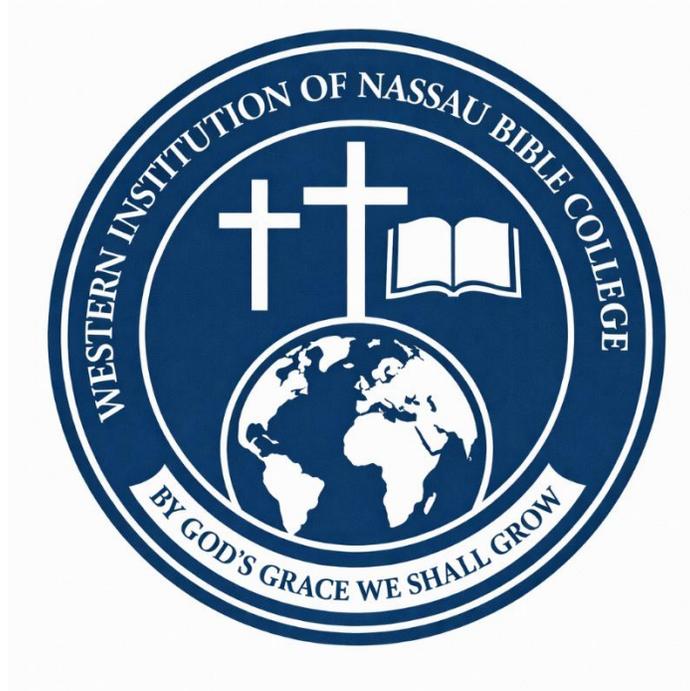


# Western Institution of Nassau Bible College



**“Equipping Christ-Centered Leaders for a Changing World.”**

## **FACULTY HANDBOOK OFFICE OF ACADEMIC AFFAIRS**

**2026 - 2027**

Approved by: Terron “Tee” Dames, President

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Last Revised: None

## **Purpose Statement**

This Faculty Handbook defines the responsibilities, expectations, rights, and review procedures for faculty of WINBC. It is intended to support academic integrity, doctrinal fidelity, institutional effectiveness, and accreditation readiness. AICCS requires schools to maintain documentation of faculty credentials, job descriptions, personnel policy statements, a catalog, and other institutional records used in self-study and review.

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## **Section 1. Faculty Role in Mission**

### **1.1 Calling and Service**

Faculty members at Western Institution of Nassau Bible College are called to serve not only as educators but also as spiritual leaders who contribute to the holistic development of students. This calling reflects a commitment to Christ-centered education, where teaching extends beyond the transmission of knowledge to include mentorship, discipleship, and the modeling of Christian character. Faculty are expected to demonstrate integrity, humility, and a servant-leadership approach in all interactions with students, colleagues, and the broader institutional community. Through both formal instruction and informal engagement, faculty play a vital role in shaping students' spiritual growth, ethical development, and readiness for ministry and leadership.

### **1.2 Doctrinal Fidelity**

Faculty members are required to teach, communicate, and conduct themselves in full alignment with the institution's statement of faith, philosophy of ministry, and approved curriculum. This includes presenting course content in a manner that is biblically sound, theologically consistent, and supportive of the institution's mission. Faculty are expected to avoid introducing teachings or perspectives that contradict or undermine the doctrinal positions of the institution. In addition, faculty should intentionally integrate faith and learning, ensuring that academic instruction reflects a Christ-centered worldview. Upholding doctrinal fidelity is essential not only in the classroom but also in public representation, written materials, and all forms of communication associated with the Institution.

### **1.3 Accreditation Alignment**

In alignment with the standards of the Association of Independent Christian Colleges and Seminaries (AICCS), faculty members are expected to actively support institutional effectiveness, accountability, and continuous improvement efforts. This includes maintaining accurate and timely academic records, such as syllabi, grade reports, attendance, and course assessments. Faculty may be required to participate in institutional assessment activities, including learning outcomes evaluation, program reviews, and self-study documentation. Additionally, faculty are expected to cooperate with requests for credentials verification, professional documentation, and other records necessary for accreditation compliance. By contributing to these processes, faculty help ensure that the Institution maintains high academic standards, demonstrates mission alignment, and remains accountable to accrediting bodies and stakeholders.

## **Section 2. Faculty Classifications**

### **2.1 Categories of Faculty Appointments**

Faculty members at Western Institution of Nassau Bible College may be appointed under various classifications based on the nature, scope, and duration of their responsibilities. These classifications provide clarity regarding expectations, workload, and institutional engagement.

a. **Full-Time Faculty** serve as primary instructional personnel with a comprehensive commitment to teaching, student engagement, institutional service, and, where applicable, scholarly or ministry-related contributions. Full-time faculty are expected to actively participate in institutional initiatives, curriculum development, assessment processes, and student mentoring.

b. **Part-Time Faculty** are appointed to teach a reduced course load and may have limited responsibilities beyond instruction. While their primary focus is teaching, part-time faculty are still expected to uphold institutional standards, submit required documentation, and contribute to the student learning experience.

c. **Adjunct Faculty** are typically appointed on a course-by-course basis and serve in a specialized or supplemental instructional role. Adjunct faculty bring professional, academic, or ministry expertise to specific subject areas and are expected to deliver instruction in alignment with institutional curriculum and expectations, while maintaining appropriate communication and recordkeeping.

d. **Visiting Faculty** are appointed for a limited duration, often to provide specialized instruction, guest lectures, or unique academic or ministry perspectives. These appointments are temporary in nature and may be tied to specific programs, courses, or institutional needs.

e. **Faculty-Administrators** hold dual roles within the Institution, combining instructional responsibilities with administrative leadership (e.g., program directors, deans, or department chairs). These individuals are expected to balance teaching with oversight of academic programs, policy implementation, and institutional operations.

All faculty classifications are expected to uphold the mission, values, and academic standards of the Institution, regardless of appointment type.

## 2.2 Ministerial Designation

Western Institution of Nassau Bible College recognizes that certain faculty roles are inherently religious in nature and directly contribute to the spiritual and theological formation of students. As such, positions within theology, biblical studies, ministry training, chapel leadership, spiritual formation, and pastoral instruction may be designated as **ministerial roles**.

Faculty serving in ministerial-designated positions are responsible for conveying the Christian faith, shaping students' theological understanding, and fostering spiritual growth consistent with the Institution's doctrinal commitments. These roles may include teaching Scripture, leading prayer or worship experiences, providing spiritual counsel, mentoring students in discipleship, and integrating faith into all aspects of instruction.

Individuals in ministerial roles are expected to demonstrate a lifestyle consistent with Christian principles, uphold the Institution's statement of faith, and serve as visible representatives of its religious mission. The ministerial designation affirms that these positions are central to the

Institution's identity as a faith-based educational community and may carry expectations that extend beyond traditional academic instruction to include spiritual leadership and formation.

### **Section 3. Appointment and Reappointment**

#### **3.1 Written Appointment**

All faculty appointments at Western Institution of Nassau Bible College shall be formalized through a written agreement issued by the Institution. This written appointment serves as the official record of the faculty member's engagement and must clearly outline the essential terms and conditions of service. At a minimum, the appointment shall specify the faculty member's rank or role (if applicable), the duration of the appointment term, assigned courses or anticipated teaching responsibilities (if known at the time of appointment), the basis and structure of compensation or volunteer designation, the designated reporting line (typically to the Provost or Vice President for Academic Affairs), and any applicable special conditions or expectations related to the role. Additional provisions may include modality of instruction (e.g., online, hybrid, in-person), participation in institutional activities, and expectations related to mission alignment. No faculty member shall begin instructional duties without a properly executed written appointment on file.

#### **3.2 Renewal of Appointment**

Faculty appointments at Western Institution of Nassau Bible College are made for a defined term and do not automatically renew. Renewal of any appointment is contingent upon a comprehensive review of multiple factors, including but not limited to institutional need, faculty performance and effectiveness in teaching, student outcomes, enrollment trends, program viability, adherence to institutional policies, and continued alignment with the Institution's doctrinal commitments and mission. Budgetary considerations and strategic priorities of the Institution may also influence renewal decisions. Renewal, when granted, must be documented in writing and approved through the appropriate administrative channels. The Institution reserves full discretion in determining whether to renew any faculty appointment.

#### **3.3 No Tenure Unless Formally Adopted**

Western Institution of Nassau Bible College does not recognize or confer tenure status upon faculty members unless such a system is formally established and approved by the governing board through official written policy. All faculty appointments are therefore considered term-based and subject to renewal or nonrenewal at the discretion of the Institution. Faculty members should not assume any expectation of permanent or continuous employment beyond the terms explicitly stated in their appointment agreement. This policy ensures flexibility in maintaining institutional effectiveness, mission alignment, and responsiveness to programmatic and enrollment changes.

## **Section 4. Faculty Qualifications and Credential Files**

### **4.1 Qualification Standards**

Faculty must possess qualifications appropriate to the courses they teach, whether through academic preparation, ministerial experience, professional expertise, or a combination of these documented in institutional files.

### **4.2 Credential File**

A faculty credential file should include:

- a. résumé or CV;
- b. transcripts;
- c. licenses or ordination credentials if applicable;
- d. teaching evaluations;
- e. signed statement of faith acknowledgment;
- f. job description;
- g. annual evaluation materials.

## **Section 5. Teaching Responsibilities**

### **5.1 Course Preparation**

Faculty members are responsible for the thoughtful planning and effective delivery of all assigned courses in alignment with approved course outcomes, program objectives, and institutional academic standards. This includes developing course content, instructional materials, assessments, and learning activities that support student achievement and reflect the rigor appropriate to the course level. Faculty are expected to ensure that course design integrates a Christ-centered perspective where applicable and is consistent with the Institution's mission and philosophy. Preparation should also include the use of appropriate instructional technologies, learning management systems, and teaching strategies that enhance student engagement and comprehension. Faculty must be adequately prepared prior to the start of each term and maintain readiness throughout the duration of the course.

### **5.2 Syllabi**

Each course must include a comprehensive and clearly written syllabus that serves as the official guide for the course. The syllabus must be distributed to students at the beginning of the term and must include, at a minimum, the course title and description, clearly defined learning outcomes, required and recommended texts or materials, a detailed schedule of topics and assignments, grading criteria and evaluation methods, attendance and participation expectations, and a statement on academic integrity. Additional elements may include policies on late work, communication expectations, and available student support resources. All syllabi must align with the approved curriculum and institutional standards and may be subject to review for compliance and quality assurance.

### **5.3 Instruction**

Faculty shall deliver instruction that is clear, organized, and aligned with course objectives and learning outcomes. Instruction should demonstrate subject matter expertise, effective communication, and the ability to engage students in meaningful learning experiences. Faculty are expected to present content in a structured and accessible manner, provide timely feedback on assignments, and maintain consistent communication with students. Instructional delivery should be appropriate to the modality of the course (in-person, online, or hybrid) and should incorporate methods that promote critical thinking, application, and, where applicable, spiritual formation. Faculty are also expected to begin and conclude courses on schedule and to maintain consistency in instructional practices throughout the term.

### **5.4 Student Support**

Faculty members are expected to provide reasonable access to students for consultation, guidance, and academic support. This includes responding to student inquiries in a timely manner, offering clarification on course material, and providing constructive feedback to support student learning and improvement. Faculty should make themselves available through established communication channels such as email, virtual office hours, or scheduled meetings. In addition, faculty are encouraged to identify and support students who may be experiencing academic difficulty and, when appropriate, refer them to relevant institutional resources such as tutoring, advising, or counseling services. Student support should reflect a commitment to both academic success and the holistic development of the student.

## **Section 6. Curriculum and Academic Integrity**

### **6.1 Curriculum Integrity**

Faculty members are responsible for preserving the integrity of the approved curriculum and ensuring that all instruction aligns with established academic standards and program expectations. Faculty may not materially alter course learning outcomes, credit hour requirements, grading structures, or program requirements without prior authorization from the Provost or designated academic authority. While faculty are encouraged to exercise academic creativity in instructional methods and delivery, any modifications must remain consistent with the approved curriculum and institutional objectives. This ensures consistency across courses and programs, supports accreditation compliance, and maintains the academic credibility of the Institution. Unauthorized deviations from approved curriculum standards are not permitted.

### **6.2 Academic Honesty**

Faculty members are expected to uphold and actively promote academic honesty in all aspects of teaching, assessment, and evaluation. This includes designing assignments and assessments that encourage original work, clearly communicating expectations regarding plagiarism and academic misconduct, and applying grading standards fairly and consistently. Faculty must model ethical behavior in their own work and interactions, reinforcing a culture of integrity within the academic community. Suspected violations of academic honesty must be addressed in

accordance with institutional policies, documented appropriately, and reported through established procedures. Faculty play a critical role in ensuring that academic work reflects genuine student effort and learning.

### **6.3 Faith and Learning**

Faculty members are expected to intentionally integrate a biblical worldview and theological depth into their teaching, where appropriate to the course content and program objectives. This integration should reflect both intellectual rigor and spiritual seriousness, demonstrating how faith informs knowledge, practice, and understanding within the discipline. Faculty should encourage students to think critically and faithfully, connecting academic subject matter with Christian principles and values. This may include the use of Scripture, theological reflection, and discussions that promote spiritual formation alongside academic development. The integration of faith and learning must remain aligned with the Institution's statement of faith and should enhance, rather than detract from, the academic integrity of the course.

## **Section 7. Student Engagement and Advising**

### **7.1 Advising**

Faculty members may be assigned academic advising responsibilities as part of their role and are expected to provide accurate, timely, and policy-aligned guidance to students. Advising shall be conducted in accordance with institutional academic policies, program requirements, and degree pathways, ensuring that students are properly informed about course sequencing, graduation requirements, and academic expectations. Faculty advisors should assist students in making informed decisions that support their academic progress and vocational goals while maintaining appropriate documentation of advising interactions when required. Faculty must avoid providing guidance that conflicts with official institutional policy and should refer students to the appropriate administrative offices (e.g., Registrar, Academic Affairs, Student Support) when specialized assistance is needed. Advising should reflect professionalism, consistency, and a commitment to student success.

### **7.2 Student Formation**

Faculty members are expected to contribute meaningfully to the spiritual and personal formation of students as part of the Institution's Christ-centered mission. This includes engaging students through respectful mentorship, modeling Christian character, and demonstrating a commitment to discipleship within appropriate professional boundaries. Faculty should foster an environment that encourages spiritual growth, ethical development, and personal reflection, integrating faith into interactions where appropriate. This may include offering prayer, providing spiritual encouragement, and guiding students in aligning their academic pursuits with their faith and calling. Faculty are expected to serve as positive Christian role models, maintaining a lifestyle and demeanor consistent with the Institution's values while respecting the diverse stages of students' spiritual development.

## **Section 8. Attendance, Records, and Grading**

### **8.1 Class Attendance**

Faculty members are expected to conduct all scheduled class sessions in a timely and consistent manner, beginning and ending each class in accordance with the officially published schedule. Faculty are responsible for ensuring that instructional time meets institutional and credit hour requirements. When required by institutional policy or regulatory expectations, faculty must maintain accurate attendance records for each course. Attendance tracking should be conducted consistently and documented in the designated system or format, supporting both academic accountability and institutional reporting needs. Any class cancellations, delays, or adjustments must be communicated promptly to students and approved through appropriate institutional channels.

### **8.2 Grade Submission**

Faculty members are required to submit final course grades by the official deadline established by the Institution. Grades must be entered accurately and in accordance with the approved grading scale and evaluation criteria outlined in the course syllabus. Timely submission of grades is essential to ensure proper academic standing determinations, student progression, and institutional reporting. Failure to meet grade submission deadlines may impact institutional operations and student success and may be addressed through administrative follow-up. Faculty are also expected to ensure that all grading is complete, consistent, and supported by documented assessments prior to submission.

### **8.3 Record Accuracy**

Faculty members must maintain complete, accurate, and organized academic records for all courses taught. This includes, but is not limited to, records of assignments, assessments, grades, attendance (if applicable), and any relevant student communications related to academic performance. These records must be sufficient to support fair and transparent grading practices and to allow for institutional review, audits, or accreditation requirements. Faculty should retain records in accordance with institutional data retention policies and ensure that all records are stored securely and handled in compliance with confidentiality standards. Accurate recordkeeping is essential to uphold academic integrity, support student inquiries, and maintain institutional accountability.

## **Section 9. Faculty Conduct and Spiritual Leadership**

### **9.1 Example to Students**

Faculty members are expected to serve as visible examples of Christian maturity, ethical conduct, and professional decorum in all aspects of their role. This includes demonstrating integrity, humility, respect, and accountability in teaching, communication, and personal conduct. Faculty should model behaviors consistent with the Institution's values and statement of faith, recognizing that students often look to them as both academic and spiritual role models. Their

actions, both within and outside the classroom, should reflect a commitment to Christ-centered living and reinforce the principles being taught.

### **9.2 Respectful Learning Environment**

Faculty members are responsible for fostering and maintaining a learning environment that is respectful, inclusive, and conducive to academic and personal growth. This includes ensuring that all students are treated with dignity and fairness, and that the classroom is free from unlawful harassment, discrimination, or inappropriate conduct. Faculty should encourage open dialogue, mutual respect, and thoughtful engagement with diverse perspectives while maintaining alignment with the Institution's mission and values. Any concerns related to misconduct or violations of policy must be addressed promptly and in accordance with institutional procedures.

### **9.3 Institutional Loyalty**

Faculty members are expected to demonstrate loyalty to the mission, vision, and doctrinal identity of Western Institution of Nassau Bible College. While faculty are encouraged to engage in constructive dialogue and may raise concerns or recommendations through appropriate institutional channels, such actions must be carried out in a professional and respectful manner. Faculty shall not engage in conduct, communication, or activities that undermine the Institution's governance, mission, or theological commitments in a way that is inconsistent with their role or appointment. This expectation ensures unity of purpose, protects institutional integrity, and supports a cohesive academic and spiritual community.

## **Section 10. Faculty Evaluation and Development**

### **10.1 Evaluation Cycle**

Faculty members shall participate in a regular and systematic evaluation process designed to ensure instructional effectiveness, academic quality, and alignment with the mission of Western Institution of Nassau Bible College. Evaluations may occur on a scheduled basis or as needed and may include multiple measures such as supervisor or administrative review, syllabus and course material review, classroom or online instructional observation, student feedback, assessment of academic records and grading practices, and evaluation of mission and doctrinal alignment. The purpose of the evaluation process is both formative and summative, supporting continuous improvement while ensuring accountability to institutional standards and accreditation expectations.

### **10.2 Professional Development**

Faculty members may be required to participate in professional development activities as directed by the Institution. These activities may include training in instructional methods and pedagogy, student assessment practices, effective use of the learning management system (LMS), student support strategies, and compliance with accreditation or institutional policies. Professional development is intended to strengthen teaching effectiveness, enhance student learning outcomes, and ensure that faculty remain current with institutional expectations and best

practices. Participation in required training may be a condition of continued appointment or renewal.

### **10.3 Corrective Plans**

When deficiencies in performance, compliance, or alignment with institutional standards are identified, the Institution may implement a formal written development or improvement plan. Such plans will outline specific areas of concern, expected improvements, measurable outcomes, and a defined timeline for progress. Faculty members are expected to engage constructively with the improvement process and demonstrate satisfactory progress within the established timeframe. Failure to meet the expectations outlined in a corrective plan may result in further administrative action, including nonrenewal or termination of appointment, in accordance with institutional policies.

## **Section 11. Academic Freedom within Mission**

### **11.1 Mission-Bounded Academic Freedom**

Western Institution of Nassau Bible College affirms the value of responsible academic inquiry and recognizes the importance of intellectual engagement, critical thinking, and scholarly exploration within the academic environment. Faculty members are encouraged to engage thoughtfully with ideas, disciplines, and perspectives that enhance student learning and academic rigor. However, such academic freedom is exercised within the context of the Institution's Christian identity, mission, and doctrinal commitments. Faculty are expected to conduct their teaching and scholarship in a manner that supports and does not contradict the Institution's biblical foundation, curricular purpose, and theological framework. Academic freedom at WINBC is therefore understood as mission-bounded, ensuring that intellectual exploration remains aligned with the Institution's commitment to Christ-centered education.

### **11.2 Doctrinal Constraint**

Faculty members are required to teach and communicate in a manner consistent with the Institution's statement of faith and doctrinal standards. While faculty may engage with differing viewpoints for educational purposes, they may not advocate, promote, or teach positions that are materially contrary to the Institution's established beliefs in a way that conflicts with their employment obligations. Instruction must remain faithful to the theological commitments of the Institution, and any discussion of alternative perspectives should be presented in a manner that is academically responsible and clearly distinguished from the Institution's doctrinal stance. Adherence to doctrinal integrity is a fundamental condition of faculty appointment and is essential to maintaining the Institution's mission and identity.

## **Section 12. Faculty Compensation and Workload**

### **12.1 Compensation**

Faculty compensation at Western Institution of Nassau Bible College may be structured in various forms depending on the nature of the appointment, institutional resources, and role

expectations. Compensation arrangements may include annual contracts, per-course payments, stipends, salaried positions, or designated volunteer service. All compensation terms shall be clearly outlined in the faculty member's written appointment agreement. The Institution reserves the right to adjust compensation structures in response to budgetary considerations, enrollment levels, or program needs, provided such adjustments are communicated appropriately. Volunteer appointments shall be explicitly identified, and individuals serving in such roles acknowledge that no monetary compensation is provided unless otherwise specified in writing.

## **12.2 Workload**

Faculty workload expectations are determined by the type of appointment and the needs of the Institution and may include a combination of instructional and service-related responsibilities. These responsibilities may encompass teaching assigned courses, academic advising, participation in chapel or spiritual formation activities, involvement in committees or institutional governance, contribution to curriculum development, and engagement in assessment and accreditation-related activities. The scope and balance of these duties will be communicated through the faculty member's appointment and may vary by term or assignment. Faculty are expected to manage their workload effectively to ensure the fulfillment of all assigned responsibilities in a timely and professional manner.

## **12.3 Additional Duties**

Faculty members may be assigned or invited to undertake additional duties beyond their standard workload, such as special projects, program development, administrative support, or extended ministry-related responsibilities. When such duties are authorized in advance by the Institution, they may be eligible for separate compensation or stipends, as determined by institutional policy and available resources. Any additional compensation must be formally approved and documented. Faculty are not authorized to assume or be compensated for extra duties without prior institutional approval.

# **Section 13. Leave and Absence from Teaching Duties**

## **13.1 Planned Absence**

Faculty members are required to request prior approval for any foreseeable absences that may affect scheduled instructional or institutional responsibilities. Such requests must be submitted in advance to the Provost or designated academic authority and should include the dates of absence, the reason for the request, and a clear plan for maintaining instructional continuity. Faculty are responsible for ensuring that students are informed appropriately and that course obligations are met through alternative arrangements, such as rescheduled sessions, substitute instruction (if approved), or adjusted assignments. Approval of planned absences is subject to institutional needs and the requirement to maintain academic integrity and instructional consistency.

## **13.2 Emergency Absence**

In the event of an unforeseen or emergency absence, faculty members must notify the Academic Office or appropriate supervisor as promptly as possible. Communication should include the

nature of the emergency, the expected duration of absence (if known), and any immediate steps taken to address course continuity. When feasible, faculty should provide instructional materials, assignments, or guidance to minimize disruption to student learning. The Institution may assist in arranging temporary instructional coverage or other support measures as necessary. Prompt communication is essential to ensure that students and institutional operations are minimally impacted.

### **13.3 Extended Leave**

Requests for extended leave, including medical, personal, or family-related absences, shall be managed in accordance with institutional leave policies and applicable laws or regulations, including the Family and Medical Leave Act (FMLA) where applicable. Faculty members seeking extended leave must submit appropriate documentation and work with the Institution to establish a plan for managing instructional responsibilities during the leave period. In some cases, special faculty arrangements may be approved to accommodate extended absences while maintaining academic continuity. Approval of extended leave is subject to institutional policy, documentation requirements, and the ability to ensure that program and student needs continue to be met.

## **Section 14. Complaints, Grievances, and Discipline**

### **14.1 Student Complaints Against Faculty**

Student complaints concerning faculty members shall be addressed through established academic administration procedures to ensure fairness, consistency, and due process. Complaints may include concerns related to instruction, grading, conduct, or adherence to institutional policies. Such complaints must be submitted through the appropriate institutional channels and will be reviewed by the Academic Office or designated administrator. Faculty members will be given an opportunity to respond to the complaint, and all relevant information will be considered before a determination is made. The Institution will seek to resolve complaints in a manner that upholds academic integrity, protects student rights, and maintains institutional standards.

### **14.2 Faculty Grievances**

Faculty members who have concerns related to employment conditions, administrative decisions, or institutional practices may utilize the formal internal grievance procedure. This process is designed to provide a structured and respectful avenue for addressing concerns and seeking resolution. Faculty are expected to follow the established steps outlined in institutional policy, which may include informal resolution, written submission of concerns, and review by appropriate administrative personnel. The grievance process is intended to promote transparency, fairness, and accountability while maintaining the orderly operation of the Institution.

### **14.3 Discipline**

Faculty members may be subject to disciplinary or corrective action when performance, conduct, or compliance falls below institutional expectations. Grounds for discipline may include, but are not limited to, inadequate teaching performance, failure to fulfill assigned duties, academic

negligence, violation of institutional policies, doctrinal conflict with the Institution's statement of faith, unprofessional conduct, or misconduct of any kind. Disciplinary actions may range from informal warnings and formal written notices to corrective action plans, suspension, or termination of appointment, depending on the severity and nature of the issue. All disciplinary actions shall be administered in accordance with institutional policies and with consideration for fairness, documentation, and due process.

## **Section 15. Separation from Faculty Service**

### **15.1 Nonrenewal**

Faculty appointments at Western Institution of Nassau Bible College are for a defined term and may conclude upon expiration without renewal. Nonrenewal may occur based on institutional needs, enrollment levels, program changes, budget considerations, performance evaluations, or lack of continued alignment with the Institution's mission and doctrinal commitments. The Institution is not obligated to renew any appointment beyond its stated term. When appropriate, notice of nonrenewal may be provided in advance to support planning and continuity, but such notice does not constitute a guarantee of future appointment.

### **15.2 Resignation**

Faculty members who choose to resign from their appointment are expected to provide written notice to the appropriate academic authority, typically the Provost or Vice President for Academic Affairs. Notice should be given within a timeframe sufficient to protect academic continuity, allowing the Institution to make necessary arrangements for course coverage, student support, and administrative transitions. Faculty are expected to fulfill all assigned responsibilities through the effective date of resignation unless otherwise approved and to cooperate in the transition of courses, records, and institutional materials.

### **15.3 Termination for Cause**

Faculty members may be terminated for cause in accordance with institutional policy, contractual terms, and applicable procedures. Grounds for termination may include, but are not limited to, failure to perform assigned duties, violation of institutional policies, academic misconduct, unethical behavior, doctrinal conflict with the Institution's statement of faith, or actions that negatively impact the Institution's mission or operations. Termination for cause may be immediate or follow a progressive disciplinary process, depending on the severity of the circumstances. All such actions shall be documented and handled in a manner consistent with institutional standards of fairness, accountability, and due process.

**Appendix A. Faculty Annual Evaluation Form**

Faculty Name: \_\_\_\_\_

Department / Program: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Areas of Review

- 1. Teaching effectiveness
- 2. Syllabus and course compliance
- 3. Timeliness of grading and communication
- 4. Student support and advising
- 5. Mission alignment and conduct
- 6. Institutional service
- 7. Recordkeeping and assessment participation

Overall Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strengths:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Areas for Improvement:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action Plan:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix B. Course Syllabus Compliance Checklist

Course Title: \_\_\_\_\_

Instructor: \_\_\_\_\_

Includes course description: Yes / No

Includes outcomes: Yes / No

Includes required texts: Yes / No

Includes assignments and grading: Yes / No

Includes attendance policy: Yes / No

Includes academic integrity statement: Yes / No

Includes contact information / office hours: Yes / No

Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix C. Classroom Observation Form

Instructor: \_\_\_\_\_

Course: \_\_\_\_\_

Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Observed strengths: \_\_\_\_\_

Student engagement: \_\_\_\_\_

Clarity of instruction: \_\_\_\_\_

Mission integration: \_\_\_\_\_

Recommendations: \_\_\_\_\_

## Appendix D. Faculty Credential File Checklist

Faculty member: \_\_\_\_\_

Résumé/CV on file: Yes / No

Transcripts on file: Yes / No

Ordination / ministry credential if applicable: Yes / No

Statement of faith acknowledgment: Yes / No

Job description: Yes / No

Annual evaluations: Yes / No

## Appendix E. Faculty Acknowledgment Form

I acknowledge receipt of the Faculty Handbook and agree to carry out my duties in a manner consistent with the mission, doctrine, policies, and academic expectations of Western Institution of Nassau Bible College.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_