirmation of accreditation following the regularly scheduled visitation in 1971.

Dr. John Paul Jones was appointed the sixth president of Jarvis Christian College in 1972. A major improvement to the physical plant during his administration was a water purification system and sewage disposal plant that was completed in 1974. The Advanced Summer Enrichment Program began in 1976. The major focus of this program was providing entering freshmen an academic introduction to college. After the resignation of Dr. Jones in 1976, Dr. James O. Griffin served as Interim Administrator for two months.

In 1976, Dr. Earl Wadsworth Rand, an alumnus and a former dean of Jarvis Christian College, became the seventh president. Recognizing a need for special attention to entering students, the academic sector added the Division of Basic Studies in 1976. The Division of Basic Studies had the administrative responsibility for initial advisement for all transfer students as well as for academic advisement for freshmen and sophomore students as they complete the General Education Requirements. In 1978 the Gladys A. Gill Early Childhood Education Center opened. The Facilitators Program was initiated the following year. This paraprofessional counseling program utilizes members of the faculty, staff, and administration to provide one-to-one personalized assistance to each student from initial entry through graduation. That same year, the Southern Christian Institute National Alumni and Ex- Students merged with the National Alumni and Ex-Students of Jarvis, a relationship that has continued since Mr. Frost and Mr. Berry came to Texas in 1912. Additionally, the E. W. Rand Health, Physical Education and Recreation Center were dedicated December 1. 1979, the month Dr. Rand retired.

Dr. Charles Albert Berry, Jr., an alumnus of Jarvis Christian College, became the eighth president on January 1, 1980. In 1981, the official transfer of the title of the initial land donated by Major and Mrs. Jarvis, from the United Christian Missionary Society to Jarvis Christian College was realized.

The James Nelson Ervin Religion and Culture Center named in honor of the first president of Jarvis Christian College and consisting, currently of two structures, was completed in 1983. The two structures are the Smith-Howard Chapel and the Peoples-Dickson Religion Building. Two

additional residence halls were dedicated in 1986—one each for men and women—as was a twelve unit student-parent apartment complex in 1988.

Dr. Julius Franklin Nimmons, Jr., became the ninth president on June 1, 1988. During his administration, Jarvis Christian College was involved in extensive review and assessment of its total operation. Emphasis was placed on campus beautification. Dr. E. W. Rand and Dr. Charles Berry, Jr. served as administrative officers during the summer and fall of 1990.

Dr. Sebetha Jenkins became the tenth president on January 1, 1991. As the first woman to hold this position, she sparked many triumphs. Jarvis Christian College received reaffirmation of accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools in December 1993. Major renovations and capital improvements occurred during 1993 and 1994. In the fall of 1996, courses in Japanese were taught by a visiting instructor from Japan, and an American Humanics program was designed to prepare students for employment with non-profit agencies. Additionally, students interested in careers in teaching were given an opportunity to take advantage of the Center for Teacher Education, which increased the depth of their learning by providing extended observation assignments and practicum experiences.

The student learning experience was broadened even more with the implementation and upgrade of a campus-wide network and data management system. The construction of a Distance Learning lab (Community and Technology Center) in 1996 allowed students to participate in classroom activities simultaneously with students in courses held on other college campuses without having to leave Jarvis.

Other milestones realized during Dr. Jenkins' tenure included the launching of a $7.5 million dollar capital campaign, the Living and Learning Center, the initiation of the Pioneer Hall of Fame Awards Program, expansion of summer programs for area youth, the Hands-On Mission Program for campus beautification, the Service-Learning Program, and the Walk of Fame Plaza that was dedicated in the spring of 1997. Also during the Jenkins years (1991-2009), the college's regional accreditation was reaffirmed twice and the business program gained accreditation by the Accreditation Council for Business Schools and Programs (ACBSP).

On January 2, 2009, Dr. Cornell Thomas was appointed the eleventh president. Dr. Thomas was committed to students receiving a quality education. His vision for Jarvis was that it become a premier Christian College that offers a quality education that prepares our youth to face the challenges confronting them upon graduation. He started a Pre-Honors Program for Freshman students, revitalized the Honor's Program and opened the Office of Student Success Services.

In April of 2012, Dr. Lester C. Newman was appointed as the twelfth president of Jarvis Christian College. Dr. Newman continues to build and refine the strong traditions of education and personal attention to students at Jarvis Christian College. Under Dr. Newman's administration, more faculty with terminal degrees in their fields have been hired, financial stability attained, new policies and procedures have been established for operations campus-wide and new athletic teams added. Also, Dr. Newman has reorganized the academic divisions to optimize the educational experience for Jarvis students. In 2014, the College successfully completed the 10-year

reaffirmation process of the Southern Association of Colleges and Schools Commission on Colleges with no recommendations.

II.   PHILOSOPHY

Jarvis Christian College, having been founded by and continuing its affiliation with the Christian Church (Disciples of Christ) for the purpose of higher education, seeks to give added meaning to all its activities by making religion and spiritual values of central importance. A Christian Church exists on the campus. Students and faculty members and their families and friends are invited to attend and participate in the services of the campus church.

Since religious ideas are so inextricably involved with the American political and cultural tradition, Jarvis Christian College proposes to expose its students to religious ideas and to challenge them to put faith into action within the College community. Insofar as respect for the dignity and worth of the individual is common to both faith and democratic practice, the development of a personal faith may be seen to be doubly important. At the same time, Jarvis Christian College recognizes that effective religion must be voluntary and that denominational insistence and insulation are inconsistent with the broadly ecumenical spirit of the Christian Church (Disciples of Christ).

Recognizing that democracy is ideally both an end and a means to other meaningful ends in education, Jarvis Christian College seeks to encourage in its members an acceptance of the primacy of individuals as persons and the necessary interdependence of the concepts of freedom and responsibility. Students, seeking experiences and wisdom, are the reason for the existence of Jarvis Christian College. All personnel are challenged to demonstrate both competence and compassion as they patiently help students toward further maturity.

An accredited college like Jarvis Christian College is not only a teaching institution which collects and passes on to its students the accumulated knowledge and scholarship, but it is also a many-faceted center of learning in which equally important obligations include enrichment and advancement of knowledge through creative research and scholarly and scientific services to its communities. Jarvis Christian College accepts these obligations and seeks to foster an environment in which outstanding scholars and scientists in all fields may flourish as they teach.

**A Covenant Between The Christian Church (Disciples of Christ)
and Our Colleges and Universities**

An Introduction to the Revised Covenant

This revised covenant is offered to all fourteen colleges and universities in covenant with the Christian Church (Disciples of Christ) and to each Disciples of Christ congregation, region, and general unit as an opportunity to strengthen the on-going relationship between our undergraduate institutions of higher education and the Church.

This document is a revision of the 1977 covenant adopted by the colleges and universities and the Church. At the request of the Council of College and University Presidents and the board of Higher Education and Leadership Ministries, the General Minister and President appointed in 2008 a task force to review and revise our thirty-year covenant. The Council of College and University Presidents approved the revised covenant at their meeting at Lynchburg College, November 3-4, 2009. The board of Higher Education and Leadership Ministries approved the revised covenant on December 2, 2010. The General Board of the Christian Church (Disciples of Christ) meeting February 26-March 1, 2011 approved this revised covenant.

The Covenant

From its frontier beginnings, the Christian Church (Disciples of Christ) has valued education, treasured learning, respected scholarship, and regarded colleges and universities as essential to its mission of transforming individual lives and the larger society. The founders of our movement were teachers and administrators of Disciples colleges who intentionally integrated faith and reason into their lives and into the lives of their institutions of higher education.

Within the universal Body of Christ, the Christian Church (Disciples of Christ) is known for its ecumenical and inclusive vision, as well as its commitment to intellectual curiosity and collaboration. Across national boundaries this church expresses itself in covenantal relationships in congregations, regions, general ministries, and in partnerships with institutions of higher education. Each Disciples college and university is characterized by its own integrity, self-governance, authority, rights and responsibilities. From this covenantal relationship the Christian Church reaffirms its commitment to the role of higher education in the fulfillment of its total mission.

Consistent with the Disciples' identity as a movement for wholeness in a fragmented world, our colleges and universities model the welcoming table through their non-sectarian approach to learning and teaching. The core values of a liberal arts education are shared by the church: valuing the dignity of all people, acting with integrity and responsibility, viewing self as part of community, living life within a global context, providing service to others, and pursuing life-long learning. These shared core values are the basis for the covenantal partnership between the church and its colleges and universities.

> **Colleges and Universities in Covenant with the Christian Church (Disciples of Christ):**
>
> - **Barton College**
> - **Bethany College**
> - **Chapman University**
> - **Columbia College**
> - **Culver-Stockton College**
> - **Drury University**
> - **Eureka College**
> - **Hiram College**
> - **Jarvis Christian College**
> - **Lynchburg College**
> - **Midway College**
> - **Texas Christian University**
> - **Transylvania University**
> - **William Woods University**

The Partnership

The church benefits from this partnership with its colleges and universities in developing servant leaders, fostering global awareness, and encouraging a passion for peace and justice. Likewise, colleges and universities benefit from this partnership with the church's ethical insights and essential values. We share a commitment to an anti-racist/pro-reconciliation vision of the church and world and to ecological sustainability. We work together to discern truth, encourage critical thinking, and participate in moral formation of persons.

In partnership with the church, Disciples colleges and universities participate in the deliberative processes of the church and maintain appropriate relationships as provided for in the *Design of the Christian Church (Disciples of Christ)*. Disciples colleges and universities participate in the funding system of the Christian Church (Disciples of Christ) for allocation of resources as do regions and general ministries and in accordance with existing and developing agreements.

This partnership between colleges and universities and the church in all its expressions is critical to the vitality, vision, and heritage of each. To nurture and sustain this partnership, clear and intentional communication is essential.

The colleges and universities are most supportive of the covenant partnership when they
- offer their resources to congregations, regions, and general ministries and explore joint endeavors;
- emphasize in communications their partnership with the Christian Church (Disciples of Christ);
- engage in ongoing dialogue on the meaning of their partnership with the church;
- actively recruit Disciples students;
- generously provide scholarship assistance to Disciples (and in most cases United Church of Christ) students;
- participate in congregational events, regional and general assemblies;

- collaborate with other Disciples colleges and universities;
- create a campus ethos that encourages students to discern their vocational goals;
- identify and nurture future educated leaders for church and society;
- pursue excellence in fulfilling their mission.

The church is most supportive of the covenant partnership when it
- recommends Disciples colleges and universities to prospective students and their families;
- expresses persistently and persuasively its commitment to our colleges and universities and vigorously supports our colleges and universities in their mission;
- advises potential benefactors of the vital role higher education plays in Disciples tradition;
- sponsors events jointly with nearby Disciples colleges and universities;
- educates colleges and universities about the value of their partnership with the church;
- encourages Disciples to apply for faculty, staff, and administrative positions within Disciples colleges and universities;
- recognizes that Disciples colleges and universities are part of our movement to bring about wholeness in a fragmented world.

III. MISSION STATEMENT

Jarvis Christian College is a historically Black liberal arts, baccalaureate, degree-granting institution affiliated with the Christian Church (Disciples of Christ). The mission of the college is to prepare students intellectually, through academic programs that promote excellence in teaching and learning; socially, through student-centered support programs that encourage positive and constructive communication among peers, faculty, and staff; spiritually, through programs that stimulate spiritual growth and worship; and personally, through interaction that fosters self-development and maturity using different modalities of instructional delivery. The mission further seeks to prepare students for professional and graduate studies, productive careers, and to function effectively in a global and technological society.

Goals

GOAL 1: To provide preeminent academic programs and instruction through curriculum and faculty development.

GOAL 2: To be fiscally sound and a good steward of resources to advance the quality of academic programs, administrative functions, and facilities management.

GOAL 3: To enhance the utilization of technology and strengthen technology infrastructure to optimize learning opportunities, and improve administrative functions of the College.

GOAL 4: To improve the campus environment inclusive of physical facilities and auxiliary services.

GOAL 5: Establish collaborative relations with internal and external constituents to support the mission of the College.

GOAL 6: To provide a Christian environment that promotes the integration of faith, learning, and ethical behavior.

GOAL 7: To increase enrollment and retention of a diverse student body by providing programs and services that are conducive to the holistic development of students.

IV. ORGANIZATION OF THE COLLEGE

Board of Trustees

Under its charter, issued by the State of Texas the Board of Trustees controls Jarvis Christian College regular meetings are held in the months of May and October. Other meetings are held at the call of the Chair of the Jarvis Christian College Board of Trustees. The Board of Trustees decides matters of basic policy, approves budgets, elects the President and is the ultimate authority for all College-related matters.

Administration

President

The President of the College is the chief administrative officer of Jarvis Christian College, accountable to, and appointed by, the Jarvis Christian College Board of Trustees. The duties reflected in the title include: general and active management of the College's business and affairs executing all orders, resolutions, and policies recommending policies; appointing personnel; and presenting a budget to the Board of Trustees.

The President's Executive Cabinet

Members of the President's Executive Cabinet (PEC) are Chief of Staff, Director of Administrative Management Programs and Title III Programs, Provost/Vice President for Academic Affairs, Vice President for Finance and Administration, Vice President for Student Services, Vice President for Institutional Advancement, Development and Technology, and Director of Human Resources.

Chief of Staff, Director of Administrative Management Programs and Title III Programs

The Chief of Staff, Director of Administrative Management Programs and Title III Programs works closely with the President on projects related to the College. The duties include, but are not limited to, strategic plan, campus master plan, capital campaign, grants, legal matters, and other assigned duties as directed by the President.

Provost/Vice President for Academic Affairs

The Provost/Vice President for Academic Affairs is accountable to the President of the College for the administrative management and supervision of the Jarvis Christian College instructional program. This includes, but is not limited to supervision of the academic division, the faculty and the academic support programs.

Vice President for Finance and Administration

The Vice President for Finance and Administration is accountable to the President of the College. Duties and responsibilities include, but are not limited to, the administrative management, supervision and implementation of the financial operations, budget preparation, budget development, administrative management and program development.

Vice President for Institutional Advancement, Development and Technology

The Vice President for Institutional Advancement, Development and Technology is accountable to the President of the College for administrative management, program development, supervision and operation of all fundraising, development, and implementation of financial and other resource developments, and public relations.

Vice President for Student Services

The Vice President for Student Services is accountable to the President of the College. This includes, but is not limited to, student program development, administrative management, supervision of the student life program.

Channels of Authority and Communication

All departments and divisions, all administrative and service offices and functions, have definite lines of authority and communication. These channels must be followed, with matters submitted first to the immediate supervisor and then to the appropriate administrative officer, and finally to the President of the College. (Refer to the administrative organizational charts.) This policy does not preclude ready access to any of the administrative officials in the case of exceptional matters.

Major Administrative Committees

There are administrative committees corresponding to the following areas of Jarvis Christian College:

1. Academic Affairs Council
2. Institutional Advancement and Development
3. Financial Affairs
4. Student Services

Each of these committees provides a forum for developing ideas, examining alternatives and formulating recommendations for action by the PEC and the President of the College. Additionally, these administrative committees serve as information channels for all other committees of Jarvis Christian College. (Refer to Committee Lines of Authority Structure.)

The composition of the major administrative committees includes the following: functional unit representation, administration, faculty, support staff, and student representation, with attention to affirmative action within these categories.

Due to differentiated functions in the major areas of administration, the size of the committee may vary, but the formula of representation remains the same for each committee.

Committee Structure

All committees of Jarvis Christian College are dissolved at the end of the academic or fiscal year (whichever is appropriate to the respective committee). Individuals may or may not serve in consecutive years on the same committee.

The President of the College reserves the right to appoint all committees and task forces from time to time in the event of new and unanticipated needs. All task forces are given fixed completion dates for the assigned tasks.

All committees are to meet at least monthly. The exceptions are the President's Executive Cabinet, which meets weekly, and the Teacher Education Advisory Council, which meets not less than twice a year.

Minutes are to be kept on every meeting and disseminated to committee members and administrative officers, respectively.

The All-Campus Disciplinary Committee reports to the Vice President for Student Services, who, in turn, reports directly to the President of the College.

V. GENERAL POLICIES AND CONDITIONS OF SERVICE

Terms and conditions of service for all employees of Jarvis Christian College are carefully enumerated for each category of employment. The categories of employment are: faculty, administrative staff, and general staff. For the purpose of this section, the terms faculty and staff are used to describe categories of employment. However, when applicable to faculty only or to some other category, the captions and/or text specifically cites the category for special description and enumeration.

Employee Classification and Definition
Faculty

Faculty members are classified as follows:

Full-Time Faculty
The official Jarvis Christian College faculty is composed of all employees engaged in full-time teaching assignments or their equivalent who hold the rank of professor, associate professor, assistant professor, instructor, or lecturer. A full-time faculty member devotes a minimum of 50 percent of his/her time to teaching assignments. Faculty are expected to teach 15 credit hours per semester as a standard load and have at least 10 office hours each. At no time does a faculty member teach more than 18 hours, which is an overload.
NOTE: An overload is not reached until you teach 18 hours.

Part-Time Faculty
Part-time faculty members are employees who teach courses in addition to other responsibilities on a "bi-semester" basis as need develops. College employees are accorded professional rank in keeping with their educational background and past teaching experience.

Adjunct Faculty
Adjunct Faculty are appointed as needed to teach on a "bi-semester" basis.   They may teach up to, but not in excess of, 9 credit hours. Adjunct faculty are hired following College policy and must complete an application, provide three letters of recommendation, along with transcripts and any additional and pertinent information required. They are employed "bi semester" as needed to meet classroom requirements.

Other Faculty Designations

Deans

The dean of each division is responsible for six hours of teaching, and carrying out administrative duties under the Provost and Vice President for Academic Affairs; implementing rules and regulations by which the College is governed; nominating and assigning duties and responsibilities to department chairs and directors; providing the general leadership in all administrative matters within the college or school, and providing the overall leadership in all educational and research programs within the division. The Dean is the presiding officer of the faculty in his/her unit and represents his/her unit on the Academic Deans' Council, and advisory body to the Provost and Vice President for Academic Affairs on academic policy matters. The Dean may also serve on the faculty in one of the departments of that division.

Department Chairs

The Department Chair works within the structure of Academic Affairs, representing the respective instructional department. The Department Chair is an appointed faculty member who is expected to teach 9 credit hours each semester. This individual also monitors programs, supervises full time faculty, lead professors and adjuncts in their area. They serve as the liaison between their department in the division and the Dean. In addition, they are responsible for curriculum planning and development, staffing, evaluation, and budgetary administration for the Department. They are also responsible for the development of partnerships among internal and external constituents. These individuals should hold earned terminal degrees in a field of study in their department**.**

Lead Professors

The Lead Professor works in collaboration with the Department Chair. They assist Department Chairs in the program coordination and curriculum development and review. They are responsible for coordinating class schedules, reviewing textbooks, and communicating with their colleagues, information regarding Academic Affairs. It is preferred that these individuals hold earned terminal degrees in their field of study. If the individual does not hold a terminal degree, they must hold a Master's degree and possess significant experience in their field of study.

Visiting Professor

Specialists employed to assist Jarvis Christian College in their areas of expertise may be accorded the title of visiting professor. While these specialists may be asked to interact with the faculty, they are not counted as part of the faculty complement.

Emeritus Faculty

The *Emeritus* designation may be granted at the time of or after retirement. If granted, the term *Emeritus* is added after the rank held by the faculty member at the time of retirement. Candidates for *Emeritus* status, must have been employed at Jarvis Christian College for at least ten years, and/or must have contributed unusually meritorious service to Jarvis Christian College.

The procedure for nomination and appointment of faculty to *Emeritus* status is the same as that for promotion in rank. *Emeritus* rank does not entitle the holder to a stipend from Jarvis Christian College, but such persons are accorded full faculty status of an assigned rank with regard to cultural and social activities and faculty benefits in attendance at Jarvis Christian College sponsored events. The names and ranks of all *Emeritus* faculty members are printed in the *Catalog*.

Program Review Responsibilities

All full-time faculty or employees including directors in a program or unit across the college should be involved in the program review process for the unit; the college-wide collaboration is critical to the success of the review. Directors, Department Chairs, Deans, Vice Presidents, and Strategic Leadership Team members serve as resources to those completing the program review and provide feedback regarding and guidance for the completion of the review.

Librarian

Professional librarians who meet the standards set forth by the American Library Association and who work as a college librarian are granted faculty status.

Recruitment

Recommendations to employ new faculty originate at the discipline level and are communicated to the Vice President for Academic Affairs through proper channels. If the decision is made to fill a budgeted vacancy or a new position, the following recruitment efforts are followed:

1. The position is posted on the bulletin board near the Human Resources office and on the College web site for five working days.

2. The Human Resources Officer and academic administrator review the active recruitment files to determine if any persons contained therein might be qualified for the position and to whom to send applications.

3. The recruiting efforts include local advertising as well as advertising in professional journals and other publications.

Additionally, all appointments to the faculty are made by the President of the College upon the recommendation of the Vice President for Academic Affairs. These recommendations are based on the following procedures:

1. Review of credentials by the Interview Committee, supervisor and the Vice President for Academic Affairs.

2. Reference check by the immediate supervisor and/or the HR department and the Vice President for Academic Affairs.

3. On-Site or telephone interviews of the prospective faculty member by members of the faculty, the appropriate immediate supervisor and the Vice President for Academic Affairs.

4. Intra-institutional consultations as necessary.

Formal recommendation for employment including rank and salary accompanied by a supporting file that contains an application form, copies of college/university transcripts, a current vita, and interview report forms, are transmitted to the Vice President for Academic Affairs by the appropriate supervisor for transmittal to the President of the College for final approval.

Duration of Appointment
The duration of appointment is as follows:

Faculty
All full-time faculty appointments are for a nine-month contractual period.

Letter of Appointment
The nine-month period is usually referred to as an academic year first and second semester. In regard to tenured faculty, contracts will specify academic year, salary, and dates of contract period for each academic year without jeopardizing tenure status.

Summer School Appointments
The Early Start Summer Program (ESSP) for entering freshmen and summer school appointments are made on the basis of the need of Jarvis Christian College and of the availability of teachers and support personnel. Nine-month contracted employees, if needed and selected for summer duty, are notified by an official Faculty Letter of Appointment from the President of the College. This notification specifies duty assignment, dates of employment, and salary. Faculty members available for summer employment are to notify the Vice President for Academic Affairs by the first Monday in February immediately preceding the summer of desired employment.

Employees contracted for ten, eleven, or twelve months are required to render services and perform duties for summer school and special programs scheduled during the summer months as a part of their contractual responsibility as needed and without extra pay. One of the main reasons for contracting services beyond a nine-month period is to facilitate special program needs of Jarvis Christian College during the summer months.

Renewal of Employment
Contracts are on the basis of a period of time as stipulated in the Faculty Letters of Appointment (Contract) for faculty at least sixty (60) calendar days prior to the end of the period of employment, the college will issue renewals of contracts or appointments dependent upon action taken at the spring meeting of the Board of Trustees. Renewal of employment for all other employees will be through a letter from the President. In the event the services of a faculty or staff employee are not

desired for the next applicable employment period, the employee will receive a letter of notification of same from the College President.

All faculty appointments, re-appointments, promotions and salary increases require performance evaluations completed during each academic year. Recommendations from the supervisor, and Vice President of Academic Affairs are transmitted to the President for referral to the Board of Trustees.

Members of the faculty are expected to carry normal teaching assignment loads averaging fifteen semester hours each semester per academic year (exceptions may be made due to the faculty member being involved in special pilot or other projects.). In the event full-time teaching assignments do not develop during a given contract period, faculty members may be assigned to academic and teaching-related duties, such as course and/or curriculum revision, research, special counseling, syllabi development, new program design and implementation or other projects judged to be in the interest of Jarvis Christian College. Such duty assignments are to have the approval of the Vice-President for Academic Affairs and the President of the College as well as the particular faculty person concerned.

Resignation and Termination of Appointments

Any faculty member may resign from a position with Jarvis Christian College by giving no less than thirty days written notice in advance of the effective date of such resignation.

Such notice is forwarded to the President of the College stating the reason(s) with a copy to the immediate supervisor. The immediate supervisor submits a letter of endorsement or denial through the lines of authority to the President of the College. The President of the College lets the faculty member know of the condition under which the employee may be separated from Jarvis Christian College. If the faculty member fails to give such written notice, the employee forfeits the last thirty days of pay provided that Jarvis Christian College has complied with all re-appointment procedures.

Similarly, Jarvis Christian College reserves the right to dismiss, in accordance with the procedures established herein, a faculty member whose conduct is contrary to the ethics of the teaching profession or is judged to be detrimental to the best interest of Jarvis Christian College.

Tenure

Tenure at Jarvis Christian College is a mutual agreement between a faculty member and the institution for continuing service based on teaching effectiveness and scholarship. It lays obligation upon both the faculty member and Jarvis Christian College.

What Is Tenure?

In an academic community tenure is an arrangement under which faculty appointments are continued until retirement unless faculty members are demoted or promoted to non-faculty positions within the College, or they sever their relationship to the College by termination or resignation. It is written assurance that a faculty member who possesses tenure remains a faculty member in good standing with the College by evidencing concern for the mission and objectives

of Jarvis Christian College and competence in the following areas: (1) effective teaching (2) scholarly activity (3) service to Jarvis Christian College, and (4) service to the larger community.

The policy of granting academic tenure, and the right to secure it, shall be regarded as College policy reserved for full-time teaching faculty (including full-time non-teaching persons with faculty ranks).

Promotion involves a change in title from a lower to the next higher academic rank within the range of Lecturer to the Professor.

Criteria for Determining Promotion and Tenure
In order to qualify for tenure at Jarvis Christian College a faculty member shall:

1. Possess professional degrees and appropriate academic achievement to engage in college teaching;

2. Demonstrate continuous adherence to, and action within, the guidelines stated and/or implied within the "Mission Statement of Jarvis Christian College," and in **The Faculty Handbook** of the College.
3. Show professional growth and development by attendance at professional meetings, coordinating and/or sponsoring workshops, seminars, publication of articles, books, educational related travel, or tours and practical research.

4. Participate in College activities such as sponsorship of student organizations, committees, attendance at athletic, cultural and religious programs.

5. Engage in the larger (public) community service projects, i.e., church, civic, and social activities.

6. Evidence loyalty to and support of Jarvis Christian College by regular financial contributions and student recruitment.

7. Faithfully counsel and guide students toward graduation, graduate studies, future preparation and work careers.

Granting of Promotion and Tenure
1. Faculty members at Jarvis Christian College are appointed on a year-to-year basis until they become eligible for and are granted tenure. A full-time faculty member shall serve a tenure probationary period of five years at the College (These are regular academic years consisting of nine months. Part-time summer school teaching, teaching as graduate assistants or teaching fellows while in graduate school are excluded).

2. Should the faculty member be promoted to a higher rank before acquiring tenure, the period of tenure probation will not be altered.

3. Faculty members employed at Jarvis Christian College who have served at one or more institutions of higher learning may negotiate for credit for a maximum of two years toward the tenure probationary period at Jarvis Christian College. The President of the College, with the approval of the Board of Trustees, can grant this credit in writing.

4. The Committee on Promotion and Tenure shall receive the names of faculty member(s) recommended for promotion and/or tenure from the Vice President for Academic Affairs. The committee shall objectively evaluate the evidence submitted to justify the granting of promotion and/or of tenure for each faculty member recommended for either or both. The committee shall reach a decision regarding the faculty member(s) recommended and pass on its decision to the   Vice President for Academic Affairs. The Vice President for Academic Affairs shall transmit the decision of the Committee to the President of the College for recommendation and transmission to the Board of Trustees of the College for final action and approval.

5. The discipline in which the faculty member works generally makes recommendations for promotion and/or the granting of tenure and may initiate the process. The faculty member may request consideration for promotion in rank and tenure and/or appeal an adverse decision to Academic Affairs. Should the Vice President for Academic Affairs fail to render an acceptable verdict, the faculty member may appeal to the President of the College.

6. Tenure must be earned. Tenure is not automatically granted after the fifth year of service. Achieving tenure is not a condition of employment at the College. Faculty members may serve indefinitely without tenure. Tenure can be granted only by the Board of Trustees, which may grant tenure as it determines such action to be in the best interest of the College.

7. Any faculty member having attained tenure will be renewed for employment in writing annually, pending extenuating circumstances as outlined in #9 below. This written statement will include all changes in status and/or salary scale accruing to that faculty member.

8. A faculty member must hold the rank of assistant professor, associate professor, or professor to be qualified for tenure.

9. The granting of tenure is an affirmation of the College's expectation that the employment of the person to whom tenure is granted will be permanent. In rare and compelling circumstances, this annual reaffirmation may be revoked if the person retires, or is terminated for any of the following *reasons: (1)* discontinuance of the position as a consequence of academic reorganization, (2) financial exigency, (3) conduct which reflects adversely on the College, (4) physical or mental incapacitation, (5) failure to discharge responsibilities in a manner consistent with the standards of Jarvis Christian College.

A tenured faculty member whose position is to be terminated shall be given reasonable notice, 90 days in advance, of such termination, in writing stating the cause for the action, and the right of review by a committee of the Board of Trustees of the College.

Promotion and Tenure Procedures Timetable
This time frame shall be followed in all promotion and tenure considerations. It is to be followed in a sequential manner as the candidate progresses.

During December of the appropriate year the immediate supervisor shall notify the faculty member (candidate) by letter of their eligibility for promotion and/or tenure. Additional mentoring by the immediate supervisor is encouraged at this time.

Faculty eligible for promotion and/or tenure notifies immediate supervisor of intent to apply by the second Friday of January.

By the third Friday of January, the immediate supervisor will notify faculty in the discipline that the candidate is applying for promotion and/or tenure and invites letters of recommendation.

Faculty in the discipline wishing to do so shall forward letters of recommendation by the second Friday in February. At least three letters are necessary.

The candidate shall present a draft portfolio to the immediate supervisor by the third Friday of February. The Promotion and Tenure Committee shall stipulate the categories of information that shall comprise the contents of the portfolio. See Appendix B.   By the end of February the immediate supervisor shall verify the accuracy of the portfolio, which may be revised as necessary and shall forward the portfolio together with a recommendation for promotion and/or tenure to the Vice President for Academic Affairs.

The Vice President for Academic Affairs shall forward recommendations for promotion and/or tenure to the Promotion and Tenure Committee by the first Friday of March.

The Promotion and Tenure Committee shall render its recommendation no later than the third Friday of March.

The Vice President for Academic Affairs considers the recommendations of the Promotion and Tenure Committee, including decisions that differ with the recommendation of the immediate supervisor, and shall then forward recommendations for promotion and/or tenure to the President no later than the first Friday of April.

The President reviews the recommendations and submits favorable recommendations to the Board of Trustees for consideration at the Spring Board Meeting.

The President shall notify the candidate of the Board's decision within twenty days following the spring meeting of the Board of Trustees.

Procedure for Post-Tenure Review

1. Tenured faculty will be formally reviewed every three years by the Promotions and Tenure Committee no later than the last Friday in March of that specific year.

2. The tenured faculty member shall submit a portfolio one month prior to the date of the formal review. The submitted portfolio MUST include information from the preceding five years and cover the following areas:
   a. All student evaluations from a minimum of two years during the past three years when possible.
   b. Results of direct classroom observations conducted since the last formal review.
   c. Copies of course syllabi
   d. Copies and/or citations of scholarly presentations, publications and/or creative activities.
   e. Documentation of professional services
   f. Goals for the immediate future.

3. The Promotion and Tenure Committee, within one month of the receipt of the portfolio, will provide a written evaluation to the immediate supervisor on each of the three areas of responsibility, which are in consonance with the mission of Jarvis Christian College (teaching, research or scholarly productivity, and community service).

4. The immediate supervisor will provide both the Committee and the individual faculty member a written summary of the evaluation. Both positive and negative results will be shared with the faculty member in a conference with the immediate supervisor. In the instance of a decidedly negative evaluation, the committee will recommend remediation including a time line not to exceed two years for demonstrated improvement, and a clear statement of the consequences of failure to improve.

Performance Appraisal

Faculty
Performance Appraisal (Faculty)

The performance of each faculty member will be formally evaluated by the immediate supervisor. All performance appraisals for faculty are measured against the following criteria:

Teaching
Faculty members should possess adequate knowledge of their teaching subjects, commensurate with their teaching assignments, maintain awareness of developments in their teaching disciplines, and communicate to their students both their knowledge of and interest and enthusiasm in their disciplines. Faculty members should encourage their students in responsible and careful inquiry, in appreciation of the concomitant value of the educated mind.

Section 1 of the Faculty Evaluation form includes the following items regarding the faculty member's course: organization, assignments, grading, content, level of difficulty, new ideas, and communication skills. Section 1 of the Faculty Evaluation form also includes the following items regarding the faculty member: syllabus, subject matter, attendance, extension, presentation, teaching methodologies, fair grading, student performance, enthusiasm, grading, grade deadlines, respect, student attendance, office hours, and advising. See Appendix A for the complete Faculty Evaluation form.

Extra-Classroom Service to the College and Community
Faculty members are expected to render extra-classroom services and assistance to students for the purpose of their personal, social, and cultural development outside the classroom. This includes but is not limited to sponsorship of student organizations and participation in and attendance at Jarvis Christian College events. Faculty members are expected to assume extra-classroom responsibilities as needed and as time allows, which may include committee assignments or other non-teaching assignments.

Community service is defined to include professional services rendered for community participation in a manner that is in the general interest of both the community and Jarvis Christian College. All students, faculty, and staff personnel who purport to represent Jarvis Christian College are asked to speak, sing, or perform before groups, churches, and organizations off-campus are requested to clear such appearances through the Office of the President.
Section 2 of the Faculty Evaluation form includes the following items regarding service to the college and community: advising, committees, campus activities, after-hours activities, assembly, and local community. See Appendix A for the complete Faculty Evaluation form.

Professional Growth and Research
Faculty members should demonstrate professional competence through scholarship, research, and other creative activities appropriate to their disciplines, with such activities presented in the proper form and reflected in the classes conducted by the faculty member. Such activities must be measured by quality rather than merely quantity. All faculty members are required to conduct active research in their courses by collecting data on student assessments of program and student program learning outcomes. It is expected that all faculty members participate in professional organizations and activities related to their disciplines, and that their professional and personal conduct be kept above reproach.

Section 3 of the Faculty PMP Evaluation form includes the following items regarding the faculty member's professional growth and research: literature research, professional memberships, and professional growth. See Appendix A for the complete Faculty Evaluation form.
Source: Performance Evaluation

The performance of each faculty member will be formally evaluated by the respective immediate supervisor.

PROFESSIONAL DEVELOPMENT

Jarvis Christian College is committed to the growth and development of its faculty. For that reason, it sponsors in-house workshops, training sessions, and seminars with outside experts, in-house experts, and occasionally may request faculty members to make training presentations for their peers in line with their area(s) of expertise and experience. Faculty are expected to take advantage of these opportunities for maintaining currency in teaching, pedagogy, and instructional technology.

All full-time faculty members are encouraged to retain membership in at least one professional organization in their discipline. They are also expected to participate in at least one professional development activity each academic year (e.g. conferences, seminars, workshops, webinar, course for credit, etc.). Verification of this activity is done utilizing the process described below.

STANDARDS OF PROFESSIONALISM
General Ethical Conduct

Personal Responsibilities
As an individual, the professional educator is expected to exemplify those traits of character--self discipline, respect for the rights of others, honesty and personal integrity--which are expected of the mature leader. Professional educators should possess the physical stamina and clarity of mind necessary to fulfill their obligations within the area of their professional responsibility and academic competence.

Professional Responsibilities
It is essential that faculty members maintain professional competence as explained below:

1. Faculty members are encouraged to continue their formal education up to and beyond terminal degree attainment and to become active with appropriate learned and professional organizations.

2. Contributions to professional and other publications as well as participation in activities of the larger community to which Jarvis Christian College contributes are encouraged.

3. The acceptance of invitations to social events provides an excellent means for faculty members to become acquainted with students informally and to gain insight.

4. In discussing Jarvis Christian College, faculty members are expected to refrain from misrepresenting policy and must clearly establish whether their remarks are as authorized spokespersons of Jarvis Christian College or as concerned citizens expressing personal opinions, which should be limited to issues in the public interest.

5. In performance of their duties, faculty members are expected to comply with Jarvis Christian College requirements in submitting grades, reports, evaluations and instructional plans when they are due.

6. Faculty members are expected to refrain from exploiting their positions for personal or partisan advantage.

INTERPERSONAL RELATIONS

Relation to Administration
In relation to the administration, faculty and administration should strive to establish a spirit of cooperativeness. Faculty members should be responsive to the leadership of members of the administration, giving them full support or challenging them to sounder planning and implementation of policy. In this respect, it is understood that ideas affecting Jarvis Christian College may be generated within the faculty, as well as from the administration, thus allowing the faculty to participate in decision-making vital to the welfare of Jarvis Christian College.

Relation to Colleagues
In their relations with colleagues, individuals should assume responsibility for upholding their freedom of inquiry and promote public understanding of academic freedom. When called upon to evaluate their colleagues, individuals should render a fair and equitable judgment. They should practice academic honesty in acknowledging professional indebtedness to their colleagues. They should share the responsibilities for promoting quality education and improving Jarvis Christian College.

Relation to Students
In relation to students, faculty members should uphold the right to free inquiry. They should recognize the fundamental rights of students as citizens, treating the students justly and with discretion. They should maintain associations with students that neither detract from the role of the teacher as intellectual guide and counselor nor impair the ability to render obsessive judgments. They should set the kind of personal and academic examples that they desire the student to emulate. They should attempt to make learning experiences meaningful and challenging as they introduce the student to their cultural heritage and encourage students to develop high standards of scholarship. They should guide the students in seeking personal identities and in discovering purposeful goals for life. When students seek counsel and advice, faculty members should retain confidences and protect the students' right to privacy and personal dignity. They should encourage academic honesty in the pursuit of excellence and assure students that their evaluation of the students' performance is based on merit rather than personality. They should recognize the contributions of students to the Jarvis Christian College community and to the educational process. They should avoid exploiting students for personal gain. Intimate and amorous relations with students are considered by the College to be improper.

SEXUAL HARASSMENT & DISCRIMINATION POLICY

Jarvis Christian College is committed to providing a work environment which is free of unlawful harassment and intimidation. College policy prohibits harassment because of sex (including sexual harassment, harassment due to pregnancy, childbirth or related medical conditions and gender harassment) and harassment because of race, religion, color, national origin, medical condition, physical or mental disability, age or any other basis protected by federal, state or local law, regulation, or ordinance.

Jarvis Christian College is committed to providing a safe, respectable work environment for all employees.

Jarvis Christian College recognizes that sexual harassment is an unlawful act that affects everyone, both men and women, all employees at all levels in all work areas, the students, the parents, and the community at large. Sexual harassment is prohibited against members of the same sex as well as against members of the opposite sex. Therefore, it shall be the policy of Jarvis Christian College:

- to prohibit and discourage any employee from sexually harassing another employee or job applicant;
- to provide and maintain an environment that is free from sexual harassment;
- to remedy, in a speedy manner, any consequences of sexual harassment; and
- to provide information about how to pursue claims of sexual harassment.

Jarvis Christian College shall prohibit any employee from harassing another employee or student through conduct or communications of a sexual nature. Supervisors shall be responsible for promoting the understanding and acceptance of, and assuring compliance with, state and federal laws and the rules and regulations of the College.

Violation of this policy shall be cause for disciplinary action in accordance with College rules and regulations up to and including discharge, and depending on the circumstances, criminal prosecution.

Jarvis Christian College's anti-harassment policy applies to all individuals involved in the operation of the College, and prohibits unlawful harassment by an employee of Jarvis Christian College including administrators, supervisors and co-workers, or by any vendors and/or independent contractors and their employees.

Non-employee violators of this policy are subject to expulsion from Jarvis Christian College's facilities when harassment occurs on College property. Jarvis Christian College may discontinue service to such violators of this policy. Furthermore, Jarvis Christian College may report violators to the appropriate authority for civil or criminal action.

Jarvis Christian College prohibits retaliation of any kind against employees, who, in good faith, bring harassment complaints or assist in investigating such complaints.

Definition

Sexual harassment has been defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term, or condition of a person's employment or advancement.
2. Submission or rejection of such conduct by an employee is used as the basis for decisions affecting the employee or evaluation of the employee.
3. Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive work or learning environment.

Examples of Prohibited Unlawful Harassment

Sexual harassment may include, but is not limited to, the following behavior(s):

1. Verbal harassment, abuse, or actions such as slurs, derogatory comments or sexual jokes, epithets or unwanted sexual invitations, advances or comments;
2. Visual conduct such as sexually-oriented, pornographic and/or derogatory photographs,
   posters, drawings, cartoons, gestures, e-mail or Internet sites;
3. Physical harassment or actions such as unwanted or unwelcome touching, assault, blocking another's way or interference with work because of sex, race or any other protected category;
4. Suggestions, threats or demands to submit to sexual advances or requests as a condition of continued employment, offers of employment benefits in return for sexual favors, implied or explicit threats concerning one's evaluation, job or etc., or to avoid some other negative employment action; and
5. Retaliation against any employee for making an allegation of harassment or for participating in such an investigation.

Jarvis Christian College has a zero tolerance policy for vulgar, abusive, humiliating or threatening language, practical jokes, or other inappropriate behavior in the workplace. Jarvis Christian College will not tolerate the harassment of any employee or non-employee by another employee or non-employee, supervisor, manager or director for any reason. Harassment of a sexual nature is a violation of various state and federal laws which may subject the individual harasser to liability for any such unlawful conduct.

Types of Sexual Harassment

Quid Pro Quo Harassment occurs with the following:

• When submitting to sexually harassing behavior is a stated or implied condition of an individual's employment.
• Requesting sexual favors such as dates or sexual intercourse in exchange for a promotion or raise.

• Stating or implying to an applicant that he/she will be hired if he/she participates in sexual activity.
• Stating or implying that a person will be demoted, fired, or denied a promotion if he/she does not submit to a sexual request.
• Demoting, firing, or denying a promotion to someone for refusing to submit to a sexual advance.

Hostile Environment Harassment occurs when unwelcome sexual or other gender-based conduct interferes with an individual's work performance. It also occurs if the conduct creates an intimidating, hostile, or offensive work environment:
• Making sexually suggestive remarks, gestures, or jokes.
• Making offensive, negative remarks about the victim's gender or physical appearance.
• Using derogatory sexual terms for women
• Deliberate touching, pinching, brushing, or patting.
• Displaying offensive sexual illustrations pressuring for date or sex.
• Describing or asking about personal sexual experiences.
• Hazing pranks, or other intimidating behavior directed toward the victim because of the victim's gender.
• Defaming the reputation of a student or employee by implying sexual involvement.

Procedure for Reporting Harassment

Any employee who believes that he or she is the victim of any type of harassment, including sexual harassment, should immediately report such actions to their immediate supervisor or to the Human Resources Director. If an employee's immediate supervisor is involved in the alleged harassment, it is unnecessary to make a report to that individual.

Employees and immediate supervisors are required to promptly report the alleged harassment immediately to the Human Resources Director. It is not necessary to file a formal complaint of sexual harassment. Jarvis Christian College takes all complaints seriously and handles complaints as promptly, thoroughly and confidentially as possible. The Human Resources Director will clearly inform the employee of his/her rights to assistance and how to preserve and protect those rights.

Any person who alleges sexual harassment by a faculty/staff member, a student, a vendor, a contractor, or any other person doing business with the College may use the Grievance Procedure or may complain directly to his/her immediate supervisor or the Human Resources Director.

Reporting sexual harassment, in good faith, will not reflect upon the individual's status, nor will it affect future employment or work assignments.

The right to confidentiality, for both the accuser and the accused, shall be respected consistent with the College's legal obligation and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

Investigating Alleged Harassment

The Human Resources Director will fully and completely investigate any report of alleged harassment and will report findings to the President to take immediate appropriate corrective action depending on the severity of the conduct. This can include disciplining or discharging any individual who is found to have violated this prohibition against harassment. The complaining employee will be informed of the action taken. An employee who engages in acts of harassment contrary to Jarvis Christian College's policy may be personally liable in any legal action brought against them.

Interviews, allegations, statements and identities will be kept confidential to the extent possible as allowed by law. However, Jarvis Christian College will not allow the goal of confidentiality to be a deterrent to an effective investigation, and it may be necessary to reveal certain information to various state or federal agencies or courts.

Employees should also be aware that as an employer, Jarvis Christian College has a duty to prevent and correct harassment even when the complaining employee asks that no action be taken and that the complaint be kept confidential.

No information related to the complaint or any investigation will be filed in the personnel files of the employees involved. Rather, these reports will be kept separately in the human resources department, and marked "confidential." At the end of each inquiry, the investigator will prepare a report for the President that sets forth the dates that various witnesses and parties were interviewed, summarize witnesses' statements, describe factual issues on which the parties disagree, offer the investigator's conclusions, and outline a recommendation of actions to be taken by Jarvis Christian College.

If the investigation reveals that the harassment occurred, the Human Resources Director will then inform the President. Immediate and appropriate action, up to and including termination, will then be taken. The discipline will be proportional to the severity of the conduct. The alleged harasser's employment history and any similar complaints of prior unlawful harassment will be taken into consideration. Exercising rights under this policy does not in any way affect an employee's right to seek relief through the Texas Commission on Human Rights, the Equal Employment

Opportunity Commission, or a court of proper jurisdiction for any complaint for which a remedy is provided under federal or state law.

Sanctions

1. A substantiated charge against a staff member within the College community shall subject the staff member to disciplinary action, up to and including discharge.
2. A substantiated charge against a student within the College community shall subject that student to disciplinary action, which may include suspension or expulsion, consistent with the student disciplinary code.

Prohibited Supervisory Behavior

1. No supervisor may condition any employment, employee benefit, or continued employment in this College community on an applicant's or employee's acquiescence to any of the sexual behavior defined above.

2. No supervisor may retaliate against any applicant or employee because that applicant or employee has opposed a practice, in good faith, prohibited by Title VII of the Civil Rights Act of 1991, or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding, or hearing conducted by an authorized investigative agency.

3. No supervisor or manager shall destroy evidence relevant to an investigation of sexual harassment.

4. No supervisor shall fail to report any claim or complaint of harassment to the Human Resources Department within seventy-two (72) hours of knowledge of a complaint.

5. All supervisors shall maintain the strictest level of confidentiality in investigating any claims of alleged harassment.

Retaliation

Jarvis Christian College will not tolerate retaliation against any employee for making an allegation of harassment, in good faith, or for participating in such an investigation. Retaliation in any form is prohibited. Any employee who violates this policy is subject to disciplinary action up to and including dismissal. It is the responsibility of each Jarvis Christian College employee to be aware of the details of the foregoing policy.

ACCOMMODATION STATEMENT:

Jarvis Christian College is committed to both the spirit and letter of federal equal opportunity legislation (reference Public Law 92-112-The Rehabilitation Act of 1973 as amended). With the passage of the federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is a renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The college is required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Any student in the class who has a disability that may prevent full demonstration of ability should contact the instructor personally before the end of the first week of classes so that a discussion can be held regarding accommodations necessary to ensure full participation and facilitate individual educational opportunities.

Preventive Action

The College, in an effort to prevent instances of sexual harassment, shall:
1. Distribute a copy of this policy to all employees.
2. Hold, on an annual basis, training sessions on sexual harassment for administrators and faculty/staff members.

Relations with Students

1. Romantic or sexual advances toward students by employees, or romantic or sexual relationships between Jarvis employees and students are not appropriate; whether or not they are consensual or otherwise outside the definition of sexual harassment. Employees engaging in inappropriate relationships with students may be subject to disciplinary action, up to and including, dismissal.

2. A student who believes that she/he has suffered sexual harassment may report the matter to the Human Resources Director. However, any employee who receives from a student, a report of alleged sexual harassment, shall immediately report the same to the Human Resources Director who will promptly investigate the allegations. Failure by the employee to do so may subject the employee to disciplinary action. If the student's advisor or instructor is the alleged offender, such report by the student or by other employees shall be made to the Human Resources Director.

3. Under certain circumstances, sexual harassment of a student may constitute sexual abuse. In such situations, College personnel shall directly report the sexual abuse to the Child Protection Unit. Also, activity of a criminal nature should be reported by the victim to the police.

Source: Office of Human Resources

ABSENTEEISM AND TARDINESS

Faculty, Administrators, and Staff

Jarvis Christian College endeavors to keep employee attendance at a maximum and absences at a minimum. However, Jarvis Christian College realizes that absences are unavoidable, and therefore, allows certain absences with or without pay.

Responsibilities of all Employees

Every employee of Jarvis Christian College has the following obligations and responsibilities concerning absence, regardless of regular or temporary status, position or work assignment, and regardless of eligibility or non-eligibility for absence pay allowance, or regardless of whether it is a regular scheduled work day or non-scheduled work day.

Advance Notice

When the need for being absent from work is known in advance, the employee must notify the supervisor at least five days in advance.

Notice of Unexpected Absence
When an employee who has not given advance notice finds that it cannot be given, the employee or someone else must notify the immediate supervisor before starting time or within the first hour of the normal work schedule.

Failure to Give Notice
Failure of an employee to give the notice required in the paragraphs as stated above, unless manifestly impossible, shall constitute cause for reasonable disciplinary penalty, including cause for denial of absence pay allowance, suspension, or dismissal.

Tardiness/Absence Guidelines
Punctuality and regular attendance are important factors in consideration for job retention and advancement. Excessive tardiness and absences are subject to disciplinary action. Any employee who is tardy more than five times or three unexcused absences in a twelve (12) month period will be subject to disciplinary action and/or dismissal. Unless an absence has been authorized in advance, or an absence is either unavoidable or justifiable, every employee is expected to report for scheduled work.
Source: JCC Administrative Policies and Procedures Manual

Sabbatical Leave
Sabbatical leave may be granted at the end of every five years of service for one year with half-salary or at the end of seven years of service for one year with full salary. Awarding of sabbatical leave is dependent on the availability of institutional funds and consideration of academic and instructional needs of the college. Other faculty leaves of absence may be supported with external funding.

Special Leave
Special leaves of absence without pay may be allowed for periods of inactive employment covering more than one day but not exceeding one year. If an absence is to continue for longer than one year, the employee is to notify the Human Resource Officer to this effect and request a specified extension of time at least thirty days prior to the expiration date of the leave of absence. The senior administrative officer and the employee's supervisor review the request for extension and jointly recommend an extension or termination of the leave of absence to the President of the College who may approve or reject the recommendation. If the request is denied and the employee is unable to return to work, the services of the employee are terminated and the official date of termination is the last day of the originally approved period of leave.

Ordinarily, special leaves of absence are granted without pay. Payment to employees on special leave of absence is considered to be unusual and must have the written approval of the President of the College.

Due Process
Jarvis Christian College guarantees all employees substantive and procedural due process. The President of the College is responsible for ensuring that all policies and regulations conform to the requirements of due process. The following conditions prevail:

1. All policies and procedures are to adhere to the concept of what is fundamentally just, fair, and right.

2. Employees are assured the right to be treated in a fair and reasonable manner.

3. Employees are assured that policies and procedures will not be interpreted arbitrarily or applied inequitably.

4. Employees are guaranteed the right to participate in an established grievance process without fear of reprisal.

Termination

The following constitutes the reasons for which dismissal of an employee may be recommended by the immediate supervisor, the senior administrative officer and approved by the Office of the President of the College.

1. Physical or mental condition which incapacitates the employee from performing assigned duties.
2. Immoral conduct.
3. Incompetency, inefficiency, or insubordination in the line of duty.
4. Willful or persistent violations or for failure to obey the laws of the state or the published policies and regulations of Jarvis Christian College.
5. Excessive or unreasonable absence from performance of duties.
6. Conviction of a felony or a crime involving moral turpitude.

EMPLOYEE GRIEVANCE

The grievance procedure commences only after all informal means have been exhausted through the lines of communication and authority. The following condition prevails regarding allowable grievance:

I.   The complainant is a full-time non-probationary employee of Jarvis Christian College. However, all full-time faculty members have just access to the grievance procedure.

II.   The alleged grievance pertains to:

    A.   An evaluation of the employee.
    B.   A disagreement regarding salary, advancement on the salary schedule, or other working conditions.
    C.   Assignment of work, classes, office space or other working conditions.
    D.   A disagreement concerning the interpretation of College approved terms and conditions.
    E.   A disagreement concerning the interpretation of College policies and procedures.
    F.   Any discrimination because of race, color, creed, sex, physical handicap, or age.

III.   Any grievance not described above is considered only with the approval of the President of the College or the President's designee.

IV.   No reprisals of any kind are taken against any employee for participating in the Employee Grievance Process. All materials pertaining to the grievance, including supportive documents submitted during the time the grievance is in process, do not become part of the employee's official personnel file.

Jarvis Christian College is committed to providing the best possible working conditions for all employees. This commitment strives to ensure that all employees are treated fairly in all matters relating to their employment. If a problem or concern cannot be resolved at the supervisor or vice president's level, then the employee can make a written request to the Human Resources Director to have their concerns heard by the Grievance Committee. The grievance procedure commences only after all informal means have been exhausted through the lines of communication and authority and is available only to full-time non-probationary employees of the College. Employees have a right to participate in the established grievance process without fear of reprisal. However, please understand that all problems cannot be successfully handled to the exclusive satisfaction of all parties involved. The faculty, staff, and administration of Jarvis Christian College maintains that if all affected individuals, and groups, work collaboratively many situations can be resolved to the general satisfaction of all involved.

If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps:
1. Employee presents grievance to immediate supervisor after the incident occurs. A written grievance statement should be submitted to the supervisor outlining the following:
    a. Nature of the grievance and facts upon which it is based;
    b. The law(s), rule(s), regulation(s), policy(ies) or procedure(s), if any, alleged to have been violated;
    c. The remedy or relief requested.

If the supervisor is unavailable or employee believes it would be inappropriate to contact that person, the employee may present the problem to the next level of management. This statement must be submitted within (10) working days following the event on which the grievance is based.
2. Supervisor responds to problem during discussion or after consulting with appropriate management, when necessary. The supervisor should give his or her written response within then (10) working days after statement is received. All documentation should be forwarded to the Human Resources Director for retention.
3. If the employee is dissatisfied with the supervisor's response, a written appeal stating the reasons for continued dissatisfaction may be made to the next level or division vice president. Copies of the grievance statement and the supervisor's response should be attached. This appeal should be submitted within ten (10) working days of the supervisor's response. A copy of the appeal and all attachments should be forwarded to the Director of Human Resources.
4. The immediate supervisor, if applicable, or Vice President for Academic Affairs, receiving the appeal will investigate the grievance. This may include meetings with the employee, supervisor, and the Human Resources Director. After reaching a decision, the immediate

supervisor or the Vice President will send a written response to the employee within ten (10) working days after receipt of the appeal.   A copy of the decision will be sent to the Human Resources Director including proposed sanction, if any.

5. If the employee is dissatisfied with the vice president's response, a written appeal stating the reasons for continued dissatisfaction may be made to the Human Resources Director for submittal to the Grievance Committee within five (5) working days of the vice president's response. This appeal includes a statement of the resolution sought and copies of all previously written statements concerned with the case.

6. The Human Resources Director will notify the President of the appeal to the grievance committee. The President will review the grievance committee to insure that the committee is composed of faculty/staff members not previously involved in the process. Copies of documents provided to the President will be transmitted to the committee. A hearing will be scheduled within five (5) working days.

7. The committee will meet, select a recorder and review the case. The committee moves to conduct an investigation with access to all pertinent files, records, interviews with faculty, staff and administrators as appropriate. The committee will submit a report to the President within five (5) working days recommending the following:
    a. Rejection of the complaint, i.e. for insufficient grounds or appropriate action previously rendered;
    b. Acceptance of the complaint, with recommended sanction.

8. The President reviews the file and accompanying recommendation and gives the grievant and the accused employee written notification of the disposition of the case within five (5) working days of the receipt of the committee's recommendation.

Note: In the absence of the Human Resources Director, the Vice President for Academic Affairs will serve in that capacity.

Fair Labor Standards Act
Jarvis Christian College is subject to the minimum wage and overtime pay provisions of the Fair Labor Standards Act of 1938, as amended.

Minimum Wage
The Fair Labor Standards Act currently specifies that those employees covered by the law will be paid no less than the minimum wage.

Payday
Full-time employees are paid on the last day of the month. However, when the last day of the month falls on a Saturday or on a Sunday, payday is on the last Friday prior to the last day of the month. When the last day of the month falls on a holiday observed by Jarvis Christian College, pay day takes place on the last working day prior to the holiday. Non-exempt employees are paid twice a month.

Salary Schedule

Advancement on the salary schedule is normally at the rate of one step per year of satisfactory performance of duties, if funds are available. Employees advance at least one increment upon moving from one position column to a higher column. Salary schedules provide for uniform advancement, based upon year of service to Jarvis Christian College without regard to race, creed, color, religion or national origin. The salary schedules are reviewed and updated yearly and are effective until such time as they are revised or approved:

1. Senior Administrative Officers Schedule
2. Administrative Managers Schedule
3. Faculty Schedule - Full-time

Faculty Salary Schedule (Rank)

The Faculty Salary Schedule consists of five columns defined as follows:

Column I - Lecturer
1. Bachelor's degree in the teaching field from an accredited institution.
2. Up to two year of teaching experience.

Column II - Instructor
1. Master's degree in the teaching field from an accredited institution.
2. Up to two years of teaching experience.

Column III - Assistant Professor
1. Master's degree from an accredited institution with a minimal educational requirement of thirty semester hours of approved credit beyond that, the Master's degree with forty-five approved semester hours in the primary teaching field.
2. Three to five years of teaching experience.

Column IV Associate Professor
1. An earned doctorate from an accredited institution with sixty semester hours of approved credit in the teaching field.
2. At least six years of teaching experience. Three years of this teaching experience may be waived with post-doctoral work in the field of specialization or evidence of significant scholarly achievement.

Column V - Professor
1. An earned doctorate from an accredited institution with a minimum of sixty graduate semester hours in the teaching field.
2. At least ten years of teaching experience.

If funds are available and the faculty member performs satisfactorily, the faculty member is advanced in the column for which the faculty member qualifies at the rate of one step for each academic year completed until reaching the maximum salary for this column.

Vl. ACADEMIC RESPONSIBILITIES AND PROCEDURES

Academic Freedom

The purpose of an institution of higher education is the pursuit, freely, of truth and knowledge, without restriction, and the communication of that truth when discovered, freely and in an unrestricted manner.

Teachers must be careful not to attempt to use their positions to create a party of followers or to force upon students their own personal views and partisan loyalties. Teachers have the obligation to show respect for Christian morality and for the historical stance of the Judaeo-Christian faith.

Jarvis Christian College respects personal belief as the private concern of the individual. It equally respects the constitutional rights of the citizen. It insists only that its members, as individuals and as citizens, likewise always respect, and not exploit, their College connection.

Teaching and Other Responsibilities

The instruction of students is the first purpose of Jarvis Christian College and the prime responsibility of every faculty member. Additionally, faculty members are expected to work closely with students in matters of counseling and academic advisement. Every person has not only the right but the duty to participate freely in the work of searching after and communicating truth. All teachers, freely and without restriction, may adapt methods to the conditions under which they work. They may, if they wish, express their own opinions, but they must label them as opinions and not as facts. In particular, the rights of students must be protected.

A further responsibility of all faculty members is the ongoing review and development of the academic curriculum. Faculty are charged with the primary responsibility for the curriculum to be appropriate to higher education and relevant to current best practices of higher education with regard to curricula for undergraduate programs of liberal arts and sciences. Faculty members must maintain professional competency. Jarvis Christian College encourages all faculty and staff members to continue their formal education, where applicable, and to belong to the important learned and professional societies in their fields. Contributions to professional and other publications, continuing education and attending professional conferences are not only encouraged but are considered important to the maintenance of professional competency, and as faculty members are expected to contribute their expertise to various committees.

Supervisors and the Vice President for Academic Affairs, however, should make a special effort not to allow such work to consume an unreasonable amount of the faculty member's time.

Faculty members are expected to attend social, cultural, and religious events sponsored by components of Jarvis Christian College. This is an excellent way to keep acquainted with an important aspect of the total educational program.

Outside Employment

Faculty members accepting outside employment, consulting work, or adjunct teaching assignments at other institutions are asked to inform the Office of Academic Affairs of their intentions. The scheduling of these activities must not inhibit the satisfactory and timely completion of responsibilities associated with faculty status at Jarvis Christian College.

Teaching Load

The standard teaching load of a full-time faculty member, regardless of rank, is twelve to fifteen hours per semester. When a teaching load is less than the indicated standard, additional responsibilities are assigned. In calculating faculty teaching load, laboratory hours are considered in a ratio of 2 contact hours to 1 hour of teaching load credit. Equivalencies for theatre classes, applied music instruction, music ensembles, supervision of interns and monitoring of student teaching are determined by the respective academic disciplines.

Faculty with administrative responsibility ordinarily, do not teach more than nine hours. The normal teaching load in any summer session (Early Start Summer Program) is six hours. Irrespective of class enrollment, a teaching overload occurs when faculty are teaching eighteen or more hours is in any single semester. In no case, shall any faculty member's teaching load exceed seventeen semester hours in any semester, and a faculty member will not carry an overload in any two sequential semesters.

Academic Advisement

Academic advisement is under the supervision of the Vice President for Academic Affairs. The Two-Tier Academic Advising Model is used. This collaborative model used by Faculty and Professional Advisors approaches advising at two progressive levels: Tier One and Tier Two. Professional Advisors in the Student Success Services Center (SSS) use Tier One which addresses the need of the first-time freshmen, transfer freshmen, and continuing freshmen who have less than 30 credit hours, ensuring that these students are making satisfactory progress toward their requirements for General Education Core Curriculum and Departmental Degree Plan and Pre-requisities for each course if required. Deans and chairpersons identify members of the faculty who are to serve as academic advisors implementing Tier Two which addresses the needs of sophomores, junior, senior and all transfer students with 31 credit hours or more. Faculty advisors will ensure that students are making satisfactory progress in their classes and toward graduation. This model establishes an ongoing intentional relationship between professional advisors and/or faculty and students. All designated advisors are expected to be familiar with the General Education Requirements of Jarvis Christian College, as well as the specific major and minor requirements of the assigned disciplines. In addition they are strongly urged to be familiar with the major and minor areas of concentration in other areas outside their assigned areas, so that they can assist in counseling any student, regardless of discipline, should the need arise.

Office Hours
In addition to regular classroom and laboratory hours, all faculty members are to be available for consultation at regularly scheduled office hours of not less than ten hours per week, to include mornings and afternoons. This schedule is arranged after consultation with the immediate supervisor and the office hours are to be clearly posted for the aid of students and a copy submitted to the Office of Academic Affairs. Part-time faculty are required to keep office hours in proportion to load. Every attempt should be made to schedule office hours which serve the needs of students.

Appearance and Demeanor
Faculty members are expected to serve as role models in both appearance and demeanor.

Class Scheduling, Class Periods, Class Rolls, Student Records, Registration, Change Registration and Dropping and Adding Courses

Class Scheduling
As necessary, classes are scheduled from 8:00 a.m. through 9:00 p.m., Monday through Friday. Class assignments may be distributed throughout the available hours. Many factors, such as size of class, equipment needed, etc., are considered. Consequently, any requests for changes are carefully considered before discussion with the immediate supervisor. To avoid conflicts, all changes in the published schedule are approved by the Vice President for Academic Affairs.

Class Periods
All classes and laboratories begin promptly at the scheduled hour and students are required to be on time. The faculty is expected to hold classes for the entire period and are to make every effort to end classes on time.

Class Rolls
Class rolls are computerized. Faculty members are to verify that the names of all students attending class appear on the class rolls. Discrepancies are to be reported to the Office of Vice President for Academic Affairs and the Registrar's Office without delay and should be resolved before mid-term.

Student Records
All permanent academic records of students, including grades are kept in the Office of the Registrar. Completed grades are posted to transcripts at the end of each semester by the Office of the Registrar and are available only to those with official need. Student records are managed in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

Registration
Faculty members are expected to serve as needed during the periods of registration as requested by the appropriate supervisor and/or by the Office of the Vice President for Academic Affairs, in cooperation with the Office of the Registrar. It is imperative that this important process go as smoothly and rapidly as possible.

Changes in Registration

Once a student completes registration, schedule changes are processed during the official **Drop and Add** period. Additionally, with approval, a student may withdraw from a course at any time prior to the date indicated on the official College calendar. A student who simply stops attending a class or all classes risks having a grade of F recorded at the end of the semester. To avoid such a situation, a student who has completed registration must drop/withdraw from a course or courses or withdraw from Jarvis Christian College officially.   Changes in a schedule will only be considered official if they are filed in the Office of the Registrar. Any other changes in a student's schedule may be made at the discretion of the Vice President for Academic Affairs.

Dropping and Adding Courses

Procedures for dropping and adding courses are published by the Vice President for Academic Affairs. A student may drop or add courses at any time during the scheduled Drop/Add period. After this period, a student may not add courses. Students may withdraw from a course at any time prior to the mid-semester examination period or as indicated on the official college calendar with a grade of "W".

A grade of "WF" is recorded for students who drop from a course after the withdrawal date indicated on the official college calendar. After the last day to withdraw from a course, the instructor must give the student a regular letter grade; "W" cannot be given.

Extenuating circumstances concerning these matters are reviewed by the Office of the Vice President for Academic Affairs.

Student Attendance Policy and Policy on Academic Integrity

Student Attendance Policy

Students are expected to attend all meetings of their classes at Jarvis Christian College, arrive at the designated beginning time for the class, and remain until the designated dismissal time for the class.

Authorized absences are granted for students with the approval of the Office of Academic Affairs as official representatives of the college (class field trips, College-sponsored workshops, musical performances, and intercollegiate sports participation).

In any course offered during the fall or spring semester, faculty are authorized by Jarvis Christian College's policy to fail or to recommend that students withdraw whose total absences exceed the equivalent of two weeks. Students must withdraw from the class by the assigned date or receive an "F" for the course. A maximum of six (6) unexcused absences in a class meeting three times per week, Four (4) for a class meeting two times a week, (Tuesday/Thursday), and no more than two (2) for a class meeting once a week. Specific standards for summer courses are stated in the course syllabus.

All unauthorized absences on dates published for examinations result in loss of those examination grades. All unauthorized absences and instances of tardiness are subject to the penalty published in the course syllabus.

Policy on Academic Integrity

Jarvis Christian College students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members should report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom, laboratory research project, or other academic exercise.

The value of an academic degree is contingent upon the integrity of the work performed by the student for a degree. It is imperative that students be responsible for maintaining high standards of individual honor in scholastic work. Academic dishonesty includes, but is not limited to, cheating, plagiarism, falsification, and collusion:

Cheating, Plagiarism, Falsification, Collusion and Process

Cheating includes:
1. Copying the paper of another student, engaging in any written, oral or other means of communication with another student, or providing aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Attempting to take or taking an examination for another student, or allowing another student to take an examination for oneself;
4. Obtaining, using or attempting to acquire by any method the whole or any part of an un-administered examination or work assignment.
5. Cheating includes taking pictures and/or screen shots of test materials and sharing it with other students.

Plagiarism is the presenting of another person's work as one's own. It includes paraphrasing, collaging, or summarizing the works of another person without acknowledgement, including submitting another student's work as one's own. It is the responsibility of the student to protect his or her own work.

Falsification is misrepresenting material or fabricating information in an academic exercise or assignment.

Collusion is the unauthorized collaboration with another person in preparing written work that a student offers for credit. To avoid providing the opportunity for collusion, faculty should establish clear guidelines for students when engaged in cooperative learning activities.

Process:

If a student fails to maintain academic integrity, the faculty member is responsible for initiating the following procedure within 7 days of the incident:

1. Notify the student(s) in writing of the breach of academic integrity. This notification should include:

    a. Course number, section, and title;
    b. The student work in question and the date it was submitted;
    c. A brief description of how the student breached academic integrity.

2. File a report with the Office of Academic Affairs and a copy to the appropriate Director of Faculty or Director of Adjunct Faculty The report should include:

    a. Faculty name;
    b. Course number, section and title;
    c. Student name and identification number;
    d. Date of the offense;
    e. Collected evidence and documentation of incident;
    f. Copy of the written notification issued to the student.

Once the report is filed, the Office of Academic Affairs will schedule a meeting with the student(s), faculty member, and Director of Faculty/Director of Adjunct Faculty regarding the situation within 72 hours (three working days) at which time both faculty and student will present their case. If a breach of academic integrity is found, the student(s) will be issued a written warning from the Office of Academic Affairs and the following course of action will be taken:

- For the first offense, the student will receive a grade of "0" for the assignment or exam;
- For the second offense, the student(s) will receive an F* for the course indicating on their transcript that a breach of academic integrity has occurred;
- For the third offense, the student(s) will receive an F* in the course indicating on their transcript that a breach of academic integrity has occurred and be suspended for one academic semester;
- For the fourth offense, the student(s) will receive an F* in the course indicating on their transcript that a breach of academic integrity has occurred, and will be permanently expelled from the college.

Offenses of academic integrity are cumulative throughout the student's academic career at Jarvis Christian College. A student may not drop any course in which a violation of academic integrity is pending against the student. If the student is found not responsible for the violation, he or she may drop the course with a "W" appearing on the academic record.Students who wish to appeal an academic penalty must notify the Vice President for Academic Affairs in writing within 72 hours of the decision. The notification should include:

1. Student name and identification number;
2. Course number, section, title and Faculty name;
3. Date of the offense;
4. Current academic penalty;
5. Reason for appeal.

The case will then be referred to the Academic Integrity Subcommittee of Academic Affairs* and a hearing will be scheduled within 10 days. All academic integrity cases must be resolved within six weeks of the purported offense.

> *This committee will consist of five voting members: two faculty members (one from different disciplines), three students (one representative from the Student Government Association and two students from a pool of the population at large that has been nominated by faculty members). The Vice President for Academic Affairs will serve on this committee as an ex officio member. (Faculty and students will serve a term of one semester). Meetings will be scheduled as needed to address pending cases.
> Source: JCC 2011-12 Catalog

Scholastic Eligibility for Participation in Extracurricular Activities

In order to be eligible for participation in intercollegiate athletics and/or any other extra-curricular activity sponsored by Jarvis Christian College, the student must possess a cumulative grade-point average of C (2.00) and be enrolled for a minimum of 12 credit hours.

Academic Probation

A student will be placed on academic probation if he/she fails to meet the following requirements:

1-30 credit hours attempted ....1.50 GPA
31-60 credit hours attempted………………………. .1.75 GPA
61 or more credit hours attempted…………………..2.00 GPA

and

Completion of at least 67% of attempted hours (attempted hours defined as enrolled hours after the ADD/DROP period has ended) not including activity courses. Any student not maintaining satisfactory progress toward his/her academic objective as indicated above will be placed on probation for one semester. At the end of that semester, he/she must have a semester GPA of 2.00 in regularly-graded course work, not to include activity or remedial courses, or meet the minimum cumulative graduation/retention GPA standard in order to continue as a student.

Academic Suspension

Any student who was on academic probation the previous semester and who fails to raise his/her GPA to the required cumulative level or to achieve a 2.00 Retention/Graduation GPA, not to include activity or remedial courses, in the semester during academic probation will be suspended from the institution for the period of one academic semester.

Procedure for Appealing Academic Suspension

Any student who is academically suspended from Jarvis Christian College may appeal the suspension by filing a written petition within 14 days in the Office of Academic Affairs. The suspended student must demonstrate in the petition the following:

1. Reasonable cause as to unusual reasons for failure and/or extraordinary personal circumstances;
2. Evidence of capabilities for success (satisfactory scores obtained on an aptitude or achievement test may be required); and

3. An objective plan balancing proposed enrollment, study time, and a work schedule which will insure a plan of success toward obtaining an educational and/or degree goal.

The appeals decision will be made by the Vice President for Academic Affairs or designee.

Reinstatement or Readmission of Suspended Students

Students who are academically suspended by Jarvis Christian College will not be allowed to re-enroll at the institution for a least one semester unless suspension has been appealed appropriately and rescinded by the Vice President for Academic Affairs. A suspended student applying for readmission must go through an appeals process as described in the previous section submitted no later than 30 days prior to the semester of requested readmission. The student must also agree to participate in appropriate remedial sessions in his/her areas of weakness. These areas may be, but are not limited to, study in reading, written communication skills, and mathematics. Should a reinstated or readmitted student be suspended for poor academic performance for a second time, the student cannot return to Jarvis Christian College until he/she has attended another institution and raised his/her Retention/Graduation GPA to the established retention standards.

Academic Expulsion

Should a reinstated or readmitted student be suspended for a third time, the student will be expelled. When a student is expelled, a record of this action is made a part of the student's permanent record in the Office of the Registrar. A student who is expelled will normally not be allowed to re-enter the college.
Source: JCC 2011-12 Catalog

Class Walks, Grading/Grade Reports

Class Walks

The granting of **walks** or early dismissal of classes and laboratories is viewed as a grave breach of professional and academic integrity by Jarvis Christian College. Faculty members are expected to hold class as scheduled. This is especially true on days preceding holidays. **Walks** will not be granted at any time unless circumstances beyond the control of the faculty member, such as sudden illness or emergency, should occur.

Grading

Jarvis Christian College's system of grading and a discussion of the grade-point system is found in the current Catalog. All faculty members should familiarize themselves with this system, especially the guidelines for I grades and drops.

Grade Reports

Faculty members submit mid-term grades according to the deadlines published in the academic calendar. Students will receive grade reports reflecting their progress in the first half of the semester.

The computerized class roll used for reporting mid-semester grades is also used for reporting final grades at the conclusion of the semester. To facilitate mailing a complete grade report to each student, faculty members are expected to adhere to the reporting deadline published in the Calendar of the College.

End of Semester Review
The following guidelines apply to the week immediately prior to the final examination period:
1. New course material may not be assigned during the week immediately preceding the final examination period.
2. Neither major tests nor major out-of-class written assignments may be scheduled for the week immediately preceding the final examination period.
3. The last scheduled class hour before the final examination period is reserved solely for review.

Final examination week begins with a Study Day. Faculty members are asked to be available in their offices for student consultation.

Final Examination
The schedule for final examinations is published in the semester's Schedule of Courses and should be followed during the final examination period. Final examinations are not to be given before the scheduled time. Any student who is unable to take final examinations because of personal emergency should clear with the Office of Academic Affairs before leaving the campus.

Books are ordered through an on-line book store, Akademos. You must have your book adoptions submitted by the publication date of the schedule of courses (Approximately, November 1 and April 1) to ensure that your course materials will be available for students prior to the start of class. Once you put your book order in, the bookstore orders the book from the publisher. Please be aware that it can take anywhere from 1-6 weeks for the bookstore to receive the books from the publisher. If there are issues with the books you have selected to use, you will receive an email from Akademos sent to your Jarvis email address.

Instructions for Ordering Books through Akademos:
1. The bookstore website address is: http://jarvis.textbookx.com.

2. The faculty/staff login is located in the upper right hand corner. **You must check the box labeled "Faculty/Staff",** and then enter your login and password and click "ok".

3. When you have successfully logged in you will be directed to the list of courses you are currently assigned to instruct. Select the course you wish to update/edit by selecting the course from the dropdown box on the left hand side or by clicking on the course name.

4. Enter the ISBN of each book that you wish to assign to your course in the designated fields. ISBNs are 10 or 13 digit numbers which uniquely identify the edition of a book, and are critical for ensuring that students order correctly. You can usually find a book's

ISBN near the barcode on the rear cover; otherwise it will be printed on the copyright page. The fields will accept either the 10-digit or the 13-digit ISBNs, but only one should be entered for each book you wish to assign. Next to each ISBN that you enter you should then select whether the book is required or optional for the course. If there is a CD-ROM or other software supplements that accompany the textbook and you will be requiring these in your course then you should also check the box labeled "Sup". After entering all ISBNs for your course, click the button "add a book". To add more than 5 books, simply go back to step #3, above.

5. If you have added a book and wish to remove it from the course, start by selecting the course. You will then be directed to a screen that will list the book(s) currently assigned to the course. Check the box next to the book you wish to remove and click the button "remove".

6. If there are no books required for your course or if you will be providing materials to students in class you will still need to let the bookstore know. To do this, select your course and under the section "add books" check the box labeled "no required books" and click submit. By selecting this option a message will be displayed to students on the site that reads "There are either no required books to purchase for this course, or materials will be provided to you in the class." This also notifies the bookstore that you will not be adopting any books.

7. You may also choose to use the add file function to post syllabi, class notes, video lectures or other documents to your course (this is optional). This can be done by going to the section "Add Files" and uploading the file from your computer that you would like to post.

8. Instructors may also request desk copies or teacher editions. Click on the option "Request Desk Copies" and fill out the form. Please note that all desk copies are shipped from the publisher to the college. Shipping times vary by publisher and can take up to six weeks to deliver. You may also contact the publisher directly to request a desk copy.

Source: Office of Academic Affairs

The adoption of the text for a course is to be considered carefully. Once adopted, a text is to remain in adoption for a minimum of two years before a change is requested

Outside Speakers
Faculty invitations to speakers for classes or seminars are to be approved by the appropriate immediate supervisor before the invitation is extended.

Discipline
Jarvis Christian College believes firmly that discipline is an indispensable factor in the social, mental, and moral training of students. It is believed that good discipline can best be achieved through an intimate and personal knowledge of the students and their needs. Ultimately, of course, the responsibility rests with Jarvis Christian College, as a whole, but each student, staff, and faculty

member has not only the right but the obligation to submit information concerning significant infractions of rules and regulations to the proper authority.

Non-academic discipline is the responsibility of the Office of Student Affairs. A more complete statement of the Jarvis Christian College policy concerning student conduct can be found in the Student Handbook**.**

Academic discipline is handled through the various divisions and the Office of Academic Affairs. Faculty members are expected to deal with classroom discipline problems judiciously and with dispatch, seeking help from the appropriate source should the need arise.

Smoking
All buildings on the Jarvis Christian College campus are smoke-free environments.

Academic Processions and Regalia
All faculty are expected to participate in formal ceremonies, such as Commencement and other ceremonies which require academic regalia. At a minimum, academic regalia is required for four yearly events: the fall Presidential Convocation, Founder's Week Convocation, Spring Honors Convocation, and Commencement. Rental of academic regalia may be initiated through the Office of the Registrar.

Convocations, Cultural Enrichment, and Special Assembly Programs
Faculty are expected to participate in all convocations, College assemblies, and chapel services that are a part of the educational program and an historic tradition at Jarvis Christian College. Thought-provoking speakers, from both on and off campus, as well as creative use of music, drama, media, etc., serve to make these occasions lively and warm, and they renew the human spirit while expressing varied faiths and traditions. Participation in these activities are a part of your contractual responsibility.

Notice of Right to Review Student Records
Jarvis Christian College acknowledges the right of a student to review records which are maintained. Jarvis Christian College further acknowledges the right of parents of students under eighteen years of age to review these students' records. Policy and procedures regulating the review of student records are recorded in the **Administrative Policies and Operational Guidelines Manual**. This notice statement is also part of the **Student Handbook**. All questions regarding the right to review student records should be referred to the Office of Student Affairs.

Jarvis Christian College maintains the following records which are considered permanent student records subject to the **Family Educational Rights and Privacy Act of 1974 (FERPA)**:

Document	Where Maintained
Comprehensive Financial Aid Report	Student Financial Aid Office
College Work-Study Records	Student Financial Aid Office
Award and Acceptance Letters	Student Financial Aid Office
FA-500	Student Financial Aid Office
Student Eligibility Report	Student Financial Aid Office

Official Transcript	Office of the Registrar
Grade Reports	Office of the Registrar
Disciplinary Sanctions	Office of Student Affairs

Jarvis Christian College, in compliance with the aforementioned law, will make available for review the records listed above upon written and approved request using the form Request to Review Student Records. All such reviews must be made within the confines of the office where the records are maintained. Persons eligible to review such records are:

1. Currently enrolled Jarvis Christian College students who wish to review their own records.
2. Graduates or former students wishing to review their own records.
3. A parent or legal guardian of a currently enrolled student who is under the age of eighteen.
4. A parent or legal guardian of a former student, graduate, or currently enrolled student who is over eighteen years of age and who authorizes the review of information.

The Request to Review Student Records form is available in each office where permanent student records are maintained.

Curriculum Change

Changes to the curriculum are primarily the responsibility of the Academic Affairs sector. This responsibility entails ongoing review of established curricula and detailed assessment of proposed curricula. As appropriate, the process for all curriculum change follows the regular channels of authority and communication as detailed below. Suggestions regarding curriculum changes may be generated either internally or externally. Appropriate curriculum changes are recommended by the academic discipline(s) involved; those recommendations for change are then brought forward to the dean of the division for presentation to the entire division for discussion and approval. The recommendations of the division are then brought forward to the Curriculum Committee of the Faculty Governance for discussion and approval and presentation to the full Faculty Governance. Once approved by the Faculty Governance, the recommendations are presented to the Academic Affairs Council; the recommendations are then, via the Vice President of Academic Affairs, presented to the Presidents Executive Cabinet and where required, to the full Board of Trustees of the College.

Significant changes that involve the addition or deletion of a major and/or minor or significant changes in the requirements for graduation require approval through the level of the College Board of Trustees. Curriculum changes that involve addition and/or deletion of courses in the General Education Requirements must be approved by the Board of Trustees.

Revised Curriculum and Proposed Curriculum

Revised Curriculum
Review of the subject matter within a course as an entity and as a complementary segment of the sequence of courses within a discipline is the responsibility of the faculty members who teach that

discipline. Their review should be done on a yearly basis. Resultant curriculum additions, deletions, and restructuring are to be presented to the Division Chair and full Division for consideration and, upon approval, moved forward following the established process for revision of the curriculum. Once the revisions are approved, the resultant curriculum additions, deletions, and restructuring should be reflected in course outlines and in catalog descriptions.

Proposed Curriculum

Introduction of a new discipline (or the deletion of a discipline) requires justification that includes such items as anticipated cost in relation to projected enrollment and career opportunity. A feasibility study will be prepared by the academic division proposing the change. The introduction of a new discipline (or the deletion of a discipline) requires that a Substantive Change document be prepared for presentation to Southern Association of Colleges and Schools once it has received approval of the President and the College Board of Trustees. Approval of any proposed curriculum change must follow all of the standard procedures for academic change described above and requires approval through the level of the Board of Trustees.

Copyright and Computer Use

Copyright

Faculty members are expected to comply with copyright laws in fulfilling their teaching, research and service activities. Advance planning should include time allotted for requesting permission of publishers to reproduce copyrighted materials. In teaching and research, the guidelines for "fair use" should be carefully considered in order to remain in compliance with applicable laws.

Computer Use

Students are asked to sign an Acceptable Use Policy which they agree to use Internet resources in a manner that is in keeping with the goals and standards of Jarvis Christian College. Exploring those areas deemed as pornographic is strictly forbidden.

Without inhibiting free inquiry and academic freedom with regard to teaching and research, faculty members are expected to adhere to the same guidelines when using the institution's technological resources.

Employees must not make copies of college-owned or licensed software for personal use, unless it is part of the licensing agreement. Likewise, employees must not install improperly obtained software on College computers.

The Office of Information Technology provides email access to all faculty, staff, students and administrators for the express purpose of handling College business or classroom related activities. For students, email can also be used for personal correspondence with friends and family. However, at no time should the use of College email by faculty or staff impede the operations of the College. Persons found forwarding unsolicited and unwanted email utilizing the College's computer network will be initially contacted and asked to cease the aforementioned actions. If it continues, access to the College network will be terminated. The senior administrator to whom the affected employee reports will have to submit, in writing, to the Information Technology Office, a request to restore the user's account.

Establishment of E-Mail Account
The Office of Information Technology will only create an email account for new users after receiving official (written) notification from the Human Resources office, or the corresponding Senior Officer, indicating the following:

- Name of New Employee;
- Division;
- Title; and
- Immediate Supervisor.

No accounts will be created until this information is presented.

Inappropriate Electronic Communications
Knowing or reckless distribution of unwanted email or other electronic communication is prohibited. Broadcast, chain letters, pornography, intentional distribution of computer viruses or any unauthorized schemes that may cause excessive network traffic, computing load, or damage are prohibited.

Use of Network Resources
The Jarvis computer network is designed to assist faculty and staff in the successful completion of their daily duties; therefore, the use of bandwidth limiting programs during the course of the business day is strictly forbidden. This includes, but is not limited to Yahoo Instant Messenger, MSN Messenger, AOL Messenger, KAZAA, and MSN Gaming. The Office of Informational Technology reserves the right to terminate sessions of any user utilizing the above reference services, especially during peak operational times of the College network.
Source: JCC Policies & Procedures Manual

Vll. RESEARCH AND SPECIAL PROJECTS

Jarvis Christian College recognizes the importance of creative research as a necessary function of a true college. When properly oriented, it is a valuable ingredient in the complement to the teaching function of a College. It is one of the principal means of faculty creativity, initiative, and enterprise. When properly performed, it will bring honor and prestige to the faculty and to a College, as well as serve to attract support and additional competent faculty and students. Research is, therefore, actively encouraged.

Jarvis Christian College is principally interested in encouraging basic research. Basic research is meant as the discovery of new knowledge rather than the routine application of existing knowledge. Jarvis Christian College recognizes however, that complex problems of modern society frequently require the highest order of creativity for solution. The creative search for means of applying basic truths to such complex problems is considered to be within the proper domain of Jarvis Christian College. When faced with the necessity for making a value judgment in specific cases, the faculty member should ask the question, *"Will the proposed research lead to results suitable for publication in the open literature of my field, as a thesis, or as a doctoral dissertation*?" If the answer is not clearly in the affirmative, it is highly questionable whether the task lies within the proper domain of Jarvis Christian College.

Proposed Development Procedures

It is the responsibility of the Office of Institutional Advancement and Development to coordinate fund raising efforts for Jarvis Christian College. Consequently, the Office of Institutional Advancement and Development serves as the central clearing house for processing of proposals. Consistent with this responsibility, a system has been devised to ensure that the necessary cooperative linkages are provided for proposal development, proposal follow-up, and feedback.

Other Details Concerning Proposals

Personnel working on federal proposals should be aware of the following parameters:

Cost Sharing

Many agencies, especially those of the federal government, will not pay the full cost of a project; in such instances, the College is expected to share in this cost. Released faculty time, contributed computer time, contributed equipment or other direct expense, or reduced overhead are all recognized forms of cost sharing. It is important that the principal investigator estimate as accurately as possible the full cost of the project and show the true cost share borne by Jarvis Christian College. The President of the College must specifically approve any cost share in excess of 5.0 percent before a commitment is made to an agency. In preparing proposals, the faculty or staff member should allow time for obtaining such approval; such approval is not automatic.

Release or Reimbursed Time

Commitments of faculty time is permitted if approved in advance by the immediate supervisor, Vice President for Academic Affairs, and the President of the college or other designee and if the grant or contract fully reimburses Jarvis Christian College for that portion of a faculty member's time which is being released. Summer compensation at the rate of one-ninth of the nine-month contract amount per month is routinely approved, provided that no other employment is assumed during that period. Faculty members who are teaching fewer than twelve hours per semester are expected to request reimbursement for the time allocated to research projects funded by grants or contracts, even though their percentage of time allocated may not call for a further reduction of course load.

Direct Cost

In figuring research proposals, care should be taken to include all direct costs: personnel, specific equipment, supplies, computer time, travel, consultants, special bibliographical materials and miscellaneous costs. Mileage rates should be consistent with the approved rates of the agency or foundation being petitioned.

Personnel cost should be computed at levels consistent with campus salary and pay scales and consistent with the type of work to be performed.

Indirect Cost

Payments covering indirect costs incurred by Jarvis Christian College in connection with grants and contracts should not be expected to cover unforeseen direct costs. All proposals should be carefully planned to cover all direct costs so that indirect cost payments may be used in covering space costs, utilities, maintenance, and routine departmental and administrative costs and for

meeting such general or minor adaptations of space and equipment as should reasonably be provided by an owner of property.

Intellectual Property

Jarvis Christian College hereby establishes this Intellectual Property ("IP") Policy with respect to the development, protection, and transfer of rights to IP resulting from the work of its Faculty, Employees, Students, and other third parties.

Introduction

Jarvis is dedicated to providing an environment that supports the creation and development of Intellectual Property by faculty, employees, and students, which includes, but is not limited to, inventions, copyrights (including computer software), trademarks, and tangible research property such as biological materials. Such activities contribute to the academic and professional development of faculty, employees, and students, enhance the reputation of Jarvis, and provide additional educational opportunities for participating students. While Intellectual Property may, in some cases, be the product of a creator and that creator's time and resources, oftentimes, the creation and development of Intellectual Property depends not only on the creator's ingenuity, time and resources, but also on contributions (both monetary and otherwise) from Jarvis and third parties. It is important, therefore, to stimulate the development of Intellectual Property by protecting the interests of all those involved in the creation and development of Intellectual Property at Jarvis or using Jarvis resources.

The following policy is applicable to all full and part time faculty, staff, employees, students, and nonemployees who use Jarvis funds, facilities, or other resources, or participate in Jarvis-administered research, including visiting faculty, industrial personnel and directors, regardless of obligations to other companies or institutions. For purposes of this policy, these individuals will be referred to as "covered persons" or "persons covered by this policy".

From time to time, it may be in the best interests of Jarvis to enter into agreements with third parties that are exceptions to the policies reflected in this document and the persons covered by this policy. Exceptions shall be made after consultation with the President or designee and only upon written agreements signed by individuals authorized to grant such exceptions on behalf of Jarvis.

Section I. Inventions and Patents

A. <u>Definitions</u>. The following terms have the provided meanings for purposes of this policy:

Inventor. Shall mean a person covered by this policy who individually or jointly with others makes an Invention and who meets the criteria for inventorship under United States patent laws and regulations.

Invention. Shall mean any patentable or potentially patentable idea, discovery or know-how and any associated or supporting technology that is required for development or application of the idea, discovery or know-how.

Supported Invention. Shall mean an *Invention* conceived or reduced to practice by a person covered by this policy (whether alone or together with others) if conceived or reduced to practice in whole or in part:

1. Under or subject to an agreement between Jarvis and a third party; or
2. With use of direct or indirect financial support from Jarvis, including support or funding from any outside source awarded to or administered by Jarvis; or
3. With use (other than incidental use) of space, facilities, materials or other resources provided by or through Jarvis.

Incidental Invention. Shall mean an Invention (other than a *Supported Invention*) that is conceived or reduced to practice by a person covered by this policy making an incidental use of space, facilities, materials or other resources related to the conception or reduction to practice of such Invention.

B. <u>Disclosure Obligations</u>. *Covered persons* are required to notify the President or designee of each *Supported Invention* and *Incidental Invention* through a disclosure document as prescribed by the President or designee, except as otherwise provided in Section III regarding *Sponsored Software Inventions*.

C. <u>Ownership Determination</u>. Upon review of the disclosure document, the President or designee will determine whether the *Invention* is a *Supported Invention* or an *Incidental Invention* and, in the case of a *Supported Invention*, shall further determine, with assistance from patent counsel, who are the *Inventor(s)*, consistent with U.S. patent law. Jarvis shall have the right to own and each *Inventor*, at Jarvis' request, shall assign to Jarvis all of his/her/its right, title, and interest in a *Supported Invention*. Ownership of an *Incidental Invention* shall remain with its *Inventor(s)*, subject to any rights that may be granted to Jarvis as required by this policy.

D. <u>Filing of Patent Applications</u>. The President or designee shall be solely responsible for determining whether a patent application shall be filed on a *Supported Invention*. Filing determinations may be made on the basis of commercial potential, obligations to and rights of third parties, or for other reasons which the President or designee, in his/her discretion, deems appropriate. *Inventor(s)* of a *Supported Invention* for which patent applications are filed shall cooperate, without expense to the *Inventor*, in the patenting process in all ways required by Jarvis or its agent or designee.

E. <u>Commercialization</u>. The President or designee shall have the sole discretion with respect to the commercialization of a *Supported Invention*, but shall take into account the public interest. Where a *Supported Invention* is subject to an external agreement with a third party (for example, the federal government or other funding sponsor), the President or designee shall make decisions consistent with that agreement. The President or designee shall make decisions

concerning commercialization as he/she deems appropriate and shall make reasonable efforts to keep *Inventor(s)* involved and informed of his/her commercialization efforts.

F. <u>Royalty Sharing</u>. Where royalties are generated by Jarvis as a consequence of commercializing a *Supported Invention*, royalties will be shared with the *Inventor(s* as described in Section V ("Royalty Sharing") of this policy. Jarvis shall have the right to modify the Royalty Sharing section of this policy in accordance with Section VI.C of this policy.

G. <u>Release of *Inventions*</u>. Where Jarvis determines that it will not file a patent application on a *Supported Invention*, abandons a patent application on a *Supported Invention* prior to issuance of the patent, or abandons an issued patent on a *Supported Invention*, the *Inventor(s)* may request a release of the *Invention*. Upon determining that releasing the *Invention* to the *Inventor(s)* will not violate the terms of an external funding agreement and is in the best interests of Jarvis and the public, the PRESIDENT OR DESIGNEE may agree to a release and in such case will assign or release all interest which it holds or has the right to hold in the *Invention* to the *Inventor(s)* in equal shares, or such other shares as the *Inventors* may all agree. Release of *Supported Inventions* may be conditioned upon, among other things, agreement by the *Inventor(s)* to the following*:*

1. To reimburse Jarvis for all out-of-pocket legal expenses and fees incurred by the Jarvis if and when the *Inventor*(s) receive income from the *Invention*.
2. To share with Jarvis 20% of the net income (income remaining from gross income after repayment of Jarvis expenses above and the Inventor(s)' legal and licensing expenses) received by the *Inventors* from the *Invention*. Income subject to this revenue sharing provision includes equity received by Inventors as consideration for the *Invention* but does not include financing received for purposes of research and development.
3. Upon request, to report to Jarvis regarding efforts to develop the *Invention* for public use and, at Jarvis' request, to reassign those *Inventions* that the *Inventor*(s), their agents or designees are not developing for the benefit of the public.
4. To fulfill any obligations that may exist to sponsors of the research that led to the *Invention*.
5. To grant back to Jarvis an irrevocable, perpetual, royalty-free, nonexclusive, worldwide right and license to use the *Invention* for its research, education and clinical care purposes and a right to grant the same rights to other non-profit institutions.
6. To agree to such limitations on Jarvis' liability and indemnity provisions as Jarvis may request.

H. <u>Jarvis Rights in *Incidental Inventions*</u>. In recognition of the contribution the Jarvis community as a whole makes in support of innovation at Jarvis, *Inventor(s)* agree to grant to Jarvis an irrevocable, perpetual, non-exclusive, royalty free, world-wide right to use *Incidental Inventions* in Jarvis' non-profit educational and research activities.

Section II. Copyrights

A. <u>Ownership</u>. Subject to the Exceptions in subsection B below, *Authors* are entitled to own the copyright and retain any revenue derived therefrom in books, films, video cassettes, works of art, musical works and other copyrightable materials of whatever nature or kind and in whatever format developed, except that computer software and databases shall be subject to Section III ("Computer

Software") of this policy. It is expected that when entering into agreements for the publication and distribution of copyrighted materials, *Authors* will make arrangements that best serve the public interest. As used in this policy, "*Author*" means any person covered by this policy who creates a work of authorship qualifying for protection under U.S. copyright law.

B. Exceptions.

1. Whenever research or a related activity is subject to an agreement between Jarvis and a third party that contains obligations or restrictions concerning copyright or the use of copyrighted materials, those materials shall be handled in accordance with the agreement. In negotiating with third parties, project directors and Jarvis should strive to protect and advance the public interest as well as obtain the greatest latitude and rights for the individual *Author*(s) and Jarvis consistent with the public interest and this policy.

2. In circumstances where Jarvis involvement in the creation and development of copyrighted materials is more than incidental, including, but not limited to, use of resources such as funds, facilities, equipment or other Jarvis resources, in consideration of making such resources available, ownership and rights to shares of royalties or income or both shall be fairly and equitably apportioned as between Jarvis and the *Author*(s). This policy encourages, whenever feasible, Jarvis and the *Author*(s) to reach agreement prior to the commencement of a project on the rights that Jarvis and *Author*(s) will have in the resulting copyrighted materials.

3. A copyrightable work created within the scope of employment by non-teaching employees of Jarvis shall be a "work made for hire" under the U.S. Copyright Act of 1976 (17 USC §101 et seq.) and Jarvis shall be deemed the *Author* and shall own the copyright.

4. Jarvis may also commission copyrightable works from Jarvis personnel, including faculty and students. A commissioned work falling within the "work made for hire" definition of the U.S. Copyright Act (17 USC 101 et seq.) shall constitute a work-for-hire and be owned by Jarvis.

5. Jarvis, at any time, may acquire ownership or rights in copyright and copyrighted materials by agreement with the *Author*(s) or other rightsholder(s), on such terms as are agreed.

C. Other Applicable Policy. Sections I.E and I.F of this policy shall apply to *Copyrights* that are assigned to Jarvis under paragraph B.1 above as if they were *Supported Inventions*, except as otherwise provided in the other paragraphs of Section II.B.

D. Classroom Recordings. With consent of a Faculty member, Jarvis may record, in any form now known or later invented, such Faculty member's classroom lectures and may use, copy, reproduce, distribute, prepare derivative works using, perform and display such recordings for the benefit of Jarvis so long as such recordings are used for non-revenue producing purposes. In the event Jarvis desires to use such recordings for revenue producing purposes Jarvis shall reach a separate agreement with the respective faculty member regarding such use or shall contract to produce same as a work for hire under a separate agreement.

Section III. Computer Software

A. <u>Definitions</u>.

Sponsored Computer Software. Shall mean any computer program (including, without limitation, microcode, subroutines, and operating systems), regardless of form of expression or object in which it is embodied, together with any users' manuals and other accompanying explanatory materials and any computer database, that is developed:

1. Under or subject to agreement between Jarvis and a third party; or
2. With use of direct or indirect financial support from Jarvis, including support or funding from any outside source awarded to or administered by Jarvis; or
3. With use (other than incidental use) of space, facilities, materials or other resources provided by or through Jarvis.

Sponsored Software Invention. Shall mean *Sponsored Computer Software* that is an *Invention* as defined under Section I of this policy.

B. <u>Disclosure Obligations</u>.

1. A *Sponsored Software Invention* shall be required to be disclosed to the President or designee as an *Invention* only in cases where:
   a. The *Sponsored Software Invention* was developed under or subject to agreement between Jarvis and a third party as in paragraph A.1 above; or
   b. The Inventor(s) and/or Author(s) deem the *Sponsored Software Invention* to have commercial potential and/or favor seeking patent protection for the *Invention*.

   All *Sponsored Software Inventions* required to be disclosed to the President or designee as an *Invention*, and any *Sponsored Software Inventions* otherwise identified, shall be treated for all purposes under this policy like other *Inventions*, except as expressly provided otherwise in this Section III.

2. *Sponsored Computer Software* that is not required to be disclosed as an *Invention* under paragraph B.1 above shall be disclosed to the President or designee in accordance with such disclosure procedures as the President or designee may direct.

C. <u>Ownership</u>.

1. Jarvis shall own all patents, copyrights and other intellectual property rights in *Sponsored Computer Software*. For the avoidance of doubt, where Jarvis determines that a patent application will not be filed for a *Sponsored Software Invention* or, if filed, a patent does not issue, *Sponsored Computer Software* will remain the property of Jarvis. Where a patent application is filed on a *Sponsored Software Invention*, Jarvis shall have a right of ownership in all associated copyrights as supporting technology. The purpose of this section of the policy is to enable utilization of *Sponsored Computer Software* in the public

interest regardless of the potential for a division of ownership due to the patentable and copyrightable nature of computer software.

2. Computer programs and databases that are not included in paragraph C.1 above shall, for all purposes, be treated in accordance with the policies provided under Section II "Copyrights".

D. Release of *Sponsored Computer Software*. Where Jarvis has the right but elects not to commercialize *Sponsored Computer Software*, Jarvis may release its rights, in its sole discretion, subject to a written agreement reserving certain rights to Jarvis and signed by all individuals who have been determined to be *Inventor*(s) and *Author*(s) of the *Sponsored Computer Software*.

E. Other Applicable Policy. Sections I.E. and I.F. of this policy apply to *Sponsored Computer Software* and to *Inventors* and *Authors* of *Sponsored Computer Software* as if *Sponsored Computer Software* were a *Supported Invention*.

Section IV. Unpatented Materials

A. Definitions.

Unpatented Materials (including biological materials). Means cell lines, organisms, proteins, plasmids, DNA/RNA, chemical compounds, transgenic animals and other materials useful for research or for commercial purposes for which patent applications are not filed or, if filed, do not issue, where such materials are developed by persons covered by this policy:

1. Under or subject to agreement between Jarvis and a third party; or
2. With use of direct or indirect financial support from Jarvis, including support or funding from any outside source awarded to or administered by Jarvis; or
3. With use (other than incidental use) of space, facilities, materials or other resources provided by or through Jarvis.

Contributors. Means those individuals who are determined by the head of the laboratory/department or the principal investigator of a research program, as applicable, to have made a contribution to the development of the *Unpatented Materials*.

B. Ownership and Commercialization. Jarvis shall own all rights in *Unpatented Materials* and may make appropriate distribution in the public interest, including licensing or transferring *Unpatented Materials*, for research and commercial purposes. Individuals named as *Contributors* shall be entitled to a share of licensing revenues in accordance with paragraph B of Section V of this policy.

Section V. Royalty Sharing

A. Distributable Royalties. Jarvis employs a single uniform structure for distribution of royalties to *Inventors*, *Authors*, and *Contributors* (for the purposes of this Section V, collectively, "*Creators*" and each a "*Creator*"). Jarvis will distribute *Net Royalties* received by Jarvis from the licensing or other distribution of its intellectual property or technology covered by this policy, as

and to the extent provided in this policy. *Net Royalties* are calculated based on gross receipts consisting of cash and securities or other equity shares in an enterprise received by Jarvis in return for use of its intellectual property, but do not include other non-cash benefits, sponsored research funding, or other financial benefits such as gifts. *Net Royalties* equal those gross receipts that Jarvis is entitled to retain, less: (i) Jarvis' out-of-pocket costs and fees associated with securing, maintaining and enforcing intellectual property protection such as patenting and litigation expenses, (ii) out-of-pocket costs incurred by Jarvis in the licensing of the intellectual property and (iii) any out-of-pocket expenses in making, shipping or otherwise distributing biological or other materials (including, without limitation, *Unpatented Materials*). As used herein, the term "*Creation*" shall mean any *Invention*, *Computer Software*, copyright or *Unpatented Material* as to which *Net Royalties* are to be distributed in accordance with this policy.

B. <u>Standard Distribution Method</u>. Except as otherwise provided in this policy, the following formula will apply to the distribution of *Net Royalties* among *Creators*, their respective research laboratories/departments and Jarvis, based on amounts received by Jarvis:

> Administrative fee – 15%
> Of the remainder:
> *Creator* personal share – 35%
> *Creator* research share – 15%
> *Creator* Department/laboratory share – 15%
> *Jarvis* share – 35%

C. <u>Alternative Distribution Methods</u>. *Net Royalties* earned from licensing of *Creations* with multiple *Creators* will be distributed as follows:

i. *Among multiple Inventors and/or Authors for a single patented invention or copyright*: Personal shares will be allocated among *Inventors* and/or *Authors* according to a written agreement among them or, if there is no agreement, in equal shares. Research shares, department/laboratory shares will be allocated equally where *Inventors* or *Authors* come from different laboratories/departments, regardless of the number of *Inventors/Authors* from each laboratory/department, unless otherwise agreed among all *Inventors/Authors.*

ii. *Among multiple Contributors to a single Unpatented Material:* Personal shares will be apportioned among *Contributors* as they mutually agree in writing or, if no agreement is reached among the *Contributors*, according to an administrative determination of apportionment that shall be made by the head of the laboratory/department in which the *Unpatented Material* has been made. Research shares, department/laboratory shares will be allocated as in paragraph C.1 for patented inventions and copyrights.

iii. *For multiple Creations licensed as a package*: First, *Net Royalties* will be allocated among the licensed *Creations* as agreed in writing among all *Creators* or, if no agreement, in equal shares among such *Creations*. In the alternative, upon request of any of the *Creators*, the President or designee will determine the relative value to the package of each of the *Creations*. The foregoing notwithstanding, where an executed license agreement assigns different values to different *Creations* licensed as a package, that value shall be the value assigned for purposes of allocating *Net Royalties* among such *Creation*. Second,

the *Creator* personal share and the research, department/laboratory shares of *Net Royalties* so allocated to each of the *Creations* in the package will be allocated in accordance with paragraph C.1 or C.2, as applicable.

D. Rights of Appeal. Administrative decisions made under paragraphs C.2 and C.3 above may be appealed by the persons affected to the Intellectual Property Committee for final determination provided the appeal is made in writing to the PRESIDENT OR DESIGNEE within 45 days of such persons receiving written notification of the administrative decision.

E. Portability of Royalty Shares. Personal royalty shares will be payable to *Creators* regardless of their employment status at Jarvis or elsewhere. Research shares will not follow individuals leaving Jarvis, but will be payable to the individual's Jarvis laboratory or, if no such laboratory remains, the individual's Jarvis department. Where an individual leaves one department and/or laboratory for another at Jarvis, the departmental and/or research share will move with him or her.

Section VI. Intellectual Property Committee; Changes to Policy

A. Overall Responsibility. Jarvis' Intellectual Property Committee, appointed by the President, shall be responsible for interpreting this policy and resolving questions and disputes concerning it. From time to time, the Committee may suggest changes to this policy on its own initiative or at the request of the President or Board of Trustees.

B. Other Responsibilities.   Other responsibilities of the Committee include the hearing of appeals as provided under this policy and such other duties as may be assigned from time to time by the President and Jarvis' Board of Trustees.

C. Changes to Policy. In addition to the right to make changes specifically provided elsewhere in this policy, Jarvis reserves the right to amend or modify any of the terms of this policy as it may determine from time to time. The Board of Trustees and President shall have the power to make such amendments and modifications. Any such modification or amendment shall become effective upon adoption by the Board of Trustees or as of such other time as the Board of Trustees shall specify.

Section VII. Miscellaneous

A. Implementing Procedures and Documentation. The PRESIDENT OR DESIGNEE shall have responsibility for developing procedures and documentation as necessary for implementing this policy. Implementation procedures as recommended by the PRESIDENT OR DESIGNEE shall be subject to the approval of the Intellectual Property Committee.

B. Further Assurances of Covered Persons. By making use of Jarvis' facilities and/or by participating in Jarvis-administered research programs and/or activities of Jarvis that are subject to agreements with third parties, persons covered by this policy agree to assist and cooperate with Jarvis in those actions reasonably undertaken by Jarvis pursuant to this policy. All expenses related to providing assistance and cooperation shall be the responsibility of Jarvis.

C. <u>Applicability of New Policy Provisions</u>. For the avoidance of doubt, except as otherwise specifically provided, this policy does not apply to Inventions, Copyrights, Computer Software and/or Unpatented Materials made or developed prior to the effective date of this policy.

Payroll and Other Forms

The Office of Fiscal Affairs will furnish the principal investigator a supply of printed forms for use in submitting authorizations for payrolls under the terms of the specific contract for which the investigator is responsible. The principal investigator is responsible for submitting accurate forms under his/her personal signature for all personnel on the contract. The Office of Fiscal Affairs is responsible for submission of authorized payment to the Payroll Department.

Employment

Full-time employees hired on an indefinite basis under terms of grants and contracts are subject to the same rules of employment as other personnel.

Equipment

Title to equipment obtained in connection with grants and contracts remain with Jarvis Christian College unless otherwise specified in the terms of the grant or contract.

Policy on Research Involving Human Subjects

In accordance with its abiding concern with human dignity, individual freedom and integrity, and the civil rights of all citizens, Jarvis Christian College has adopted a policy that controls procedures that may be used in research involving the participation of human respondents or subjects. Human research is defined as any investigating activity involving interview, questionnaires, or treatments of any kind requiring the participating of human subjects or respondents, whether conducted on or off campus, as a classroom or research exercise, with or without the intent to publish. This policy insures the health, safety, privacy and dignity of all persons participating in research under the auspices of Jarvis Christian College. Specifically, it requires that the responsible investigator determines and be prepared to demonstrate the following:
1. All methods and procedures to be employed are safe and involve no undue risk to life, health, safety or well-being of subjects:
2. The risks to subject are clearly outweighed by the potential benefits to him/her, or by the importance of the knowledge to be gained;
3. The methods and procedures reflect respect for the feelings and dignity of respondents or subjects and avoid unwarranted invasion of privacy or disregard for anonymity in any way;
4. Participation is informed and completely voluntary, and that procedures for obtaining such consent are adequate and appropriate; and
5. Data be used only for the purposes for which such consent was obtained and then appropriately destroyed; methods of data collection, analysis, storage and reporting are to be consistent with these principles.

Jarvis Christian College has advised the Public Health Service and other branches of the federal government of its endorsement of this policy and compliance with it. Administrative responsibility for overseeing these functions has been delegated to the Office of Institutional Advancement and Development. Any faculty member or student preparing proposals for

research involving human respondents or subjects should arrange to have the proposal reviewed by the appropriate authority prior to initiation of the project.

Special Projects
From time to time opportunities arise for the performance of special projects, such as training institutes, workshops, and community service tasks. Jarvis Christian College recognizes the importance of such projects to both Jarvis Christian College and its several constituencies.

However, it is important that such activities be consonant with the primary purpose of Jarvis Christian College, which is educational.

Each faculty member is responsible for coordinating efforts toward such special projects with the appropriate immediate supervisor and/or the Vice President for Academic Affairs, as well as with the Office of Institutional Advancement and Development. All proposals for special projects should be processed according to the procedures described above for research proposals. The Office of Institutional Advance and Development is available to assist in planning special projects. Faculty members are encouraged to seek assistance in the development and presentation of these programs.

Scientific Misconduct
Allegations of scientific misconduct should be brought to the notice of the Vice President for Academic Affairs. A review of the circumstances related to scientific misconduct, including the definition of this term, will be conducted in accordance with the Jarvis College Policy on Scientific Misconduct located in the Office of Academic Affairs (see Appendix C).

VlII. FACULTY ORGANIZATION

At Jarvis Christian College, the formal organization of the faculty for the providing input into matters of the College, particularly academic issues is the Faculty Governance. The constitution of that group is as follows:

CONSTITUTION FOR THE FACULTY GOVERNANCE

(Revised)
Preamble
We, the faculty of Jarvis Christian College, in order to demonstrate and develop a stronger base for communication and for relevant interaction with our colleagues, administrators, and students for the pursuit of academic excellence and the upholding of the missions and goals of this institution, do hereby adopt this faculty constitution.

Article I: Name
The name of the faculty organization shall be the Faculty Governance.

Article II: Membership

Section A – Members

The Faculty Governance shall consist of all College personnel holding full-time faculty rank and of professional librarians. Included shall be those who teach in the instructional program(s) or are involved in research. All members designated as such shall have equal voting rights, shall be eligible for office in this organization, and shall be privileged to serve on any of its committees.

Section B - Non-Member

Supportive non-teaching personnel without faculty rank, may attend meeting but may not be voting members.

Article III: Officers

The officers shall consist of a Chair, a Vice-Chair, a Secretary, and a Parliamentarian. Each shall be elected by the faculty during the March meeting for the upcoming year. Each is elected for a one-year term for a maximum of three consecutive terms.

The officers shall meet as an executive committee to plan the agenda for each meeting of the **Faculty Governance** and, should the need arise, to represent the full Faculty Governance in instances where decisions must be made and time does not allow for the full Faculty Governance to convene..

Article IV: Duties

Section A - Faculty Governance

All Faculty are urged to attend the Governance meetings, in order to be involved in the development of any general regulations governing the conduct of the academic program at the College, and to facilitate dialogue between the faculty and the officers of the College administration.

Section B – Officers

It shall be the duty of the Chair to send written notice of the meeting and its agenda to the Faculty three days prior to the meeting. It shall also be the duty of the Chair to convene the Faculty Governance and communicate the recommendations and actions of the Faculty Governance to the Academic Affairs Council and, by way of the Vice President for Academic Affairs, to the President's Executive Cabinet. The Chair will also act as the Faculty Representative to the Board of Trustees and attend the meetings of the Board of Trustees reporting to the Faculty Governance pertinent information, action, etc. which directly affects the Faculty.

It shall be the duty of the Vice-Chair to convene the Faculty Governance in the absence of the Chair.

It shall be the duty of the Secretary to record the discussion and action of the Faculty Governance and to furnish minutes of each meeting to the members within one week after each meeting. The

agenda is to be formulated from all suggestions received from the faculty members through the Chair one week prior to all meetings of the Faculty Governance.

It shall be the duty of the Parliamentarian to ensure that the bylaws of the **Faculty Governance, Robert's Rules of Order**, and any other special rules that the faculty may adopt will be observed during faculty meetings.

Article V: Parliamentary Procedure

All Faculty Governance meetings shall proceed according to **Robert's Rule of Order, Revised**.

Article Vl: Meetings

All Faculty Governance meetings will be held on the first Thursday of each month, or as deemed necessary during the nine-month academic year. A simple majority of members of the Governance shall constitute a quorum. A written request by five or more faculty members shall be sufficient reason for convening a called meeting of the Faculty Governance.

Article Vll: Voting

Section A – Resolutions

Any resolution regarding policy, procedure or philosophy at Jarvis Christian College, shall require two-thirds majority of those present and voting.

Section B – Elections

All elections (i.e., officers, awards) shall require a simple majority of those present and voting.

Section C - Secret Ballot

A request by any member shall be sufficient to require a closed ballot on any motion or election.

Article VlIl: Committees

Section A - Standing Committee

Standing committees of the Faculty Governance shall be the following:

a) Awards

b) Faculty Life

c) Student Life

d) Curriculum

e) Admission and Retention of Students

f) Courtesy/Condolences Committee

At the first meeting of each academic year, members of the Faculty Governance shall be given the opportunity to indicate first, second, and third preferences for committee assignments. The chair of the Faculty Governance shall appoint committee chairs for one-year terms and committee members for two-year terms, with initial appointees drawing one-and two-year terms.

a) Awards. This committee shall develop guidelines, establish and implement the selection process, and provide for recognition of recipients for Faculty Governance awards and for other awards referred to the committee.

b) Faculty Life. This committee shall study matters relating to the well-being of the faculty, including tenure, promotion, compensation and raises, fringe benefits, and interdepartmental /intercollegiate relationships.

c) Student Life. This committee shall study matters relating to the well-being of the students.

d) Curriculum. This committee shall evaluate the college curriculum, course offerings, and general requirements for graduation utilizing best practices, standards of program specific accrediting bodies, and the standards of peer institutions. The committee will then recommend additions, deletions, and modifications where deemed appropriate.

e) Admission and Retention- of Students. This committee shall review proposals relating to the recruitment, admission, retention, and dismissal of students.

f) Courtesy/Condolences Committee. This committee provides cards and other expressions of thoughts and prayers during times of faculty illness and or family death.

Section B - Ad Hoc Committees

Ad Hoc committees shall be constituted to accomplish any purpose which the Faculty Governance deems necessary.

Article IX: Amendments

Amendments of this constitution requires a two-thirds majority of those present and voting at a **Faculty Governance** meeting specially called with notification of intent to amend no less than one month prior to such meetings. The meeting shall occur during the nine-month academic year. Further notification will be made through campus mail not less than one week prior to such meetings

APPENDICES

APPENDIX A

JARVIS CHRISTIAN COLLEGE
ANNUAL REPORT BY FACULTY MEMBER
Period: August to May

This form is to be completed for the _____Academic calendar year.

Name: [   ]   ID [   ]

Home Address: [   ]   [   ]

State: [   ]   Zip Code: [   ]

Individual to contact in case of emergency: (optional) [   ]

Relationship: [   ]

Your Telephone: [   ] : [   ]

Title/Rank: [   ]   Discipline: [   ]

Faculty Status: (check one)   Contract Type: (check one)
    □ Tenured   □ (Tenure track)
    □ Non-tenured   □ Annual
    □ Tenure Track   □ Restrictive
    □ Non-tenured Track   □ Part-time

1. Years of teaching experience (or equivalent) prior to becoming a faculty member at Jarvis Christian C[   ]

2. Year of first appointment at Jarvis Christian College: [   ]

3. Year joined Jarvis Christian College on subsequent appointment: [   ]

4. Year promoted to present rank: [   ]

5. Cumulative years as a faculty member at Jarvis Christian College: [   ]

FACULTY PROFILE DOCUMENTATION FORM

Period: August 201_ to May 201_

Please check one: { } First Report   { } Update since January _____

NAME: [_____]   RANK [_____]

This profile provides an opportunity for each faculty member to convey to the college community his/her professional activities during the past year. Under each category <u>CONCISELY</u> document activities in which you have participated that are recognized standards in your field of initiative, leadership, professional growth and knowledge advancement.

TEACHING
Course Load
Course Number and title   Semester   Students Taught

Methods
List innovative teaching methods, and/or special activities for honor students and/or students experiencing academic difficulties

Number of:

Special activities provided for students experiencing academic difficulty:

[   ]

Special activities provided for honor students: [   ]

Times professional individuals brought on campus:

[   ]

Assessment

What assessment techniques are you incorporating in your classes to measure student learning outcomes?

RESEARCH AND CREATIVE ACTIVITIES (i.e. grant proposals submitted, and/or funded activities related to completed research projects, published and/or professionally reported; creative activities):

(Use this space to give a brief statement about the activities you are involved in)

RESEARCH AND SCHOLARLY ACTIVITIES:

Number of:	Last Year	Prior to Last Year
Publications:		
Books	☐	☐
Referenced publications	☐	☐
Non-refereed	☐	☐
With students	☐	☐
Research proposals that were:		
Submitted for the first time	☐	☐
Subsequently submitted	☐	☐
Funded	☐	☐
Total amount of funds	☐	☐
Grant proposals that were:		
Submitted for the first time	☐	☐
Subsequently submitted	☐	☐
Funded	☐	☐
Total amount of funds	☐	☐
Times presented at:		
International professional conference	☐	☐
National professional conference	☐	☐
State/local professional conference	☐	☐
Institutions of higher education	☐	☐
Professional conference for students	☐	☐
Times contributed to the arts in:		
Juried exhibitions and/or shows	☐	☐
Recitals	☐	☐

OTHER STUDENT-RELATED ACTIVITIES:

Advisement	Spring Semester	Fall Semester
Hours Available for Student Advising		
Number of Advisees:		

Organizational Sponsorships (List student organization, number of students involved and activities the organization was involved in)

Student Organization(s) to whom you were official advisor: ___

Name of Organization(s)

Times you officially met with or consulted with group:

Times participated in student sponsored academic/cultural events

Times participated in college-sponsored academic/cultural events (other than those whom you advised)

SERVICE

Institutional (i.e., committee assignments; interactions with recognized student groups.)

College committees in which you were:
    A member   -   Number of times met -
    Held a leadership position -   Number of times met -

Times participated in staff organized cultural/professional activities -

Indicate participation/level of participation in the following events:

	Attended	Performed Special Function	Did not Attend
Student Orientation	☐	☐	☐
Weekly Assembly	☐	☐	☐
Faculty/Staff Workshop Fall	☐	☐	☐
Faculty/Staff Workshop Spring	☐	☐	☐
Founders/Homecoming	☐	☐	☐
Honors Convocation Spring	☐	☐	☐
Parents' Weekend	☐	☐	☐
Oreon E. Scott Lectures	☐	☐	☐

Local, State and National (professional memberships, consulting activities, proposal reader, lecturing, recitals and professional exhibitions)

Number of:
Professional organizations in which you:
    Were a member _
    Held a leadership position _
    Meetings attended _

Different types of organizations to which you were a consultant:
Governmental   -   Professional

Institutions of higher education other than Jarvis:
    Public school systems _____

Community Organizations in which you:
    Were a member _____
    Held a leadership position_____
    Meetings attended _____

PROFESSIONAL DEVELOPMENT (i.e., completion of degree requirements; participation in seminars, workshops, courses for study, honors/awards received.):

	Field of Study		**Year**	
Education:	**Major**	**Minor**	**Granted**	**College/University**
Bachelor				
Masters				
Doctorate				

Professional licenses or certificates held:

Did you complete degree requirements during the last year?   Yes _____   No _____

Based upon your professional training, in what other major discipline(s) and specific area(s) do you have teaching competency?

Major Discipline

Specific Areas

Number of semesters on leave for:	**Last Year**	**Prior to Last Year**
Academic reasons		
Further Study		
Disability		
Other		

Semester hours completed for further study last year

Semester hours of further study completed since last degree

Workshops or seminars sponsored by Jarvis Christian College in which you participated:

Workshops or seminars not sponsored by Jarvis in which you participated

HONORS/AWARDS

Name of Award/Honor	**Date Received**

ADDENDA

I. TEACHING RELATED ACTIVITIES

    A. New courses developed and/or new preparations

    B. Teaching related grants

II. OTHER STUDENT-RELATED ACTIVITIES:

    A. Organization sponsorships

    B. Participation in Life of the College after 5:00 p.m. and on weekends

    C. Participation in other student-related activities

III. PROFESSIONAL GROWTH/RESEARCH (include organization, place, and date when applicable):

    A. Publications (Include those accepted but not yet published)

    B. Papers presented

    C. Creative activity (concerts, exhibits, etc.)

    D. Seminars, symposia (conduct/participate)

E.   Grants

    1.   Requested

    2.   Funded

F.   Advanced graduate studies

G.   Meetings attended (non-program participant)

H.   Office held in professional organizations

I.   Consulting

J.   Other

IV. COLLEGE AND COMMUNITY SERVICE:

A.   College committees

B.   Division/Area committees

C.   Other contributions to College, division and area

D.   Professionally-related community activities

E.   Other community activity

V. SELF-ASSESSMENT:

    A.   **Most significant area of contribution to Mission of the College**

    B.   **Least significant area of contribution to Mission of the College**

    C.   **Area of contribution that reflects positive change in comparison to the preceding year**

    D.   **In terms of total contribution to the College program, how do you rate yourself in comparison with all other faculty members?**

VI. PLANS FOR THE NEXT ACADEMIC YEAR:

    A.   **Teaching (Do not include specific classes)**

    B.   **Student-related activities**

    C.   **Scholarship and its equivalents**

    D.   **Service**

JARVIS CHRISTIAN COLLEGE
Faculty Evaluation Form

EMPLOYEE NAME	ID #	PERIOD COVERED	DATE OF REVIEW
JOB TITLE	DIV./DEPT.	SECTION/UNIT	SUPERVISOR

Departments are required to establish a system of performance evaluations for **Faculty employees** that reflect an impartial rating of each staff member's performance and potential for further advancement. Performance evaluations can be a positive means to assist the faculty member in improving job performances. Performance evaluations afford a supervisor the opportunity to make known the objectives and goals of the department and the College and to clarify what is expected of the employee to contribute to attainment of these goals.

Faculty performance evaluations should be conducted on a periodic basis (at least annually) and should not reflect personal prejudice, bias, or favoritism on the part of the supervisor for the rating or review. It is important to be positive in all evaluation meetings. Remember performance is being measured, not the employee's value as a person. Also, remember the employee must know what is expected in job performance in order to meet the expectations.

Form Instructions

1. Both the employee and the supervisor should have a copy of the current job description.

2. Use one of the following ratings to describe the performance of the individual in each of the categories.

   (5) OUTSTANDING: Performance consistently above standards and far exceeds normal expectations; exceptional achievement and contribution to institution.

   (4) ABOVE STANDARDS: Performance above standards in many important aspects and exceeds normal expectations.

   (3) MEETS STANDARDS: Performance meets standards in all important aspects.

   (2) BELOW STANDARDS: Performance below standards in some important aspects, but meets standards in other respects; improvement needed.

   (1) UNSATISFACTORY: Performance below standards in critical aspects; improvement required.

3. All ratings in each category should be averaged together and listed in the comments section for that category. The final rating will be computed using the following formula:

   (0.80)(AVERAGE RATING FOR SECTION 1)
   (0.10)(AVERAGE RATING FOR SECTION 2)
   +   (0.10)(AVERAGE RATING FOR SECTION 3)
         FINAL RATING

4. Supervisor and employee must discuss the evaluation, progress made in performance, and progress toward objectives and goals for the coming year. Both the supervisor and employee must sign the form and both must have an opportunity to add comments.

5. All ratings are reviewed and approved by the next-higher-level supervisor than the one who prepared the rating.

6. The original form with the final ratings, comments and signatures is retained in the employee's personnel file in the Office of Human Resources. The employee signs the form to acknowledge that he/she has seen the report and has been apprised of his/her evaluation.

7. The employee has a right to make a written statement or rebuttal on the form at the time of the evaluation and/or within (3) three business days. If a statement is submitted within (3) three days, it will be attached to the evaluation report. Supervisors should make employees aware of this opportunity.

8. A copy of the signed evaluation shall be provided to the employee within 10 days of the date of the evaluation or upon request.

SECTION 1: TEACHING

	RATING SCALE
5 = Outstanding 2 = Below Standards 4 = Above Standards 1 = Unsatisfactory 3 = Meets Standards Any rating of 5 or 1 requires an explanation for that rating in the comment section.	

Faculty Member's Courses		5	4	3	2	1
ORGANIZATION: Courses are well organized based on Course Observations and Syllabus review.		☐	☐	☐	☐	☐
ASSIGNMENTS: Course assignments support course objectives based on Course Observations and Syllabus review.		☐	☐	☐	☐	☐
GRADING: Grading procedures are clear based on Syllabus review.		☐	☐	☐	☐	☐
CONTENT: Course content during Course Observations is consistent with the Course Syllabus.		☐	☐	☐	☐	☐
LEVEL OF DIFFICULTY: Learning experiences, such as assignments and activities, are of an appropriate level of difficulty.		☐	☐	☐	☐	☐
NEW IDEAS: Courses introduce students to new ideas and points of view.		☐	☐	☐	☐	☐
COMMUNICATION SKILLS: Courses contribute to the development of communication skills.		☐	☐	☐	☐	☐

COMMENTS: AVERAGE RATING _   __

The Faculty Member	5	4	3	2	1
SYLLABUS: Faculty member develops learner-centered course syllabi with clear learning outcomes.	☐	☐	☐	☐	☐
SUBJECT MATTER: Faculty member knows his/her subject matter well.	☐	☐	☐	☐	☐
ATTENDANCE: Faculty member meets classes regularly and punctually and arranges for class coverage during absence(s).	☐	☐	☐	☐	☐
EXTENSION: Faculty member extends class activities into discipline-related student organizations.	☐	☐	☐	☐	☐
PRESENTATION: Faculty member presents material in an interesting way.	☐	☐	☐	☐	☐
TEACHING METHODS: Faculty member utilizes a variety of teaching methods, including learner-centered instruction.	☐	☐	☐	☐	☐
FAIRNESS IN GRADING: Faculty member grades fairly.	☐	☐	☐	☐	☐
STUDENT PERFORMANCE: Faculty member monitors student performance throughout the semester.	☐	☐	☐	☐	☐
ENTHUSIASM: Faculty member conveys enthusiasm for the subject matter.	☐	☐	☐	☐	☐
GRADING: Faculty member promptly grades assignments and examinations.	☐	☐	☐	☐	☐
GRADE DEADLINES: Faculty member turns in grades on time.	☐	☐	☐	☐	☐
RESPECT: Faculty member respects students and treats them with courtesy.	☐	☐	☐	☐	☐
STUDENT ATTENDANCE: Faculty member monitors student attendance.	☐	☐	☐	☐	☐
OFFICE HOURS: Faculty member is generally available during office hours and for appointments.	☐	☐	☐	☐	☐
ADVISING: Faculty member gives accurate academic advising.	☐	☐	☐	☐	☐

COMMENTS: AVERAGE RATING _   __

Section 1 Overall Rating	Average Rating
Faculty Member's Courses – Average Rating	
The Faculty Member – Average Rating	
COMMENTS: AVERAGE RATING FOR SECTION 1 _ __	

SECTION 2: SERVICE TO THE COLLEGE/COMMUNITY

5 = Outstanding 2 = Below Standards 4 = Above Standards 1 = Unsatisfactory 3 = Meets Standards Any rating of 5 or 1 requires an explanation for that rating in the comment section.		RATING SCALE			
	5	4	3	2	1
ADVISING: Faculty member advises students in career decisions as well as course enrollment.	☐	☐	☐	☐	☐
COMMITTEES: Faculty member is a member of at least one committee and actively involved in committee work.	☐	☐	☐	☐	☐
CAMPUS ACTIVITIES: Faculty member organizes campus activities involving faculty, staff, and students.	☐	☐	☐	☐	☐
AFTER HOURS ACTIVITIES: Faculty member participates in campus activities outside normal work hours.	☐	☐	☐	☐	☐
ASSEMBLY: Faculty member attends assembly (Tuesday at 11:00 a.m. in the Chapel).	☐	☐	☐	☐	☐
LOCAL COMMUNITY: Faculty member provides or volunteers service to the local community.	☐	☐	☐	☐	☐

COMMENTS: AVERAGE RATING _ __

SECTION 3: PROFESSIONAL GROWTH/RESEARCH

5 = Outstanding 2 = Below Standards 4 = Above Standards 1 = Unsatisfactory 3 = Meets Standards Any rating of 5 or 1 requires an explanation for that rating in the comment section.		RATING SCALE			
	5	4	3	2	1
LITERATURE RESEARCH: Faculty member keeps abreast of professional publications in his/her field.	☐	☐	☐	☐	☐
PROFESSIONAL MEMBERSHIPS: Faculty member maintains membership in professional societies.	☐	☐	☐	☐	☐
PROFESSIONAL GROWTH: Faculty member pursues professional growth through attendance at professional conferences, seminars, publications, research, and/or grant writing.	☐	☐	☐	☐	☐

COMMENTS: AVERAGE RATING _ __

SECTION 3: OVERALL PERFORMANCE RATING

AVERAGE SECTION 1: _____ X 0.80 = _____

AVERAGE SECTION 2: _____ X 0.10 = _____

AVERAGE SECTION 3: _____ X 0.10 = _____

OVERALL RATING: __   __

SECTION 4: EMPLOYEE PERFORMANCE IMPROVEMENT PLANS (if applicable)

SECTION 5: EMPLOYEE COMMENTS

Employee Comments (optional)

SECTION 6: SIGNATURES

Supervisor: _____   _____   _____
             (Signature)   (Title)   Date

Next Level Supervisor _____   _____   _____
or Dept. Designee: (Signature)   (Title)   Date

Employee: _____   _____   _____
      (Signature)*   (Title)   Date

*Signature acknowledges that the performance review has been discussed with me.

APPENDIX B

TENURE AND PROMOTION PORTFOLIO

The preparation of the portfolio that is submitted by candidates for tenure or promotion should be complete, accurate, cumulative, and concise. It will be examined by a number of different individuals and groups, some of whom will know little about the candidate's background and performance at Jarvis Christian College. The portfolio is the candidate's opportunity to present evidence of professional performance that merits awarding tenure and /or promotion and should make a positive statement about the candidate. Documents should be included that make a definitive statement about level of professional accomplishment.

This document, therefore, is meant to provide guidance on preparing a complete portfolio. For the benefit of the reviewers who will be reviewing eh materials, some constancy of format and content across the institution is necessary. Ultimately, it is the candidate's decision on what to include, but all portfolio material should in a single 3" three ring binder. Portfolios are expected to follow a standard organizational format comprised of the following sections.

    A.   **Face Sheet**

        1.   This form should be prepared by the candidate's supervisor and should accompany each set of materials sent forward

    B.   **Letters of Recommendation**
        Letters from the supervisor or Vice President of Academic Affairs should address the strengths and weaknesses of the candidate. Letters containing negative recommendations should explain reasons and specify areas of weakness that led to the negative recommendation. Justification for each recommendation should address the merits of each individual case and should not be mere summaries or restatements of earlier assessment.

        The file must also contain a minimum of three letters of recommendation from colleagues. In requesting the evaluation, the writer should ask the colleague to include such points as:

        1.   Does the candidate's work, taken as a whole, constitute a serious and significant contribution to the discipline?

        2.   What is your assessment of the candidate's contributions I the areas of research, scholarship, or other creative activity?

        3.   Is the candidate likely to emerge as a scholar whose work is currently known and respected by leaders in the field? (Assistant professors, and

        4.   What is the nature of your professional contact with the knowledge of the candidate?

C. **Candidate's Statement:** The candidate may include a brief (no more than three pages) statement, including academic career goals, accomplishments, and directions for future work.   The candidate may describe how all facets of his/her career form an integrated, successful profile or the candidate may identify achievements in the areas of teaching, scholarships and service separately.

D. **Vita**
    1. The Candidate should include a traditional vita with the categories below. Additionally, corroboration of the information in the vita should be included as follows:
        a.   Knowledge of the subject master.   The teacher who knows the subject matter has achieved the first condition for good teaching.
        b. Ability to communicate. The teacher should possess skills of effective communication that are appropriate to the discipline and the objectives of courses being taught. The teacher should also exhibit genuine enthusiasm for the subject and a desire to share it with the students.
        c. Self-reflection and improvement.   The teacher should constantly work to improve his/her course, experiment with new materials and methods of delivery, and keep current with the subject matter.
        d. Interest in the student.   The effective teacher takes an interest in students as individuals.   The teacher is conscious that teaching also offers opportunities to help the student experience ethical and spiritual growth, understand the implications of the discipline in matters of faith, and develop a Christian philosophy of life.
    2. Documentation:
        The portfolio containing the documentation of the effectiveness of the faculty member's instruction should contain, but is not limited to
        a. Copy of transcript
        b. Syllabi
        c. Teaching assignments
        d. Student work samples
        e. Student evaluations
        f. Reflections on teaching philosophy and the integration of faith and learning
        g. Descriptions of new and/or innovative teaching methods
        h. Descriptions of advising and mentoring activities
        i. Unsolicited or solicited evaluations from former students
        j. Teaching awards or other recognitions.

    3. Scholarship, Creativity and Their Equivalents
        For a college community, scholarship it is important. Jarvis Christian College expects that each faculty member will provide evidence (i.e., product) of his/her professional competence through scholarship and/or other creative activities appropriate to the discipline.   The number and type of products may vary by discipline.   Applicants should justify the

number and type in their promotion materials. Examples could include, but are not limited to:

   a.   Writing /obtaining grants
   b.   Papers presented at conferences
   c.   Pedagogical research
   d.   Workshops and presentations
   e.   Juried competitions
   f.   Exhibitions or performances
   g.   Peer reviewed articles
   h.   Publications
   i.   Scholarly and/or professional awards

4.   Service

A faculty member's service is directly related to the College's mission statement. Service may be rendered to the profession, the College, the church and/or the community.

Examples of service in any of these areas could include, but are not limited to:
   a.   Advisory and consultative positions
   b.   Holding an office or chair
   c.   Committee memberships and work
   d.   Administrative responsibilities
   e.   Student organization sponsorship
   f.   Service awards

5.   Collegiality

A consideration of collegiality is particularly appropriate at a Christian College and is given special attention when tenure is under consideration. Collegiality involves relationships within the College.   These interactions should support the mission and goals at each level of the institution.

Examples of collegiality could include but are not limited to:
   a.   Sharing personal values and beliefs with other colleagues
   b.   Be willing and open to new ideas
   c.   Being considerate, sensitive and caring of others.
   d.   Demonstrating tolerance for opposing opinions of colleagues
   e.   Volunteering to help other colleagues with common academic tasks
   f.   Participating in discussions about academic issues
   g.   Participating in academic decision processes
   h.   Fostering a sense of community and equality
   i.   Demonstrating interest and cooperation across disciplines

Though wide consensus exists regarding the nature and appearance of collegiality in academic settings, it cannot be measured by rigid checklists or formal requirements.   The portfolio and the letter from the Vice President for Academic Affairs should address the collegiality of the applicant.

APPENDIX C

Jarvis Christian College

Policies and Procedures For Allegations of Scientific Misconduct

Jarvis Christian College, Hawkins, Texas

POLICY AND PROCEDURES FOR SCIENTIFIC MISCONDUCT

INTRODUCTION

Jarvis Christian College is committed to maintaining the integrity of the research process. Unless both researchers and research products adhere to the highest standards, Jarvis Christian College will not be able to fulfill the research portion of its mission. This policy has been developed to ensure that individuals who deviate from those standards will be held accountable for their actions.

The Policy is also designed to meet the requirements of 42 Code of Federal Regulations, Part 50, Subpart A and the Assurances that Jarvis Christian College has provided to the Public Health Service, U.S. Department of Health and Human Services thereunder. Consequently, the requirements for reporting alleged or apparent instances of possible scientific misconduct to the Office of Research Integrity, National Institutes of Health, apply only when they involve research or research training, applications for support of research or research training, or related research activities that are supported with funds made available under the Public Health Service Act, as amended (42 U.S.C. 301, et. seq.).

This policy does not supersede and is not intended to set up an alternative to established policies and procedures for resolving fiscal improprieties, and issues concerning criminal matters.

DEFINITIONS

For purposes of this policy, the following definitions apply:

"Scientific misconduct" or "misconduct" means fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the academic community for proposing, conducting, or reporting research. As used herein, scientific misconduct includes "scientific misconduct" as that term is defined in Section 50.102, Definitions, of the NIH Guide for Grants and Contracts, June 1995, as provided by the Office of Research Integrity (July 28, 1995). Scientific misconduct does not include honest or inadvertent error, or differences in interpretations or judgments of data.

"Research" means all research, scholarly, and creative activities that constitute the intellectual endeavors of Jarvis Christian College.

"Inquiry" means information gathering and initial fact finding to determine whether an allegation or apparent instance of misconduct warrants an investigation.

"Investigation" means the formal examination and evaluation of all relevant evidence to determine if misconduct has occurred.

"ORI" means the Office of Research Integrity, a component of the Office of the Director of the National Institutes of Health ("NIH"), which oversees the implementation of all PHS policies and procedures related to scientific misconduct.

"PHS" means the Public Health Service, an operating division of the Department of Health and Human Services (DHHS).

POLICY

Scientific misconduct is antithetical to research standards at Jarvis Christian College. It is the policy of Jarvis Christian College to examine each alleged instance of misconduct involving Jarvis Christian College personnel in accordance with the procedures outlined herein. When Jarvis Christian College personnel are found to have deliberately engaged in misconduct, they shall be disciplined in accordance with this Policy.

This Policy also seeks to prevent scientific misconduct by promoting and maintaining a research environment incorporating high ethical standards. To reduce the likelihood of misconduct, the faculty and administration should:

1. Encourage intellectual honesty.
2. Assure that appropriate credit and responsibility are given for publications and other research products.
3. Report observed or suspected instances of misconduct to the Vice President for Academic Affairs.

COMMITTEE ON SCHOLARLY MISCONDUCT

The President of the College shall appoint a Committee on Scientific Misconduct. The Committee shall consist of five members who are active researchers. The College President will also appoint a Chairman of the Committee on an annual basis as with other committees at the college. If a member of the Committee on Scientific Misconduct is accused of scholarly misconduct, he/she will be excused from the Committee and its deliberations.

The Committee shall conduct all inquiries and investigations relating to scientific misconduct involving Jarvis Christian College personnel. Based on the results of its investigations, the Committee shall recommend appropriate actions to be taken by the President of the College against individuals found to be in violation of this Policy.

Specifically, the Vice President for Academic Affairs shall be responsible for:

1. Inquiring immediately into an allegation or other evidence of possible scientific misconduct.
2. Protecting, to the maximum extent possible under federal and state laws, the privacy of those who in good faith report, apparent instances of scholarly misconduct.
3. Affording the accused individual(s) confidential treatment to the maximum extent possible under federal and state laws, a prompt and thorough investigation, and an opportunity to comment on allegations and finding of the inquiry and/or the investigation.
4. Making specific recommendations to President on actions to be taken when an individual is determined to have engaged in scientific misconduct.
5. Maintaining proper documentation of all allegations, inquiries, investigations, and recommendations concerning scientific misconduct.
6. Ensuring that the Director, ORI, is notified of the complaint and resolution thereof if PHS funds are involved.
7. Making recommendations to the President for changes in this policy and/or the procedures as necessary.

Jarvis Christian College is also responsible for disseminating this Policy, educating its personnel about scientific misconduct, and interpreting the Policy as necessary.

PROCEDURES

Allegations

All allegations concerning possible instances of scientific misconduct at Jarvis Christian College personnel must be reported to the Vice President for Academic Affairs. Allegations may be oral or written, and the individuals making the allegations may do so anonymously. However, to be actionable, the allegation must include sufficient detail so that an inquiry and/or investigation can prove to disprove the key charge(s).

The Vice President for Academic Affairs will determine (1) whether the allegation is actionable and (2) whether the allegation, if proven, constitutes scientific misconduct as defined in this Policy. If the allegation meets both criteria, the Vice President for Academic Affairs will initiate an immediate inquiry into the matter.

During the inquiry and any subsequent investigation, the Vice President for Academic Affairs is responsible for:

1. Securing additional expertise as necessary to carry out a thorough and authoritative evaluation of the relevant evidence.
2. Taking precautions against real or apparent conflicts of interest on the part of those involved.

Inquiry

The inquiry shall consist of the information gathering and initial fact finding to determine whether an allegation or apparent instance of misconduct warrants an investigation. The inquiry and the report thereof must be completed within 60 calendar days of initiation unless circumstances clearly warrant a longer period.

At the end of the inquiry, a written report shall be prepared that states what evidence was reviewed, summarizes relevant interviews, and includes the conclusions of the inquiry. The individual(s) against whom the complaint was made shall be given a copy of the report of inquiry. If they comment on that report, their comments will be made part of the record. If the inquiry takes longer than 60 days to complete, the record of inquiry shall include documentation of the reasons for exceeding the 60-day period.

If the inquiry results in a determination that an investigation is warranted and PHS funds are involved, the Vice President for Academic Affairs shall notify the Director, Office of Research Integrity (ORI), National Institutes of Health, in accordance with 42 CFR, Part 50, Subpart A, Section 50.104. The ORI will be notified immediately at any time the Vice President for Academic Affairs ascertains that any of the following conditions exists:

1. There is an immediate health hazard involved.
2. There is an immediate need to protect federal funds or equipment.
3. There is an immediate need to protect the interests of the person(s) making the allegations or of the individual(s) who is the subject of the allegations as well as his/her co-investigators and associates, if any.
4. It is probable that the alleged incident is going to be reported publicly.
5. There is a reasonable indication of possible criminal violation. In such an instance, the Vice President e for Academic Affairs will inform the President immediately and will inform the ORI within 24 hours of obtaining such information.

If the inquiry determines that an investigation is not required, the Vice President for Academic Affairs will retain the inquiry record and other documentation sufficient to permit a later assessment of the reasons for making such a determination. These records shall be maintained in a secure manner for authorized personnel form the Department of Health and Human Services.

Investigation

If the inquiry determines that an investigation should be made, the Committee on Scientific Misconduct shall initiate that investigation within 30 days of the completion of the inquiry. The investigation will include examination of all documentation relating to the research project(s) involved in the allegation. Whenever possible, interviews shall be conducted of all individuals involved either in making the allegation or against whom the allegation is made, as well as other individuals who might have information regarding key aspects of the allegations. Complete summaries of these interviews should be prepared, provided to the interviewed party for comment or revision, and include as part of the investigatory file.

In addition to the above, the Committee on Scientific Misconduct must prepare and maintain documentation to substantiate the investigation's findings. This documentation is to be made available to the Director, ORI, if PHS funds are involved.

If evidence obtained during the investigation indicates the need for immediate action, the Committee on Scientific Misconduct will recommend interim administrative steps to protect Jarvis Christian College resources and federal/state funds, and to ensure that the purposes of any federal financial assistance are carried out. The Vice President for Academic Affairs is responsible for taking such steps.

An investigation should ordinarily be completed within 120 days of its initiation. This includes conducting the investigation, preparing the preliminary report, obtaining comments on the report by subjects of the investigation and incorporating them into the final report, and submitting the final report and Committee recommendations to the President of the College. If the investigations cannot be completed in 120 days and the allegations involve PHS funds, the Vice President of the College for Academic Affairs will so notify the ORI and request an extension of time. If an extension is required and PHS funds are not involved, the Vice President for Academic Affairs will be so informed, and he/she will set a new deadline for completion of the investigation.

APPENDIX D

Jarvis Christian College
Academic Program Review
Self-Study Document
2018-2019

Program Review is part of the institution's overall planning and institutional effectiveness process. It should be considered a critical responsibility. The academic program review is designed to systematically assess the achievement of a program's purpose and goals.

Name of Academic Program	Enter the Name of Program/Discipline	
Program Review Sub-Committee:		
Committee member 1.		
Committee member 2.		
Committee member 3.		
Submitted	Click here to enter a date.	
LEADERS/REVIEWERS		
Department Chair		
Division Dean		
Provost and Vice President for Academic Affairs		

1. **Mission/Purpose**

1.1 <u>**Instructional programs must develop, disseminate, implement, and regularly review the program mission/purpose statement.**</u>

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Describe the process by which and how frequently the purpose statement is reviewed and revised. Discuss the quality of the purpose statement in regards to the criteria specified below. Describe how the purpose statement is disseminated to and used by program/discipline faculty and staff.

Attachment Inventory

Description	Document/File Name or URL
(e.g. program/discipline purpose statement)	
(e.g. program/discipline summary on website)	

Exemplary. The purpose statement is clear and concise, is aligned to the institutional mission, identifies the stakeholders served, indicates the unique service provided by the unit, and addresses the value created by the unit. A routine process is already in place to ensure the purpose statement is reviewed and revised (if needed); there is evidence the purpose is disseminated and influences day-to-day operations.	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. The purpose statement is clear *though could be more concise*, is aligned to the institutional mission, identifies the stakeholders served, *generally indicates the service provided by the unit, but does not address the value created by the unit*. The purpose statement has been reviewed/revised in the past 5 years though a routine process may not be established. There is evidence that personnel are aware of the purpose though more influence on operations is needed.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. The purpose statement *is vague or unclear (too limited or too verbose), is not clearly aligned with institutional mission, does not clearly identify stakeholders, and/or describes services so generally that the purpose could apply to other units.* There is no evidence that the purpose statement is referenced or included in day-to-day operations (not reviewed/revised, not disseminated, not referenced or used by personnel).	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

2. Program

2.1 <u>Instructional programs must develop and regularly review/revise student learning outcomes and curriculum to meet academic and workforce needs.</u>

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

All instructional programs should have program outcomes; technical programs have specific program level outcomes while academic disciplines focus on specific general education outcomes to which courses in the discipline are aligned. Program outcomes and certificate and degree requirements should be reviewed and revised on a regular basis to insure (a) internal alignment of awards and (b) alignment to local/regional workforce needs.

Describe and document the process by which program and course learning outcomes are regularly reviewed and revised. If there's been changes to the program outcomes since the previous program review, please describe the reason and rationale for those changes.

Describe and document the process by which the program curriculum is regularly reviewed and revised. If there's been changes to the program curriculum since the previous program review, please describe the reason and rationale for those changes.

Attachment Inventory

Description	Document/File Name or URL
(e.g. degree/certificate outlines) (e.g. program competency profile) (e.g. advisory board minutes) (e.g. samples of curriculum proposals)	

Exemplary. The program outcomes are aligned to and define the complete scope of the program's purpose; include an appropriate number of outcomes for which routine comprehensive assessment is feasible; focus on terminal outcomes; rely exclusively on active verbs to describe specific, observable, and measureable actions. A routine, robust, and well-documented process is already in place to ensure regular review and revision (as needed) of curriculum by workforce and academic stakeholders (e.g. advisory council, external academic reviewer).	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. The program outcomes are aligned to and define the complete scope of the unit's purpose; include an appropriate number of outcomes for which routine comprehensive assessment is feasible; *may be more precisely developed by synthesizing enabling into terminal outcomes*; *include active verbs but could be more measureable*; and *need clarification regarding alignment with institutional outcomes*. The curriculum has been reviewed and revised in the past 5 years through an established process though the process could be more robustly developed.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. The program outcomes fail to encompass or exceed the scope of the program, do not provide an adequate foundation for assessment (far too many or far too few outcomes); include a number of enabling outcomes; rely on verbs for which it is unclear how they may be measured, or do not indicate alignment with institutional outcomes. There is no evidence that the curriculum has been reviewed during the past 5 years <u>or</u> there is no evidence that a specific process is in place.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

2.2 **Instructional programs must implement and assess initiatives to improve student success, retention, persistence, and graduation rates.**

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Describe initiatives that have been implemented or are being maintained including specifically those that "close the loop" on recommendations from the previous program review. Summarize available evidence regarding the effect of the initiative(s) on student success, retention, persistence, and graduation rates.

Analyze and explain the implications of the discipline/program's five-year trend regarding student success, retention, persistence, and graduation rates. Consider for the discipline/program:

- Graduates by Degree Type
- Average GPA by Program
- Student Success (Percentage A-C of Total Students)
- Student Retention (Percentage A-F of Total Students)
- Graduation Rate
- Average Time to Degree

Attachment Inventory

Description	Document/File Name or URL
(e.g. data assessing discipline/program initiatives)	
(e.g. documentation of success initiatives)	

Exemplary. All strategic recommendations from the prior program review were tracked and completed to "close the loop" on those action plans, and the recommendations resulted in promising practices. The program has also developed and "closed the loop" on yearly action plans as part of the annual assessment process over the last five years. Proactive action plans were developed, and all action plans are specific, measureable, attainable, realistic, and time-bound; represent a change and continuous improvement that address needs; are within the program's locus of control, and have been implemented with a "closing the loop" report.	O
Exceeds. Between *Meets* and *Exemplary.*	O
Meets. All strategic recommendations from the prior program review were tracked and completed to "close the loop" on the action plans. The program has also developed and "closed the loop" on yearly action plans as part of the annual assessment process over the last five years. All action plans responded to needs but could be more proactive and could be improved but generally describe specific, measureable actions that represent a change within the unit's locus of control.	O
Partly Meets. Between *Meets* and *Does Not Meet.*	O
Does Not Meet. Strategic recommendations from prior program review were not tracked or completed, or there were no discernable recommendations for continuous improvement available in the previous program review. Any action plans developed do not adequately describe action to be taken, do not represent a change (e.g. "continue doing…"), may have significant external dependencies, and/or do not have an owner or due date.	O
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	O
Does Not Apply.	O

Rationale for Rating

2.3 **Instructional programs must assess outcomes, performance metrics, or standards recommended or required by relevant, program-specific accrediting bodies, grants, or programs.**

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Describe the program/discipline current status regarding any program-specific external accrediting bodies, grants, or programs to which the program has reporting responsibilities.

Analyze and explain the implications of outcomes or performance metrics recommended or required by those programs, grants, or accrediting bodies, and provide evidence of results regarding the same.

Attachment Inventory

Description	Document/File Name or URL
(e.g. accreditation or grant reports, awards or letters of affirmation)	

Exemplary. The program/discipline is in good standing with and has received special recognition by a program specific accrediting body, grant, or program.	○
Exceeds. Between *Meets* and *Exemplary*.	○
Meets. The program/discipline is in good standing with a program specific accrediting body, grant or program.	○
Partly Meets. Between *Meets* and *Does Not Meet*.	○
Does Not Meet. The program/discipline is currently being monitored by or has received significant recommendations from a program specific accrediting body, grant, or program.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply. The program/discipline does not report to any program-specific accrediting body, grant or program.	○

Rationale for Rating

3. **Organization and Leadership**

3.1 **Instructional program leadership must have credentials and experience necessary to lead, supervise, manage, advance, and maintain the integrity of the discipline/program.**

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Leaders responsible for instructional programs must have credentials and experience indicative of someone capable of providing quality leadership to the discipline/program. Leadership may include a dean, a department chair, a program director and/or a lead faculty.

Summarize the credentials and experience of each leader with direct responsibility for the discipline/program. Describe the relevance of their credentials to the task of the leading the discipline program and their ability for and history of leading the discipline/program.

Provide and summarize examples of each instructional leaders' contributions to the strategic planning of the discipline/program and their ability to develop and continuously improve program instructional quality and services within the context of the college priorities and values.

Attachment Inventory

Description	Document/File Name or URL
(e.g. strategic plans/priorities for program)	
(e.g. documentation of program initiatives)	

Exemplary. Leaders responsible for program/discipline coordination and curriculum have credentials and experience that exceed institutional and accreditation requirements for the position.	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. Leaders responsible for program/discipline coordination and curriculum have credentials and experience that meet institutional and accreditation requirements for the position.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. Leaders responsible for program/discipline coordination and curriculum do not have credentials or experience necessary for the position.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

4. Human Resources

4.1 Instructional programs must have adequate faculty staffing to meet institutional expectations for student success and to achieve program outcomes.

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Instructional programs must have sufficient faculty within the program to administer the program, to support program success initiatives, and to facilitate student success regarding course, program, and general education outcomes.

How many full-time faculty have a primary teaching assignment in the discipline program? If there are no full-time faculty assigned primarily to the program, explain the rationale for that staffing level and describe and justify the viability of the program given current resource levels.

Is the number of full time faculty assigned to the discipline/program sufficient? Is the percentage of sections taught by full-time faculty increasing or decreasing? Is that percentage appropriate for the discipline/program? Are average class sizes appropriate for the discipline? Is there an explicit student-to-faculty ratio per course section? Is the number of course releases appropriate for the program? Are any faculty with releases also teaching overloads, after the release(s)? Consider for the discipline/program:

- Faculty Releases (to be completed by coordinator)
- Percentage of Sections Taught by Full Time Faculty *(page 9, Campus Program Review Data Report)*. Discuss any faculty recruiting efforts designed to address staffing needs.
- Average Class Size *(page 10, Campus Program Review Data Report)*

Are the student success and retention rates similar between course sections taught by Full Time and Part Time faculty? Are there any striking differences? Consider for the discipline/program:
- Student Success, by Full Time vs. Part Time Faculty *(page 11, Campus Program Review Data Report)*
- Student Retention, by Full Time vs. Part Time Faculty *(page 12, Campus Program Review Data Report)*
- Average GPA by Program, by Full Time vs. Part Time Faculty *(page 13, Campus Program Review Data Report)*

Attachment Inventory

Description	Document/File Name or URL
(e.g. advisory board minutes)	

Exemplary. The number of faculty assigned to teach within the program/discipline allows purpose and outcomes to consistently be met or exceeded and meets enrollment needs within institutional course-load guidelines (e.g. all faculty have full course loads but not overloads and enrollment demands are always met). The ratio of contact hours taught by and the student success and retention rates of full-time to part-time faculty exceeds institutional and accrediting standards.	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. The number of faculty assigned to teach within the program/discipline is sufficient to meet purpose and outcomes and meets enrollment needs within institutional course-load guidelines with limited inefficiencies (e.g. some overloads may occasionally be necessary or some challenges in covering enrollment demands may occur). The ratio of contact hours taught by and the student success and retention rates of full-time to part-time faculty meets institutional and accrediting standards.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. The number of faculty assigned to teach within the program/discipline precludes attainment of purpose and outcomes and is not efficient: overloads or cancelled sections due to lack of faculty occur regularly. The ratio of contact hours taught by and the student success and retention rates of full-time to part-time faculty does not meet institutional and accrediting standards.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

4.2 **Instructional programs must document faculty credentials to insure faculty hold certifications or degrees and have work experience appropriate for the discipline in which they teach.**

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

The college uses common, college-wide documents to credential faculty. Describe and document procedures to insure faculty have all necessary qualifications for the position held, and attach a qualifications report for all current full-time faculty.

Attachment Inventory

Description	Document/File Name or URL
(e.g. credentialing report)	

Exemplary. All faculty teaching in the program/discipline have credentials and experience documented in the Human Resources' employment file for each respective faculty, including the *Instructor Credentials Review* for all academic faculty and the *Statement of Qualifications* for all technical faculty; the program/discipline has no outstanding items on the HR *Missing Items Report* for credentialing. Credentialing procedures are well defined, explicitly documented, and consistently followed.	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. All faculty teaching in the program/discipline have documented credentials and experience including the *Instructor Credentials Review* for all academic faculty and the *Statement of Qualifications* for all technical faculty; the program/discipline is able to address all items that may appear on the HR *Missing Items Report.*	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. Credentialing procedures are not well defined, not documented, or not consistently followed. One or more faculty teaching in the program/discipline does not have documented credentials or experience in program/discipline records: documents do not address items on the HR *Missing Items Report.*	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

4.3 **<u>Instructional programs must define and apply procedures for evaluating the performance of all faculty teaching courses within the program including all modalities by which courses are delivered.</u>**

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

The college engages a standard, college-wide performance evaluation process for faculty (*Jarvis Christian College Faculty Handbook*) that includes self-evaluation, peer-evaluation, division chair evaluation, and student evaluation as a primary component. To what extent are individual goals and unit strategic needs both incorporated into faculty evaluations and professional growth plans? To what extent are "stretch goals" typically identified for each faculty member to create opportunities for notable or exemplary levels of performance for the unit? Do the mid-year and end-of-year evaluation meetings typically include in-depth, meaningful conversation between a leader and an individual? Is individual performance a frequent topic of conversation throughout the year between a leader and a faculty member?

Attachment Inventory

Description	Document/File Name or URL
(e.g. performance management instruments)	

Exemplary. Formulation of evaluation forms occurs collaboratively between leaders and faculty and is based on both individual goals and program/discipline continuous improvement recommendations to support the College's annual priorities and goals, and strategic opportunities are identified for faculty to achieve notable or exemplary levels of performance (identifying "stretch goals"). In addition to all required performance management meetings, regular, ongoing performance management discussions typically occur as a developmental process to improve individual and program/discipline performance. The program/discipline has and consistently implements a well-defined and documented process for evaluating teaching effectiveness of all faculty across all teaching modalities; the teaching of all faculty has been evaluated within the established time-frame, and a schedule for future evaluations has been developed (e.g. classroom observation strategies)	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. Formulation of evaluation forms occurs collaboratively between leaders and faculty and addresses individual goals or program/discipline continuous improvement recommendations to support the College's annual priorities and goals. All required performance meetings occur on schedule and engage meaningful discussion between leaders and faculty. The program/discipline regularly evaluates and documents teaching effectiveness of all faculty across all teaching modalities.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. Formulation of evaluation forms does not occur collaboratively and/or is not based on individual goals or program/discipline needs to support the College's annual priorities and goals. Required performance management meetings do not always occur or do not typically engage meaningful discussion between leaders and faculty; new hires may not be integrated into the performance management process in a timely manner. The program/discipline does not have a defined process for evaluating teaching effectiveness of all faculty or of all teaching modalities. Not all faculty may have been evaluated within the established time-frame.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

4.4 **Instructional programs must provide training and professional development for faculty and staff in order to support the achievement of program purpose and outcomes and to improve professional competence and skills.**

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Summarize and provide documentation of professional development activities that are representative of opportunities for faculty and staff within the program/discipline. Provide evidence of professional development provided to faculty and staff.

Describe how professional development plans are developed for faculty and staff within the discipline/program. Provide evidence of how professional development plans are aligned with program/discipline and institutional outcomes.

Describe discipline/program efforts to transfer professional development into instructional improvements. How does professional development within the program/discipline influence student success?

Attachment Inventory

Description	Document/File Name or URL
(e.g. faculty activity summaries)	
(e.g. professional development records)	

Exemplary. All faculty and staff within the program/discipline annually have an individual professional development plan that focus on proactively improving instructional effectiveness in a manner that is aligned with program/discipline and institutional goals. Professional development leverages college professional development resources (e.g. Center for Excellence in Teaching & Learning, Human Resources). The program/discipline instructional outcomes inform professional development needs and plans. All faculty and staff have completed all mandatory institutional professional development programs that have been available for at least 6 months.	○
Exceeds. Between *Meets* and *Exemplary.* Professional development administration in the program/discipline attempts to measure the effect of professional development on instructional effectiveness.	○
Meets. All faculty/staff within the program/discipline annually have individual professional development plans that are aligned with program/discipline and institutional outcomes though no attempt is made to measure the effect of professional development on instructional effectiveness. All have completed all mandatory institutional professional development programs that have been available for at least 6 months.	○

Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. Professional development plans for faculty and staff have not been developed or do not align with program/discipline or institutional outcomes. Faculty and staff may self-direct professional development activities that are not clearly aligned with program/discipline or institutional outcomes. One or more faculty or staff have not completed all mandatory institutional professional development programs that have been available for at least 6 months.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

4.5 Instructional programs must have support staff adequate to accomplish program outcomes and purpose.

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Describe the level of support staffing assigned to and/or available to the program across all services provided. Explain the adequacy of the level and proficiency of support staffing to support program needs, outcomes and purpose.

Attachment Inventory

Description	Document/File Name or URL
(e.g. performance management instruments)	

Exemplary. The number of support staff assigned to the program/discipline allows purpose and outcomes to consistently be met or exceeded; the demands of the annual strategic planning needs are routinely met with staff workloads permitting additional exploration and innovation within the unit.	○
Exceeds. Between *Meets* and *Exemplary*.	○
Meets. The number of support staff assigned to the program/discipline is sufficient to meet purpose and outcomes; the demands of the annual strategic planning needs are met with reasonable staff workloads.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. The number of support staff assigned to the program/discipline precludes attainment of purpose and outcomes; the demands of the annual strategic planning needs cannot be met: action plans remain incomplete given lack of personnel resources.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

5.   Institutional and External Relations

5.1   <u>Instructional programs must collaborate with colleagues and departments across the institution to promote student success, retention, persistence, and graduation.</u>

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Describe and provide documentation of initiatives with colleagues and departments, college-wide, to promote student success, retention, persistence, and graduation.

Describe instance of and the extent to which (a) the program complements or supports enrollment in other programs or (b) courses in the program are necessary to support the success of students in other programs. Include or attach data that supports the explanation. Provide supporting documentation.

Attachment Inventory

Description	Document/File Name or URL

Exemplary. The program/discipline routinely and annually collaborates with other college units/departments on multiple initiatives to promote outcomes attainment, student success, retention, persistence, and graduation. The program/discipline seeks out opportunities to collaborate and innovate with other units/departments; the collaborative initiatives are evaluated and effective.	O
Exceeds. Between *Meets* and *Exemplary*.	O
Meets. The program/discipline often collaborates with other college units/departments regarding initiatives to promote outcomes attainment, student success, retention, persistence, and graduation.	O
Partly Meets. Between *Meets* and *Does Not Meet*.	O
Does Not Meet. The program/discipline has apparent opportunities for collaboration of which it has not taken advantage.	O
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	O
Does Not Apply.	O

Rationale for Rating

5.2 **Instructional programs must engage in recruitment and/or outreach activities with prospective students, current students, and where appropriate, the constituent community in a manner that meets a community need.**

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Describe recent trends in enrollment. Provide explanations, where possible, for significant increases or decreases in enrollment. Consider for the discipline/program:

- Total Contact Hours (see page 6 of Campus Program Review Data Report)
- Total Headcount (see data report)

Summarize recruitment and outreach activities by the program

Describe the ongoing need for the discipline/program in the community and specific community needs the program meets.

Describe the ongoing need for the discipline/program for workforce development and future academic success of students. List job and/or transfer opportunities. Consider reports/surveys from advisory boards, job market history, employment trends, and transfer success data.

Attachment Inventory

Description	Document/File Name or URL

Exemplary. The program/discipline routinely participates in recruitment or outreach activities both internally and externally including specific, recurring event(s) sponsored by the program/discipline. The program/discipline is visible and active within the college and/or constituent community in a manner related to program/discipline purpose and outcomes; activities and events are evaluated and achieve specific goals.	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. The program/discipline participates in recruitment and outreach efforts internally and externally to maintain appropriate enrollment or enrollment growth.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. The program/discipline has apparent opportunities for recruitment or outreach of which it has not taken advantage.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

5.3 **Instructional programs must ensure the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement.**

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Does the institution have a signed contract or memorandum of agreement for a situation where the program transcripts courses as its own work (cooperative academic arrangement)? If so, describe the agreement evaluation process

Summarize the type of cooperative arrangement the program has where it transcripts courses as its own work:

Describe the program's process for ensuring the quality of programs and courses offered through cooperative academic arrangements?

How does credit earned through these agreements appear on the institution's transcript?

Attachment Inventory

Description	Document/File Name or URL

Exemplary. The program/discipline routinely participates in recruitment or outreach activities both internally and externally including specific, recurring event(s) sponsored by the program/discipline. The program/discipline is visible and active within the college and/or constituent community in a manner related to program/discipline purpose and outcomes; activities and events are evaluated and achieve specific goals.	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. The program/discipline participates in recruitment and outreach efforts internally and externally to maintain appropriate enrollment or enrollment growth.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. The program/discipline has apparent opportunities for recruitment or outreach of which it has not taken advantage.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

6.   Financial Resources

6.1   <u>Instructional programs must have funding sufficient to accomplish the program purpose and outcomes.</u>

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Discuss the adequacy of the budget provided to accomplish program purpose and outcomes. Explain any unmet needs and the effect on program purpose and outcomes. Consider for the program the annual budget against actual expenditures.

- Annual Budget (see the data report)

Describe and document revenue generated other than tuition. Describe the revenue source and the relationship of the discipline/program to that revenue source. Provide as an attachment data supporting the generation of additional revenue.

If the program provides campus or community service, describe the effect those activities have on the program budget.

Attachment Inventory

Description	Document/File Name or URL

Exemplary. The budget enhances the ability of the program/discipline and its students to achieve the purpose and outcomes. The annual budget has zero expected shortfalls and does not require transfers from other budgets to cover expenditures (e.g. transfers are only for contingency issues that could not have been predicted; the difference between approved and adjusted budgets is zero).	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. The budget is sufficient and does not hinder in any way the attainment of the program/discipline purpose or outcomes. The annual budget has infrequent expected shortfalls and typically does not require transfers to cover expenditures.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. The annual budget is inadequate; the lack of fiscal resources interferes with the attainment of the program/discipline purpose or outcomes. The annual budget has regular, expected shortfalls and often requires transfers to cover expenditures (e.g. the difference between approved and adjusted budgets is significant).	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

6.2 **Instructional programs must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional standards.**

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Does the discipline/program operate "in the black?" Is there a trend regarding the cost efficiency of the discipline/program? Have there been any significant year-to-year changes in the cost efficiency? Offer possible explanations for trends or changes in cost efficiency. For example, has enrollment dropped? Have new personnel been hired in the discipline/program? Have there been significant, one-time expenses? What is the future outlook of the discipline/program regarding cost efficiency? Consider for the discipline/program

By statute, the college may not collect fees that exceed the actual, related expenses. The balance/grand total should be 0 or negative, indicating that the expenses exceed the revenue generated from fees. Provide an explanation for discrepancies between fees collected and related expenses. Consider for the discipline/program:

Attachment Inventory

Description	Document/File Name or URL

Exemplary. The program/discipline critically reviews the budget on an annual basis including an evaluation of long term needs. The need for one-time/capital purchases are recognized in advance to allow for ample budget planning and the requests are based on analysis of outcomes results, strategic plans, and/or external benchmarking. The cost efficiency index (CEI) outperforms reasonable expectations for the program/discipline. There are zero out of compliance issues regarding state regulations and college policies or guidelines. (e.g. state regulations regarding lab fees and expenditures, college purchasing or budget management guidelines).	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. The program/discipline reviews the budget annually; requests for changes to operational budgets or for one-time/capital expenditures are based on analysis of outcomes results, strategic plans, and/or external benchmarking. The need for one-time/capital purchases are recognized in advance; no "emergency" requests are necessary. The CEI is appropriate for the program/discipline. There are zero out of compliance issues regarding state regulations and limited infractions of college policies or guidelines (e.g. college purchasing or budget management guidelines).	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. The program/discipline needs to review the budget critically; requests for changes to operational budgets or for one-time/capital expenditures are ad hoc or do not allow for ample budget planning. The CEI is insufficient and underperforms reasonable expectations for the program/discipline. Out of compliance issues regarding state regulations are significant or too frequent; and there are repeated or significant infractions of college purchasing or budget management guidelines).	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

7.   Technology

7.1   <u>Instructional programs must have adequate technology to support the achievement of the program's purpose and outcomes.</u>

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Describe the technology needs of the program. Discuss the adequacy of the technology available to the program to support achievement of the program purpose and outcomes. Describe any unmet technology needs and the effect on program purpose and outcomes.

Attachment Inventory

Description	Document/File Name or URL

Exemplary. The quality and quantity of office technology enhances the ability of the program/discipline and its students to achieve the purpose and outcomes and is implemented consistently across the program/discipline; it adds value to the program/discipline. The program/discipline routinely evaluates the quality and quantity of office technology including potential innovations or emerging technology, has a strategic plan for new or replacement inventory, and makes requests based on analysis of outcomes results.	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. All office technology is sufficient and does not hinder in any way the attainment of the program/discipline purpose or outcomes. The program/discipline routinely evaluates the quality and quantity of office technology.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. One or more office technology is inadequate and has been documented as interfering with the attainment of the program/discipline purpose or outcomes. The quality and quantity of office technology is not evaluated, and requests for new or replacement inventory are ad hoc.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

7.2 **Instructional programs must use appropriate educational technologies to enhance the delivery of instruction and to facilitate student learning.**

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Describe educational technologies currently used by program faculty and the extent to which it is integrated into the program's curriculum. Discuss the program's efforts to explore and to integrate appropriate and/or innovative educational technologies. Describe any unmet educational technology needs and the effect on program purpose and outcomes.

Attachment Inventory

Description	Document/File Name or URL

Exemplary. Educational technology (classroom, online, lab technology) enhances the ability of the program/discipline and its students to achieve the purpose and outcomes and is implemented consistently across the program/discipline; it adds value to the program/discipline. The program/discipline routinely evaluates the quality and quantity of educational technology including potential innovations or emerging technology, has a strategic plan for new or replacement inventory, and makes requests based on analysis of outcomes results.	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. All educational technology is sufficient, is implemented consistently across the program/discipline, and does not hinder in any way the attainment of the program/discipline purpose or outcomes. The program/discipline evaluates the quality and quantity of educational technology.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. One or more educational technology is inadequate, is implemented inconsistently across the program/discipline to the detriment of students, or has been documented as interfering with the attainment of the program/discipline purpose or outcomes. The quality and quantity of educational technology is not evaluated, and requests for new or replacement inventory are ad hoc.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

8.   Facilities and Equipment

8.1   **Instructional programs must have adequate and accessible facilities, equipment, resources, and workspace to support the program purpose and outcomes.**

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Discuss the adequacy of classroom and lab facilities, equipment, instructional resources, and workspaces currently available to the program. Describe any relevant, unmet needs and the effect on program purpose and outcomes. Consider for the discipline/program:

- Average Class Size *(Program Review Data Report)*
- Configuration of available classrooms

Use the drop down boxes to indicate the quality of access to library resources necessary to support students and faculty in your discipline/program.

Service	STUDENT Access	FACULTY Access
Library Orientation	Not Needed	Not Needed
Library staff to provide assistance	Not Needed	Not Needed
Print/non-print materials specific to program	Not Needed	Not Needed
Current media technology	Not Needed	Not Needed
Interlibrary loan	Not Needed	Not Needed
Online services	Not Needed	Not Needed
Resource sharing	Not Needed	Not Needed
Open access computers	Not Needed	Not Needed

FOR STUDENTS, please explain any instances in which library services are inadequate.

FOR FACULTY, please explain any instances in which library services are inadequate.

Attachment Inventory

Description	Document/File Name or URL

Exemplary. The quality and quantity of resources and equipment enhance the ability of the program/discipline and its students to achieve the purpose and outcomes; they make identifiable, positive contributions to the program/discipline. The quality and quantity of resources and equipment currently will allow for future growth of the program/discipline while maintaining current levels of effectiveness. The unit routinely analyzes the quality and sufficiency of facilities and equipment; requests for changes to facilities or equipment are based on analysis of outcomes results, strategic plans, and/or external benchmarking.	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. The quality and quantity of resources and equipment are sufficient and do not hinder in any way the attainment of the program/discipline purpose or outcomes for current enrollment capacity. Program/discipline requests for resources or equipment are based on analysis of outcomes results, strategic plans, and/or external benchmarking.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. The quality or quantity of one or more resource or equipment is inadequate and has been documented as interfering with the attainment of the program/discipline purpose or outcomes. Program/discipline requests for resources and equipment are ad hoc and/or not based on analysis or benchmarking.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

9. **Assessment and Evaluation**

9.1   **Instructional programs must have an annual program assessment report to document student achievement of program outcomes, to describe resulting changes to instruction and services, and to provide evidence of continuous improvement.**

Before reviewing the current status of the program, "close the loop" on prior program review recommendations. Identify any recommendations relevant to this standard that were made during the last program review cycle, and then discuss actions taken, or not taken, and results subsequent to those recommendations. Attach any slides/data/images/documents as needed to highlight improvements achieved; this information will be used during the program review presentations. *Evidence must be included to verify that recommended actions were completed; for example, if it was recommended that the purpose statement be revised, a "red-lined" copy of the purpose statement showing the revisions and the minutes from the meeting in which the revisions were approved may be attached.)*

Summarize the program assessment plan including the direct and indirect assessment methods used to evaluate (a) student achievement of program outcomes and (b) program achievement of purpose and outcomes. Attach for each of the last five years, the program assessment plan, evidence of continuous improvement of teaching and learning within the program, and examples of how that information has been shared with program stakeholders.

Attachment Inventory

Description	Document/File Name or URL

Exemplary. The program has an annual assessment report for <u>each of the last five years</u> through which <u>all</u> program outcomes have been evaluated at least twice each through the collection of direct and indirect data indicators (e.g. evidence of student learning, survey results) for each outcome. The data is analyzed with conclusions drawn leading to the development and implementation of continuous improvements to instruction described in "closing the loop" reports. Evidence is available of program/discipline evaluation of student attainment of course level outcomes.	○
Exceeds. Between *Meets* and *Exemplary.*	○
Meets. The program has an annual assessment report for at least the previous 2-3 years through which <u>all</u> program outcomes have been evaluated at least once each through the collection of direct and indirect data indicators (e.g. evidence of student learning, survey results) for each outcome. The data is analyzed with conclusions drawn leading to the development and implementation of continuous improvements to instruction described in "closing the loop" reports. Evidence is available of program/discipline evaluation of student attainment of course level outcomes.	○
Partly Meets. Between *Meets* and *Does Not Meet.*	○
Does Not Meet. The program does not have a consistent annual assessment report and is unable to demonstrate the systematic assessment of program or course level outcomes. Continuous improvement to instruction is not well documented or is not clearly related to analysis of data or evidence of student learning.	○
No Rating. *(Default)* The standard has not been rated. If there is insufficient evidence to rate the standard, an action plan should be developed to gather evidence in the future.	○
Does Not Apply.	○

Rationale for Rating

Action Plan

If the evaluation above is less than "Meets," an Action Plan is needed. If the program currently "Meets" or exceeds this standard but proactive action is needed over the next five years to continue doing so, an action plan is needed. Complete the following table for each action plan recommended. If multiple action plans are needed, the table below may be copied/pasted as needed; if no action plan is needed, note as the name/label, "No action plan needed."

Name/Label of this Action Plan	
Program Review Standard	
Current Standard Rating	
Owner	
Due Date	
Justification for Action Plan	
(summary of data and information used as the premise of need for action plan)	
Specific Actions to be Taken	
(describe the actions to be taken)	
Measure/Evaluation	
(describe how the results of the action plan will be measured; when is the plan complete? When has the "loop been closed?")	
Budget Impact	<None>
First Budget Year of Implementation	
Estimated Amount	

Program Review Data Report

Enrollment and Graduate History Data

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Enrollment					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Graduates					

Average GPA by Program

Academic Year	Average GPA
2016-2017	
2017-2018	

Student Success (Percentage A-C of Total Students)
The data sources are the semester final grade distribution for degree-seeking students:

Academic Year	
2016-2017	
2017-2018	

Student Retention (Percentage A-C of Total Students)
Student Retention is the sum of all students in the program for an academic year/fall term minus completers = potential to return divided by all students enrolled in the program for the current academic year/fall term.

Academic Year	
2016-2017	
2017-2018	

Average Time (in years) to Award
Average time to award considers the awards within a program and establishes a starting point within a program. The starting point for those who earned an academic award is the semester in which the student enrolled in his/her first college level course.

Academic Year	
2015-2016	
2016-2017	
2017-2018	

Faculty Demographics

	2015-2016	2016-2017	2017-2018
Professor			
Associate Professor			

Assistant Professor			
Instructor			
Adjunct			

Student/Faculty Ratio

Average class size is calculated as the total enrollment divided by the total number of course sections.

Academic Year	
2015-2016	
2016-2017	
2017-2018	

Average Class Size

Average class size is calculated as the total enrollment divided by the total number of course sections.

Academic Year	
Fall 2015	
Fall 2016	
Fall 2017	

Approved Budget

	Approved Budget	Budget Adjustment
2015-2016		
2016-2017		
2017-2018		

Expenses

	2015-2016	2016-2017	2017-2018
Expenses			

Research and External Funding

	2015-2016	2016-2017	2017-2018
Research			
External Funding			