

2014

Pillar College

Dr. Alford H. Ottley
Vice President of
Academic Affairs



*"Teach believers with your life:
by word, by demeanor, by love,
by faith, by integrity."
1 Timothy 4:12 MSG*

FACULTY POLICY & PROCEDURES MANUAL

Pillar College reserves the right to update policies and procedures without notice.

TABLE OF CONTENTS

PREFACE.....	3
ACADEMIC STRUCTURE	4
FOUNDATIONS	5
Our Mission	
Our Core Values	
Our Philosophy of Education	
CONTACTS, EMERGENCY INFORMATION AND DRESS WEAR	14
Faculty Communications	
Emergency Procedures	
Dress Wear	
CLASSROOM MANAGEMENT	17
Attendance	
Children in Class	
Student Behavior	
Incomplete Grade Policy	
Personal Technology	
CURRICULUM AND INSTRUCTION	20
Curriculum	
Faculty Guide/Syllabus	
Textbooks/Materials	
Grading Scale	
Grade Points	
Due Dates for LEAD Grades	
Grade Disputes/Changes	
Class Roster	
Time Limit	
Journal	
SCORING, GRADING AND PREVENTING ACADEMIC DISHONESTY	25
LEAD Scoring Student Work	
Grading Tips	
Effective Writing	
Student Academic Honesty	
Prevention Strategies	
What To Do When Plagiarism Is Discovered	

HIRING, CONTRACTS AND PAYMENT	31
Hiring Process	
Contracts	
Payment of Contract	
NEWARK CAMPUS	33
Library	
Classrooms	
Parking and Access to Campus	
RECEIPT AND ACKNOWLEDGEMENT OF ADJUNCT FACULTY PROCEDURES HANDBOOK	36

PREFACE

Welcome faculty! Thank you for your willingness to teach Pillar College students. We value these students and we hope that you will too. We tell them when they register that this college is different from other colleges, that they will find a friendly and caring atmosphere staffed by people who want to see them succeed and who are willing to serve them. Our witness to the students begins with our first contact and you, the faculty, continue our witness to them in the classroom.

We believe that our faculty is the key to the success of our students. Whether you are experienced or new in the teaching field, you want to teach effectively – that your students will learn and apply what you teach. This Manual and Handbook is provided to assist the adjunct faculty in understanding that our programs are unique, and we make every effort in helping students complete their degrees. Information you will need to teach in at Pillar College and answers to questions students will ask you are provided here. If you need further information about any aspect of the Pillar College or the situation facing a particular student, please contact the Office of Academic Affairs.

You are a valued member of the Pillar College Faculty. We extend to you every courtesy that we extend to our full time faculty. We encourage you to become involved in Pillar College by attending our regularly scheduled faculty meetings, held once a month from September to May. As adjunct faculty you have ½ vote on any issue. After gaining approval from one of our Department Chairs, you may also complete a curriculum proposal form and present your new course idea to our Curriculum Committee.

We also encourage you to become a part of our recruiting team. There are three activities that you could do for us:

1. Talk this program up with coworkers, neighbors, church friends, your training and personnel department at work.
2. If your company or church is interested in any of our degree programs, and gathers ten or more prospective students together, we will come to the site and make a presentation about LEAD (Life Enhancing Accelerated Degree).
3. Carry some brochures with you to hand out to prospective students. If you need more, contact us and we will be happy to send them to you.

Again, welcome to Pillar College! May the Lord prosper the work of your hands!

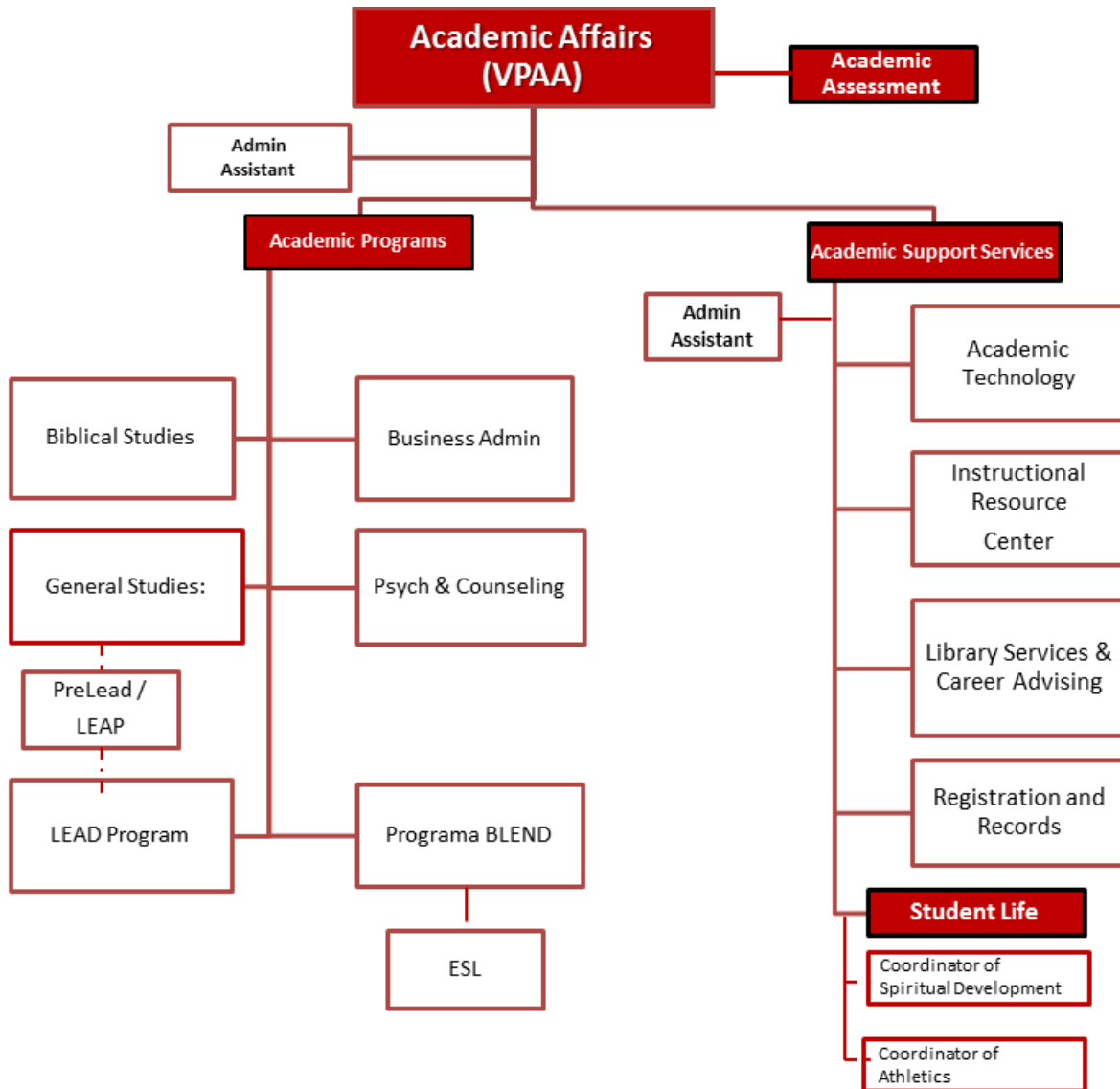
Sincerely,

Dr. Alford H. Ottley,
VP of Academic Affairs and Dean

ACADEMIC STRUCTURE

Pillar College is licensed by the State of New Jersey to offer the Bachelor of Arts Degree in three majors and an Associate of Arts Degree. Pillar College holds regional accreditation by the Middle States Commission on Higher Education (MSCHE), and national accreditation by the Association for Biblical Higher Education (ABHE).

ORGANIZATIONAL CHART:



ACADEMIC MAJORS AND CONCENTRATIONS:

BIBLICAL & THEOLOGICAL STUDIES	BUSINESS ADMINISTRATION & MANAGEMENT	PSYCHOLOGY & COUNSELING
<u>Concentration Options:</u> Worship Arts Youth Ministry	<u>Concentration Options:</u> Entrepreneurship Organizational Leadership	<u>Concentration Options:</u> Christian Counseling Marriage & Family Counseling

PROGRAM DELIVERY OPTIONS:

TRADITIONAL PROGRAM	LEAD PROGRAM Life Enhancing Accelerated Degree	BLEND PROGRAM Bi-Lingual ENtry Degree
<p>Traditional delivery system of Fall and Spring 15 week Semesters</p> <p>Ideal for the incoming first time freshman or traditional transfer student.</p>	<p>Adult degree completion program designed for students who have already earned the equivalent of 2 years of college.</p> <p style="text-align: center;">PRE-LEAD</p> <p>An adult friendly format of classes for students intending to pursue LEAD but have not yet attained the 2 years of prerequisite courses.</p>	<p>A program designed to be the first half of a Bachelor's degree for non-English speaking students. Courses are taught in the student's native language while also learning ESL. Upon successful completion, the student will earn an A.A. degree then transfer into a B.A. program taught in English.</p>

COURSE DELIVERY SYSTEMS

The information presented in this booklet will include special notations when an item does or does not apply to ALL delivery formats.

Traditional 15 & 9	Online	LEAD
Courses meet once/week totaling 37 ½ hours of instruction per semester	Courses are typically 9 weeks Asynchronous (no specific login time requirement)	Accelerated courses are sequential instead of concurrent meet once/week for 5 weeks

Pillar College offers courses at multiple convenient locations: The main campus is located at the Military Park Building in Newark, NJ (Essex County) and an additional location in Somerset. Instructional sites include Paterson and Warren, NJ. Pages will be devoted to the particulars of each location as it pertains to fulfillment of your academic role.

FOUNDATIONS

Our Mission

Pillar College educates, inspires, and equips students for excellent scholarship, service, and leadership. Rooted in and committed to Christian faith and love, Pillar fosters intellectual, spiritual, and social development among its diverse student population at various sites.

Our Core Values

Embodying Christian Belief and Practice
(committed to biblical truth and love)

Excelling in Educational Excellence
(transforming minds for career callings)

Fostering Community to Build Communities
(creating environments of grace and mercy)

Practicing Good Stewardship with Integrity
(maximizing gifts, talents, resources and opportunities)

Embracing Cultural and Ethnic Diversity
(because it is biblical, not politically correct)

LICENSURE AND ACCREDITATION

Pillar College is licensed by the New Jersey Commission on Higher Education to offer Bachelor of Arts Degrees in Biblical Studies; Business Administration and Management; and Psychology and Counseling as well as an Associate of Arts in Biblical Studies (AA) degree.

Pillar College is accredited with the Middle States Commission on Higher Education (MSCHE), the unit of the Middle States Association of Colleges and Schools that accredits degree granting colleges and universities in the Middle States region. Any questions or concerns can be addressed to the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, and Telephone (267) 284–5000.

Pillar College is also accredited by the Association of Biblical Higher Education (ABHE), an institutional accrediting body recognized by the Counsel for Higher Education Accreditation. Any questions or concerns about PILLAR can be addressed to the Association of Biblical Higher Education, 5575 S. Semoran Blvd. Suite 26 Orlando, FL 32822; (407)207-0808

Philosophy of Education

Maturing the human mind is the business of education. This process occurs in numerous ways as educators continue to discover new learning styles. From a Christian worldview perspective, there is hope not only for the maturing of the mind but also for its transformation by continuing renewal. Higher education that is truly “higher” takes into account humans as whole beings and as parts of humanity. We all are subjective beings in search of objective truth. Many today deny that the concept of truth is anything other than an abstraction and is therefore meaningless. Such speculation is not dangerous unless one tries to live by that notion. Defying the “law” of gravity, for example, might put an abrupt end to experimentation if one were to leap from a tall building. Presumably, no matter how many people tried the experiment, the results would always be the same. There just seems to be something objective about such “laws.”

Some would limit objectivity to the realm of the hard sciences and suggest that anything touching the social or the spiritual is necessarily subjective, and therefore, we must strive to keep education value-free lest we impose our prejudices on others. It is not our intention here to enter an epistemological debate but to declare that we firmly believe that all educational endeavors are laden with values and faith assumptions about the nature of reality and the universe in which we live. Every educational system, every textbook, every teacher, every class, every educational effort projects a preference or prejudice based on a worldview perspective. The fact that no one says Humanistic Higher Education, or Naturalistic Higher Education, or WASP Higher Education, or Pragmatic Higher Education does not negate the fact that, quite often, education is approached from those points of view.

So, Pillar College does not hesitate in affirming the urgency and significance of the Christian college with its Christ-centered worldview. *He (Christ) is the image of the invisible God, the firstborn over all creation. For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers of authorities; all things were created by him and for him. He is before all things, and in him all things hold together* (Colossians 1:15-17).

All other truth, while important, is ultimately inconsequential if this truth is neglected. **Rightly relating to our Source and the Creator of all worlds and all truths is paramount to a full education.** This one idea alone preserves the critical mission of Christian higher education. Students today need a holistic view of education that is consistent with a God’s truth. Integrating their faith into the rest of their knowledge and life is essential if they are to be authentic Christians.

The following properties belong distinctively to Christian higher education and flow from a mission that is more relevant, essential, and valuable than ever. Our mission states:

Pillar College educates, inspires, and equips students for excellent scholarship, service,

and leadership. Rooted in and committed to Christian faith and love, Pillar College fosters intellectual, spiritual, and social development among its diverse student population at various instructional sites.

To deliver excellent education to a diverse population in various instructional sites to the glory of God, we seek to provide for students the following four components of a Christ-centered college experience:

I. Higher education based upon a Christian worldview

The primary and overarching purpose of Christian higher education is to expand our awareness of the glory of God. This goal gives Christian educators a different starting point and framework for their teaching, namely, **a Christian worldview**. Many educators assume a modernist or postmodernist worldview in which God does not exist, is irrelevant, or is whatever the individual wants him/her/it/them to be. A Christian worldview begins with the premise that a personal, all-knowing, all-loving, and all-powerful being exists and that truth is eminently important to God. And the most important truth is summed up in the person of God known as Jesus Christ who is God's Good News to the world that one can be rightly related to God. This worldview is integrated into the curriculum of a Christian college.

Just as it is impossible for a person to be without a worldview, so is it impossible for education to be given from a totally neutral, valueless perspective. So, the question is not whether a student should pursue a value-laden education, but which values should underlie the education she pursues. The slant or bias of the educators has little to do with the quality of education provided. Christian higher education may be done poorly or excellently; secular education may be done poorly or excellently. However, we hasten to say, the more closely the educator's bias or perspective is aligned with really real (truth), the greater potential there is for excellent content, if not pedagogy.

II. An educational and social environment that affirms and strengthens the faith

An idea that follows from this worldview is the extreme importance of providing for people an educational environment that will build up their faith and their ability to engage serious scholarship. Christian colleges employ teachers who communicate a theistic framework into which all other truths fit. More than ever, students need professors who are models of Christian scholarship and lifestyle. As Pillar College challenges and engages in rigorous and healthy debate, it recognizes and affirms Christ in all things. As it states in Proverbs, it is "iron sharpening iron." Psalm 18 tells us that God "stooped down" to make us great and Philippians 2 speaks of Christ who "humbled Himself" even to death on a cross for us. Radical humility and service clearly are our models.

In this increasingly diverse world, educational experts are discovering that the context or atmosphere for pursuing higher education is a major factor in the quality of education. For example, *US News and World Report* magazine, in addition to its annual ranking of colleges and universities according to academic standards, publishes a ranking that

recognizes schools that provide a multi-cultural context. Ethnic diversity is seen to be an important factor for excellence in education. And we are pleased to say that Pillar College is one of the most ethnically and denominationally diverse colleges in the nation. It is through this diversity that Pillar College engages the culture, taking the gospel into all areas of life.

III. Knowledge and skills for embodying the faith and capably communicating the gospel

A third important aspect of the mission of Christian higher education is imparting specialized training and education for promoting the Christian message and nurturing Christian communities. Future generations of Christian leaders are being educated in Christian institutions. Some of these leaders will go into so-called full time Christian vocational ministry. Others will be among the best laymen and women of our churches. The graduates of Christian colleges go out as prepared disciples to impact the world in transformational ways regardless of their profession.

As educators and learners we ask, “What would be the emphases of Jesus today for imparting His values?” In answer to this Pillar College’s curriculum provides an academic breadth of:

- Discovering and articulating knowledge about our world
- Preserving and benefiting from the memory of humanity's past
- Learning how to provide greater civility, well-being, and economic strength for all individuals and communities
- Expanding the creative and vocational capabilities of individuals
- Establishing understanding and trust between cultures
- Understanding the nature of injustice and oppression and learning about the practice of justice, mercy, and compassion
- Developing technologies that improve quality of life
- Caring for the environment

The Christian college experience is not limited to academics or to the classroom. The best Christian colleges view student development and spiritual formation as essential parts of their mission. Pillar College encourages students to live their faith to the glory of God. Probably the most important learning any person acquires is the ability to worship God. Most Christian colleges are very intentional in preparing their chapel programs with worship as the centerpiece. Internships, student clubs, and global learning programs add to the opportunities for spiritual enrichment, service and growth.

IV. Tools to think and act as Christian disciples and servants in our increasingly complex world

While these three properties of Christian higher education have been before us and have shaped our Christian institutions for a long time, a fourth attribute has surfaced very clearly: the importance of learning to think and act Christianly. Clashing of ideologies is not new, as documented by the Old Testament and seen in so many episodes of history; however, the advance of globalism and technology escalates the conflicts exponentially. It is not,

however, a ‘bunker’ mentality that drives us; rather, it is our purpose to articulate a philosophy as one that seeks to engage the contemporary culture - not on man’s terms, but rather, on Christ’s. He is the standard by which all others are judged and to which all others are tuned.

Christian education has never been more important as we speak into cultures that often are alienated from each other, out of alignment with God, and hostile to the church. With such high stakes as well as the never-changing mandate to “disciple the nations” the question, “How shall we now think?” defies an easy answer. Who is thinking deeply about how to apply a thoroughly biblical worldview to perplexing problems like these? Evangelical Christian scholars are in a position to help people know how to think Christian-ly or kingdom-ly about the complex world they will soon lead.

Thinking Christian-ly is not enough; however; acting Christian-ly must follow if we are to show forth the glory of God in this world. Christian colleges teach students to live with integrity, to use Christian principles in decision-making, to practice justice, love and compassion, and to seek to transform society according to the values of God.

Statement of Faith

The following is a concise statement of the Wesleyan-Armenian theological doctrines upon which Pillar College is founded.

(All faculty including full time, part time and adjunct are expected and required to share a common commitment to the Christian Faith and must sign an acknowledgement of acceptance of the following Statement of Faith.)

God

We believe that there is the one God, creator and sustainer of all things, infinite in love, perfect in judgments and unchanging in mercy. God exists eternally in three persons—Father, Son, and Holy Spirit;

Scripture

We believe in the divine inspiration, truthfulness and authority of both the Old and New Testaments, the only written Word of God, without error in all it affirms. The Scriptures are the only infallible rule of faith and practice. The Holy Spirit preserves God's Word in the church today and by it speaks God's truth to peoples of every age;

Jesus Christ

We believe Jesus Christ is God's Son incarnate, born of the Virgin Mary. He died for the sins of all, taking on Himself, on behalf of sinful persons, God's judgment upon sin. He rose bodily from the grave and ascended to the right hand of the Father where He intercedes for us;

Holy Spirit

We believe that the Holy Spirit is God present and active in the world. The Holy Spirit was given to the church in His fullness at Pentecost. By the Spirit, Christ lives in His church, the gospel is proclaimed and the kingdom of God is manifested in the world;

Humankind

We believe human beings were created in the image of God. This image was marred in every part through the disobedience of our first parents, and fellowship with God was broken. God, by his prevenient grace, restores moral sensibility to all humankind and enables all to respond to His love and to accept His saving grace, if they will;

Justification

We believe God graciously justifies and regenerates all who trust in Jesus Christ. Believers become children of God and begin to live in holiness through faith in Christ and the sanctifying Spirit;

Sanctification

We believe God calls all believers to entire sanctification in a moment of full surrender and faith subsequent to their new birth in Christ. Through sanctifying grace the Holy Spirit delivers them

from all rebellion toward God, and makes possible wholehearted love for God and for others. This grace does not make believers faultless nor prevent the possibility of their falling into sin. They must live daily by faith in the forgiveness and cleansing provided for them in Jesus Christ;

Assurance of Believers

We believe believers are assured that they are children of God by the inward witness of God's Spirit with their spirits, by faith in the gracious promises of God's Word, and by the fruit of the Spirit in their lives;

Christians in Society

We believe Christians are called to live in daily witness to the grace which comes to us in Jesus Christ, to preach the gospel to every person according to the command of Christ, and to declare God's insistence upon righteousness and justice in all relationships and structures of human society;

The Church

We believe the church is the people of God composed of all those who believe in Jesus Christ as Savior and Lord. The church is Christ's body; it is visible in the world wherever believers, in obedience of faith, hear the Word, receive the sacraments, and live as disciples;

Return of Christ

We believe in the personal return of Jesus Christ, in the bodily resurrection of all persons, in final judgment, and in eternal reward and punishment;

God's Ultimate Victory

We believe in God's ultimate victory over Satan and all evil and the establishment of His perfect kingdom in a new heaven and a new earth.

The PILLAR Ethos

The Pillar College is a community of believers who have committed themselves to Jesus Christ as Savior and Lord. It is a community where persons seek to live out their commitment to Christ in lives of sanctity at both the personal and social level in accordance with Scripture. Students, faculty, staff, and administrators seek to develop and nurture relationships in mutual respect. They exercise their responsibilities within certain policies and structures that make it possible for the institution to fulfill its mission.

Members of the Pillar College family bear witness to the authentic Christian faith by living and working in true Christian discipleship. Personal integrity, purity, and love for one another are the hallmarks of this discipleship which in turn influences the entire community. Through shared experiences in classes, study, chapel services, meals, small groups, and prayer meetings, the members of this community encourage one another to find wholeness in Christ and fitness for ministry in the church and other vocational settings. Based on these general principles outlined in the PILLAR Ethos, a standard of conduct emerges.

Standard of Conduct

At Pillar College, we strive to bring all of life under the Lordship of Jesus Christ. We believe that a personal faith in Jesus Christ is the foundation for social, intellectual, and spiritual growth; further, the College believes that as ethical principles of the Christian faith are applied to life, certain actions are beneficial and others are detrimental to the development of Christian character.

As a community Pillar College affirms the purpose of academic progress, personal development and spiritual growth. Participation in the community is based on the foundation of our commitment of the Lordship of Jesus Christ. Together we seek to honor Him by integrating faith and learning while our hearts and lives reflect the process of maturing in Christ.

Because we move in community with other Christians and have the privilege and honor to express God's grace, we place a high value on relationships that reflect God's standards. Members are encouraged to seek to model Christ in all things as an expression His Koinonia. As Scripture states, "We should love one another." Expressions of this include edification and encouragement, bearing with one another and burden bearing in difficult times, speaking the truth in love, reconciliation, restoration and restitution, and biblical responsibilities and behavior and attitudes, best expressed by the fruit of the Spirit. Thus love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control should be found among us. (Gal 5:22-24 NIV).

Conversely, Scripture condemns attitudes such as greed, jealousy, pride, lust, and hatred. These hinder relationships with God and with others and lead to unacceptable behavior. Because we serve as did Paul as examples to a watching world, we must be doubly diligent that we set good ones. God's word specifically states that some actions such as stealing, the use of slanderous or profane language, sexual sins including premarital sex, adultery and homosexuality, as well as drunkenness, immodesty of dress, and occult practices are unacceptable among the people of God. Other behaviors such as lying, dishonesty (to include plagiarism), theft, gossip, and slander are also condemned. The use of illegal drugs and other substances that are harmful to the temple of the indwelling Spirit are prohibited.

In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the Pillar College Community are expected to uphold the laws of the local community, the state of New Jersey, and the nation. However, if as a matter of conscience, civil disobedience is believed to be necessary according to the Scripture, the individual would submit voluntarily to the civil penalty for this behavior. Behavior resulting in civil arrest on or off campus is subject to review within the college's disciplinary procedures.

ACADEMIC DEPARTMENT CONTACTS, EMERGENCY INFORMATION & DRESS CODE

College main number: 973-803-5000

Name	Function	Extension	Email
Dr. David Schroeder	President	1110	dschroeder@pillar.edu
Dr. Alford H. Ottley	VP of Academic Affairs	1018	aottley@pillar.edu
Shaniqua Mitchell	Administrative Assist. Academics	1102	smitchell@pillar.edu
Dr. Ralph Grant	VP of Operations (Newark)	1120	rgrant@pillar.edu
Keyla Pavia	VP of Institutional Outreach	1031	kpavia@pillar.edu
Linda Schmitt	VP of Strategic Initiatives (Somerset)	2012	lschmitt@pillar.edu
Dan Wright	Executive VP	1004	dwright@pillar.edu

Faculty/Academic Administration (in alphabetical order)

Peter Amerman	Chair of Biblical Studies	1026	pamerman@pillar.edu
Dr. Louis Ao	Asst. Professor / Dir. of Internships	2006	lao@pillar.edu
Dr. Beverly Busch	Professor of English	1016	bbusch@pillar.edu
Dr. Keith Brewer	Professor of Biblical Studies	1126	kbrewer@pillar.edu
Dr. Wayne Dyer	Dean of the LEAD Program	1101	wdyer@pillar.edu
Julio Escotto-Baez	Coordinator of BLEND Operations	2003	jescotto-baez@pillar.edu
Dr. Alston Golding	Chair of Business Admin./Mgmt.	1025	agolding@pillar.edu
Tammy Griffin	Admin. Assistant, LEAD	1109	tgriffin@pillar.edu
Lorraine Hodges	Director: Library / Career Services	1138	lhodges@pillar.edu
Amy Huber	Asst. VP of Academic Affairs	1104	ahuber@pillar.edu
Dr. John Muniz	Dean of Programa BLEND	1006	jmuniz@pillar.edu
Catherine Navarro	Admin Assistant for Support Services	1028	cnavarro@pillar.edu
Dr. Joanne Noel	Asst. Professor of English, Dir. Of IRC	2004	jnoel@pillar.edu
Vivian Ramirez	Asst. Director, LEAD	1135	vramirez@pillar.edu
Dr. Deniece Reid	Chair of Psychology and Counseling	1009	dreid@pillar.edu
Dr. Richard Riss	Dir. of Academic Assessment	1001	rriss@pillar.edu
Elaine Sanders	Chair of General Studies	1032	esanders@pillar.edu
Bob Sanislo	Coordinator of Athletics	1015	bsanislo@pillar.edu
Ingrid Sanislo	Café Manager & Textbook Manager	1013	isanislo@pillar.edu
Linda Schmitt	VP of Strategic Initiatives	2012	lschmitt@pillar.edu
Brian Schroeder	Registrar	1117	brschroeder@pillar.edu
Nishanth Thomas	Coordinator of Spiritual Development	1115	nthomas@pillar.edu
Russ Wills	Coordinator of Academic Technology	2009	rwills@pillar.edu
Karen Wright	Assistant Registrar	1012	kwright@pillar.edu

Pillar College – Newark (Military Park Building)
60 Park Place, Suite 701
Newark, NJ 07102
Dr. Ralph Grant, VP of Operations

Pillar College - Somerset
600 Apgar Drive
Somerset, NJ 08873
Linda Schmitt, VP of Strategic Initiatives

Emergency Procedures

In case of emergency, (accident, injury, illness [physical or mental], assault, etc.) adjuncts are to call 911, pray, and take action to bring peace to the emergency situation. Once the situation is under control and/or emergency personnel have arrived, please submit an incident report form which is available on the Faculty Dashboard on the Pillar College Website.

Emergency Campus Closings will be posted here:

Pillar College Website: www.pillar.edu

Pillar College phone information line: 800-234-9305 option 9

Notices about campus closings or delayed openings will be made by **6:30 a.m.** the day of the delay for day classes, or by **3:00 p.m.** for evening classes.

Please be advised that we make these decisions based on weather and road conditions at Somerset County and Newark, not on conditions where students or faculty live or work.

Students that do not attend class because travel in their work or home area is dangerous, but classes have not been closed, will be counted absent. Students may appeal this decision at the end of the course if they feel it has been applied unfairly.

If weather turns inclement during class time, especially in the evening when no college staff is available, classes may be closed early by a consensus of faculty present. We do not want one class leaving early and other classes continuing to meet. All must leave at the same time. If classes will be closed early, one of the adjuncts is to notify their immediate supervisor at the number indicated above to report this decision.

All classes or portions of classes closed due to inclement weather must be made up. This may be done through the use of online Academic Technology. Please contact Russ Wills, Coordinator of Academic Technology for a tutorial. (rwills@pillar.edu)

Faculty Communications

Adjunct Faculty at Pillar College is required to use a Pillar College Email address account. This account is assigned when faculty are first assigned a course and given a contract to teach. The email usually consists of: [firstinitial+lastname@faculty.pillar.edu](mailto:firstname.lastname@faculty.pillar.edu) i.e. gsmith@faculty.pillar.edu.

Faculty may only direct official academic business to student's Pillar College Email address. Faculty may not contact students at the student's personal email address due to FERPA (Family Educational Right to Privacy Act) regulations. Student email addresses may be found using the student search tool in the Faculty Portal.

All instructors are required to provide the Academic Affairs Office with a brief bio that includes your academic credentials, phone number, Pillar College Email address, and your "office hours" when students may contact you. Any contact attempted by students must be answered within 24 hours. Contact information and office hours must also be printed in your course syllabus.

Dress Wear

Professionalism as an educational institution is reflected in part by the appearance and manner of our faculty, staff and employees. In addition, many of our students are coming to class from work and will be dressed accordingly. Consequently, it is helpful to establish guidelines for maintaining and enhancing Pillar College’s image.

Monday through Friday	Saturday	Never
<i>Standard Business Attire</i>	<i>Business Casual Attire</i>	<i>Prohibited Attire</i>
Suits, sport coats or blazers Dress/dark slacks Long or short sleeved dress shirts/blouses Dresses, skirts and tops Sweaters Necktie or turtleneck for men Dress shoes	Dress slacks Casual pants (e.g. khakis, “Dockers”, corduroys) Long or short-sleeved sport or dress shirts/blouses Polo or golf-style shirts (collared shirts) “Dressy” Capri pants Casual skirts Sweaters/cardigans Flat shoes (“flats”), open-toed dress shoes, dress boots, loafers, or sandals Pillar College T-shirts or Pillar College Sweatshirts	Sweat Pants Tennis shoes or sneakers Spaghetti strap dresses or tops Sundresses, strapless or backless apparel Any tops without shoulders unless worn under blouse or jacket Skirts more than 3 inches above the knee Casual Capri pants Shorts, cutoffs Form fitting pants, leggings or skirts Hats, caps, sweatbands Flip flops Clothing with inappropriate* slogans, symbols, expressions or depictions.

* Regardless of the item, clothing is inappropriate if it is excessively worn, frayed, wrinkled, ripped, distressed, faded or sheer.

All clothing must be clean, neat, pressed, and project a well-groomed appearance.

CLASSROOM MANAGEMENT

Attendance

Pillar College expects student attendance in all classes believing it provides the best and most effective educational experience for all. Regardless of situation, all absences are recorded on the Campus Portal. Students may appeal any penalty imposed for absences by submitting an academic petition to the instructor and/or Department Dean.

LEAD PROGRAM: Due to the concentrated scheduling and the emphasis upon participatory learning, students need to be in attendance every week. Homework for each week is spelled out in the Student Guide, so there is **no excuse for not submitting homework**, even when the student misses a class.

Two absences in a 5-week course will automatically mean that the course must be repeated. No more than three absences are allowed in any four-course semester.

BLEND and TRADITIONAL 15:

- 3 missed classes are grounds for a full letter grade drop
- 5 missed classes are grounds for failure of course

TRADITIONAL 9:

- 2 missed classes are grounds for a full letter grade drop
- 3 missed classes are grounds for failure of course

Student Non-Attendance

If a student discontinues attending a class and has not officially dropped through the Registrar's Office, the grade of F (failure) is recorded.

Attendance must be recorded in the faculty portal each week! New federal regulations require weekly recording of attendance, and students may lose financial aid if their attendance cannot be verified at any point during the course. The Technology section will guide you in recording attendance and grades.

During the first week of the semester/term, the Admissions Team will often work with prospective students who have not yet finalized their paperwork for acceptance. Their names may not appear on your course roster. Please notify the Registrar about any individuals whose name is not on the roster.

Children In Class

Children are not allowed to attend classes under any circumstances. Scholarships are available for child care expenses.

Student Behavior

If at any time a student's behavior is unacceptable, in that it is dishonoring to other students, the instructor, or the College, you have the right to ask the student to refrain from this behavior. If the student does not comply with your request, you may ask the student to leave the class, and mark the student absent for the portion of the class remaining. When these actions need to be taken, please immediately document the incident and send the notice to the Academic Affairs office.

Incomplete Grade Policy

An "Incomplete" may be allowed **by an instructor** (not the Registrar) only in circumstances of bereavement, serious illness, or other crises that prevent a student's timely completion of course requirements. **Students** are responsible to contact the professor by the **final day of class** to receive an incomplete. The purpose of an "Incomplete" is to allow students under such circumstances a reasonable period of time to complete their work. After the extension period, an "Incomplete" must be replaced by a grade representing the work accomplished to date.

To request an incomplete, students should visit the Pillar College Website (www.pillar.edu), click on Academics, and then scroll to the Registrar's Office. Find the link for the form "Request for Extension/Incomplete" and download the form. They complete the form, indicating the reason for the request, and present it to the instructor for signature. **The instructor will send the form to the Registrar.** This procedure must be completed **by the end of the course.** Granting an Incomplete gives the student extra time to complete the course work. The student forwards the work to the instructor who grades it and notifies the Registrar of the Student's grade. If the course work is received after the extension period, the grade automatically becomes an "F" and the course must be repeated. Students may appeal their grade at the end of the course if they feel the policy has not been applied fairly.

Recommended Extension Periods:

LEAD 5-week courses	3 week extension maximum
Traditional 9 and Online	4 week extension maximum
Traditional 15	6 week extension maximum

If students have not submitted their coursework by the required deadline and have not requested an incomplete grade, please do not hold up other student's final grades. Instead, calculate all the grades based on work submitted and appropriate grade earned. If the late students contact you later and have a legitimate reason for late work such as illness or bereavement, then the grade can be changed later.

Personal Technology

The following notice is included in the student's handbook. Please let the students know **in the first class session** if using laptops, cell phones, or other electronic equipment in class is permissible.



PERSONAL TECHNOLOGY: Cell phones, laptops, cameras, recording devices, pagers, and other electronic devices are to be turned off while class is in session, unless their use is specifically needed for academic purposes and approved by the instructor.

CURRICULUM AND INSTRUCTION

Curriculum

The courses in LEAD are designed to be incremental so that each course can build upon what has been learned in earlier courses, in accordance with the purposes of the major. The Internship is an integral part of this arrangement. Each learning cohort of 10-20 students takes the courses in this same order. Teachers should note how the particular courses they are teaching fit into this order by consulting the course list and descriptions. Suggestions or comments about the curriculum are encouraged and may be directed to the Director of LEAD.

Courses in Traditional 9 are General Education and Bible courses. The first three courses are designed to provide Traditional 9 students the instruction they will need to be successful in their time at Pillar College. These courses are: College Foundations, English Composition I, and Computer Literacy. The rest of the courses are scheduled so that most of the 100 level courses are completed in the first year of study, followed by the 200 level courses.

Pillar College is a Christian college. We expect our faculty to intentionally integrate faith in aspects of teaching, as well as prayer during class time. It is also appropriate to ask students to bring a devotional or lead in prayer.

LEAD Faculty Guide/Syllabus

The Faculty Guide in the LEAD courses is written to help the teacher facilitate learning through classroom activities. These activities are designed to help students make the connection between theory and practice, between academic content and application in personal and professional life. The Faculty Guide gives the instructor a full and detailed plan for each four-hour session for the course, relieving the instructor of the burden of having to design a course from scratch.

TRADITIONAL / BLEND Course Syllabus

All faculty are required to submit course syllabi formatted to the prescribed template to the Academic Affairs Office no later than two weeks prior to start date of semester. Failure to comply with syllabus submission deadlines may result in non-rehire

Faculty Absences

Adjunct Absences –

If an adjunct has a conflict and must miss a scheduled class session, the instructor must notify their immediate supervisor, then choose one of the options below:

- Create an online class session to cover the scheduled material in the syllabus and assign an activity that equates to missed seat time.
- Request a substitute, approved or assigned by immediate supervisor in which cast, the substitute is compensated for the session with the same amount deducted from the adjunct contract. Contact the Academic Affairs department for appropriate form.

Full Time Faculty Absence

Faculty absences are allowed in the case of illness, emergency, or institution-related business. In all cases the faculty member is to notify their immediate supervisor as soon as possible so that substitute arrangements can be made with regard to the class.

Textbooks/Materials

LEAD: In addition to the Faculty Guide there is a Student Guide that acts as a syllabus for the course. There is also a Course Pack that contains articles and readings, which, along with the textbook(s), writing exercises and other materials are the basis for the classroom activities specified in the Faculty Guide. These materials and any requested supplies are made available by the LEAD Office in advance of the beginning of the course.

TRADITIONAL: All faculty Chairs or Program Deans are required to order complimentary desk copy textbook directly through the publisher for the faculty in their program areas. No deviation from prescribed textbook is allowed without approval from the Academic Chair.

Grading Scale

The grading scale is listed below with the respective grade point values. The unit of credit is defined as one 50 minute session per week for one semester of 15 weeks or the equivalent. Academic standing is defined as the ratio of total grade point values to the total semester hour credits. The 4.0 point system is used to compute the grade point standing. The grading system is as follows:

Grade Point	Grade, Num.	Score/%
A	4.0	A 95-100
A-	3.7	A- 90-94
B+	3.3	B+ 87-89
B	3.0	B 83-86
B-	2.7	B- 80-82
C+	2.3	C+ 77-79
C	2.0	C 73-76
C-	1.7	C- 70-72
D+	1.3	D+ 67-69
D	1.0	D 63-66
D-	0.7	D- 60-62
F	0.0	F 0-59

The following grades are not counted in the calculation of the GPA (grade point average):

W **Withdrawn**
WP **Withdrawn Passing**
WF **Withdrawn Failing**

To remain in good academic standing, a student must maintain a 2.0 cumulative grade point average. Transfer credit hours are not counted in calculating academic standing. To graduate a student must complete at least 60 hours of academic credit for the two-year Associates degree with a cumulative GPA of 2.0 on all credits attempted at Pillar College.

Grade Points

To remain in good academic standing, a student must maintain a 2.0 cumulative grade point average. Transfer credit hours are not counted in calculating academic standing. To graduate, a student must complete at least 60 hours of academic credit for the ABS and 120 hours of academic credit with a cumulative GPA of 2.0 on all credits attempted at Pillar College.

It is important to LEAD students that the instructor's expectations for homework, class participation and Final Papers are made clear from the first day of class. At times, the expectations, as well as the grading philosophy of instructors from course to course and cohort to cohort differ greatly. In an effort to maintain consistent grading practices, we have developed grading rubrics for all written homework, class discussion oral presentations, Group Projects, and Online Discussions. These grading rubrics and recording charts are included in the appendices. Electronic copies may be obtained from the LEAD office.

Grade Reporting

Timely submission of grades to students is important. Many students are financially reimbursed based on grade documentation. Grades are due for submission on the Faculty Portal according to the following schedule

MIDTERM GRADES

Traditional / BLEND
LEAD

At midpoint of the semester
not applicable

FINAL GRADES:

Traditional / BLEND
LEAD

7 days after the last class session
17 days after the last class session
(or one week after the Final Paper is due)

Grade Disputes/Change

Students who dispute grades will be asked to contact the instructor first. Most disputes can be settled by a conversation that explains how the grade was arrived at using the available Rubrics. If the grade dispute is not satisfactorily resolved, a student may then submit a grievance to the Dean of the Program. If required, a second evaluation will be performed by a peer evaluator and final grade judgment should be made in consultation with the faculty committee of that discipline.

Retention of Student Coursework:

- A. All graded student coursework must be retained for a period of 3 years by the instructor
- B. Electronic submission of work is strongly recommended

- C. Hard copy submissions will only be accepted this year. Next year, only electronic submissions of student coursework will be accepted.
- Students submitting hard copy assignments must be advised (by syllabus) to retain their own separate copy for their personal records
 - Faculty who accept hard copy assignments must make a copy of the submission for record retention and return graded hard copy to the student.

Class Roster

A class roster is available online on the Faculty Portal shortly before the course start date.

Program Completion Time Limit

After completing all LEAD courses, each student has one calendar year to complete any remaining requirements for the degree. With expiration of that time, the student will be classified as inactive. To be reinstated as active, the student must present a petition and pay a reinstatement fee equal to one credit hour at the time of reinstatement.

Journal

LEAD Students are required to complete a weekly journal.

What is a Journal?

There is no one answer. Different instructors ask students to use journals in different ways.

1. The student journal is not a diary. (A diary is a regular recording of one's activities, thoughts and dreams, and generally not meant to be shared.) The journal for each course is intended to be read by the instructor. Students also might be invited from time to time to share with the class from their journal, but they may use their discretion as to how much they share.
2. The journal might well have entries of four forms:
 - a. A description of a specific insight that the student gained from reading, from discussion, from lecture, or from seeing something happen at work or at home in a new perspective.
 - b. A summary of something the student experienced at the feeling level related to the course materials. ("How I felt about my results on the Jung Typology Assessment," etc.)
 - c. Specific examples of applications of the text ideas that the student sees in the workplace, in their relationships to colleagues, at home, etc.

- d. A description of how the student will integrate faith in their application of what they have learned; or a reflection on the devotional material presented in the class time.

What is the purpose of the Journal?

There are a number of purposes that are not contradictory:

1. To record new learning.
2. To clarify their thinking on a matter by attempting to articulate where they stand on it. To record their feelings about some new learning.
3. To identify questions for future discussion.
4. To serve as personal notes to use in writing the Final Paper.
5. To practice the skill of self-awareness by summarizing particularly what the student has gained in understanding of self at this point in their life.
6. To practice the skill of careful, accurate observation of “what happened” and then to practice the second skill of attempting to make some sense of what happened in the terms of a particular course.

Suggestions

1. Insert some blank pages into the three-ring notebook on which to make journal entries; no more than one page per week. These can be removed at the end of the course and turned in with the Final Paper. (Journal entries may be handwritten, preferably in ink, but if they are submitted electronically, they will have to be typed.)
2. Write in the journal at least once per week and during the last few minutes of each class session. Short entries two or three times per week might be more useful than longer entries once a week.
3. Make the journal serve self. They should use it to sort out their ideas.
4. Have fun with your journal.

SCORING, GRADING & PREVENTING ACADEMIC DISHONESTY

LEAD Scoring Student Work

The primary goal of grading should be to encourage learning and student involvement in a course (Walvoord & Anderson, 1998). When adult students get discouraged, they tend to quit working and eventually drop out. It confirms their fears that they can't learn any more, or they can't do this work – it's too hard for them.

Grades should fairly and accurately differentiate between levels of student performance. When students compare grades – and they always do – they should be able to clearly see the difference between an A paper and a B paper. There should be no place for “the enemy” to introduce the thought that the instructor is unfair or has favorites.

Scoring guidelines must be understood by all students. For the guidelines to be understood, they have to be known. So this implies that you will have to review the guidelines with the students before the course begins! In almost all of the LEAD faculty and student guides, there is a page titled “Student Evaluation.” This is found in the traditional syllabus as well. This is the page that lists the criteria for determining the grades. For example:

25% Written assignments

25% Participation in class discussion and group activities

40% Final paper (Final papers are due 10 days after the last day of class. No exceptions!)

10% Quality of comments, insight and extent of learning as reflected in the student's journal

Please NOTE: Very important! The attendance policy listed under the student evaluation in the LEAD guides is not the attendance policy of Pillar College! This was written by Knowledge Elements, and this will be updated to the current Attendance Policy as we are able to update the curriculum. At this point in the first week, it would be helpful to remind the students of the Pillar College Attendance Policy, as has already been described.

Also in the LEAD Guides, there is a paragraph titled: **Late Work or Work Not Handed In.** You have the option of changing this or keeping it as written. Please be consistent when applying your policy. You **MUST** make sure the students know what your policy is on the first night of class. It cannot be changed mid-class. If you do not give the students a **WRITTEN** revised Late Work policy, we will default to what is written in the Guides.

Each grade should accurately reflect a student's mastery of course material. That is the focus of all homework and class work. Factors used to determine grades should be

directly related to academic performance. No personality contests, no intimidation, no pleading, no excuses.

Using scoring guides and rubrics maintains fairness and objectivity. The rubrics provided in the appendix of this handbook represent the Pillar College Standard for LEAD coursework. If you have questions about how to use or apply these rubrics, please make an appointment to see the Director of LEAD and bring your students' papers.

Grading Tips

Here are some tips that you might find helpful when grading.

1. **Focus:** What is most important about this assignment? How does it contribute to the mastery of the course material? To determine this, you can look at the Learning Outcomes listed at the beginning of your course. Actually, these questions should be asked BEFORE you make the assignment. Yes, the assignments are already in your faculty/student guides, but you can change them, AS LONG AS YOU PUT IT IN WRITING AND GIVE IT TO THE STUDENTS BEFORE THE WORK IS ACTUALLY ASSIGNED.
2. **Marking Errors:** If you mark every single error, you will discourage the students. Point out the one problem in each paper that is most egregious. If it's spelling, tell the student in your notes on the paper that you want them to check their spelling and grammar before they submit their next paper, because you WILL give a lower mark next time if their spelling is incorrect.
3. **Make One** clear suggestion for improvement. Tell them to use spell check and grammar check before they submit their next paper, if that is the problem that needs to be addressed.
4. **Balance** positive comments and negative comments. Always make at least one positive comment on a paper. Compliment choice of words, or interesting ideas, or good format – something!
5. **Don't Get Upset** if the paper offends you, or if you're too tired:
 1. Put it aside to review later
 2. Return it to the student for resubmission (In weeks 1 through 5 homework (LEAD), you can give a student who gets a grade lower than C an opportunity to revise their paper and resubmit it. This option is not available for the Final Paper.

Any student that is struggling with writing, or is consistently receiving grades lower than B, should be referred to the Instructional Resource Center (IRC). The Referral Form is in the Appendix of this handbook.

6. **Use a Grading Rubric.** Provide this to students in advance. (See Final Paper Example)
7. **Return papers to students EVERY WEEK.** They only have five weeks to grasp the subject, understand what you require and your preferences. If you don't return papers they have no idea how they are doing, and they could be very surprised when they see their final grade. To avoid this, stay on top of the homework and get it back to them with comments – every week!

Effective Writing

The default style guide for Pillar College is Modern Language Association or MLA. We have already included an abbreviated copy of this in Appendix of your faculty handbook. However, you should purchase the latest edition of an MLA guide, and then you can receive updates on the guide electronically. You can also find the MLA guide for free on our faculty portal.

Here is an interesting way to think about writing:

Writing is:

- The means to record a conversation about ideas.
- An important means of participating in this conversation.
- A way to trace this conversation through various print sources extending back to the beginning of writing
- A way to make thinking visible. (Speck, 2000)

Ideas and Content: (Good things to keep in mind as you are reading students' papers). They are also good comments to make on students' papers – if they are true.)

- Clear and focused, holds reader's attention
- Purpose is clearly stated
- Shows writer's insights and applications
- Makes a definite point
- Arrives at a conclusion
- Holds together!

Conventions:

- Standard grammar and usage
- Accurate punctuation and spelling
- Few errors
- Paragraphing
- Correct citations – use the MLA writing style (Pillar College's Default)

Using a writing style leads students into academic writing, or writing on the college level.

- Designed for academic writing, since students will be using expert sources rather than just personal opinions

- Provides a “formula” for in-text citations and full bibliographic information about the sources used.

Recommendations for Instructors

- Adjust writing and grading processes to your particular course and students. If students are not having any major difficulties in following the MLA guidelines, be pickier about errors. If they are struggling, you can be picky about fewer things.
- Use writing assignments as a way to help students learn.
- Only grade essential writing: You are not obligated to **grade** every assignment. The Q & A assignments are not necessary to “grade.” Essays, group projects and final papers are necessary to be graded. For those that are not graded, make sure you make comments on the papers so the students know you read it. A check mark is an insult to them.
- Consider carefully the time required to assess and grade writing. Don’t wait until the last minute. If you have a large group (more than 10), you will need more time set aside for assessment and grading. You can cut the number of paragraphs or pages required in a writing assignment, but don’t “dumb down” the assignment itself.
- Integrate literature on writing and grading into your professional reading schedule. Become familiar with the MLA handbook so you can help the students. For a great quick grammar reference try The Pocket Wadsworth Handbook, ed. Kirszner and Mandell, Thomson/Wadsworth Publishing, <http://english.wadsworth.com>. Suggested reading: Williams, Joseph *STYLE: Lessons in Clarity and Grace, 9th Edition*, 2007, Pearson Education, Inc., ISBN 0-321-47935-1

Student Academic Honesty

Academic dishonesty is still a big problem in college, yes, even in a Christian college!

How do they do it?

- | | |
|--|---|
| • Taking something on the same topic that was written by someone else. | • Copy and paste online articles from library databases and Internet web sites. |
| • Importing graphics into papers or PowerPoint presentations | • Buy a paper from online “paper mills.” Just have a credit card handy. |
| • Use something from someone else (even if it is rephrased) and submit it as your own work | • Piece together a variety of sources and pass it off as your own writing. |
| • Quoting directly without changing any of the words, but giving no credit to the writer | • Paraphrasing, changing many of the words, but not the main thought or concept of the author |
| • Copy text from a book. | |

Prevention Strategies

How to help your students NOT to plagiarize! **Grammarly@EDU grammar check tool**
Grammarly@EDU is an automated grammar tutor and writing revision tool for academic writing. This tool can help improve grammar and avoid committing plagiarism **before** submission.

Create your FREE account using your faculty email address and this access code **ZJNaoE3TFW3XwC37** at www.grammarly.com/edu/students.

- Require final papers and essays to focus on specific topics.
 - In LEAD, point students to the final paper each week. Review what will be required. Take some oral questions from the class about the topics in the final paper. See if other students can answer them.
- Clearly define your essay and final paper expectations
 - Minimum number of citations and sources: do you want 3 or more outside sources? How many of these sources can be from the Internet?
 - Individual vs. collaborative assignment: For the final paper it is not recommended that it be collaborative. That should be reserved for projects during the course.
 - Require up-to-date sources

From: Harris, R. (2004, November), Anti-plagiarism strategies for research papers. *VirtualSalt*. Retrieved May 10, 2006 from <http://www.virtualsalt.com/antiplag.htm>

- Break the assignment into pieces: in week one, the students should take a few minutes to review the final paper. They don't choose the topic, but they can discuss the topic and look through their texts and course pack to see where each of the topics is located or discussed in class. As additional homework, you can ask for a bibliography of research material they will be using in their final paper.
- Require process steps
 - Students hand in assignments in stages . . .
 - Topic
 - Bibliography – before the rough draft
 - Research material
 - Outline
 - Rough draft
 - Final Version
- Require an annotated bibliography
- Require personal content or personal application
- Require illustrations of how the topic fits into the work setting
- Don't forget to ask for these assignments in addition to the ones listed in the guide.

From Harris, R. (2001), *The plagiarism handbook*, Portland, OR: Pycszak Publishing

What else can instructors do to encourage student honesty?

- Require oral reports of student papers: could be included in week 5 if there is enough time.
- Require a one-page, in-class essay summarizing what has been learned from writing the paper. This is called a “minute paper.” The student is asked to write in one minute a summary of things they have learned in the course.
- Compare this assignment with other writings from the same student.

From: Harris, R. (2004, November). Anti-plagiarism strategies for research papers. *VirtualSalt*. Retrieved May 10, 2006 from <http://www.virtualsalt.com/antiplag.htm>

What to Do When Plagiarism Is Discovered

Adjuncts should be checking student work for an instance of plagiarism, especially when a student’s writing suddenly “improves” from their weekly assignments. To check, copy any five (up to 32) consecutive words into Google and search. If the words were taken from an online or print source, they will appear in consecutive order in the list of sites. Or, you can use “Turnitin.com” which is a pay-for-use site that will do this for you. Pillar College does not currently use this site.

If plagiarism is discovered, make an appointment with the student and present their paper and the source of the plagiarized portion(s). For the first offense, the student receives a failing grade on the assignment with the opportunity to re-do the assignment properly. Refer the student to the Instructional Resource Center (IRC) for a mandatory visit.

For the second offense, the student fails the course, and another mandatory visit to the IRC is in order. If there is a third offense, the student is subject to suspension after the academic committee reviews the student’s record.

ALL INCIDENTS OF PLAGIARISM MUST BE REPORTED TO THE REGISTRAR AND WILL BE KEPT IN THE STUDENT’S ACADEMIC FILE.

Works Cited

Speck, B. (2000). *Grading students’ classroom writing: Issues and strategies*. Washington, D.C.: ERIC Clearinghouse on Higher Education. ED 443 359.

Walvoord, B., and V. Anderson (1998). *Effective grading: A tool for learning and assessment*. San Francisco, CA: Jossey Bass.

Please Refer to your Academic Catalog for a complete description of Pillar College Policies and Procedures. Please contact the Office of Academic Affairs for any clarification.
smitchell@pillar.edu or ahuber@pillar.edu.

HIRING, CONTRACTS & PAYMENT

Hiring Process

1. Applicants should submit a résumé or Curriculum Vitae, original transcripts of all post-secondary education, and two professional recommendations to the Department of Academic Affairs.
2. Upon receipt of these materials, the applicant will be sent a Statement of Faith, an application for Employment, and a Release for Criminal Background Check. These materials should be completed and returned to the Academic Office.
3. Once the paperwork has been received, the Chair in the major field of study most closely aligned to the person's credentials will interview candidate for approval.
 - a. Faculty teaching in the BLEND or LEAD programs also require approval of the respective DEAN of the program.
4. All new faculty are required to attend a Faculty Orientation before they can be assigned a course. They will be notified of the next Orientation date.
5. Contingent upon Chair/Dean approval and attendance at Orientation, a teaching contract will be offered to the faculty. Adjuncts will be given the texts and materials for the course. Adjuncts teaching in Traditional 9, 15 or BLEND will be given a syllabus template for the course as a guide (textbooks may not be changed without permission of the Department Chair). Contracts must be signed before the course begins.
6. Once attendance has been posted on the faculty portal, the payment process begins.
7. Final payment will only be released after final grades have been posted for the course.
8. Student evaluations of the course and instructor are compiled and a copy is sent to the instructor. If a consultation is needed, the Chair or the Dean will contact the instructor to set up an appointment. If the student evaluations are good, the instructor goes on the list for future hiring.

Contracts

A contract is drawn up for the course being assigned. The contract will specify the dates of the course, the location, the Course Code and Title, and the Cohort # (if applicable) to be taught. Also included in the contract is the contract amount. The instructor is assigned an Pillar College email address with the first course s/he is contracted to teach. The email address stays consistent throughout their time at Pillar College.

The contract is signed by the Vice President or Assistant Vice President of Academic Affairs, the Director of the LEAD program, and the instructor. The instructor receives a photocopy of the signed contract. One copy is made for the LEAD files, and the originals go to the Academic Office.

Payment of Contract

When it is time to pay the instructor, a copy of the contract is sent to the Pillar College Business Office, which prepares a list of adjunct payments for the Pillar College HR Department. Pillar College issues checks according to a set bi-weekly schedule. If the instructor has completed a Direct Deposit form, the money is automatically deposited to their account. If there is no direct deposit authorization, a live check is cut and mailed to the instructor.

NOTE: Please check procedures with Pillar College, HR. Contact Dan Wright, Executive Vice President at dwright@pillar.edu.

Pillar College - NEWARK CAMPUS

On March 7, 2011, Pillar College held its first classes at the Newark Campus in the Military Park Building. All Administrative offices, the Media and Technology Center, and all classrooms are located in this building on the Seventh Floor. A comfortable Student Lounge offers students a place to relax, eat and study while on campus. The Center is equipped with classrooms including wireless laptop capabilities, overhead projectors and touch boards to accommodate a growing and sophisticated student body.

Library

Pillar College is a member of the VALE Undergraduate Student Reciprocal Borrowing Program, which enables students to easily borrow materials from participating New Jersey college and university libraries by going directly to their campuses. Students who are in good standing at their home campus library qualify for this onsite borrowing option.

The libraries that participate in this program agree to permit borrowing of circulating materials by undergraduate students from participating institutions. Under this program, Pillar College Students may borrow books from many colleges or universities located across the State.

Classrooms

First (1st) Floor Student Center:

#101 = Media Lab, seats 15 students

#102 = Seats 16 students

#103 = Seats 20 students

#104M = Seats 20 Students

Seventh (7th) Floor

#701 = Media Lab, seats 12 students

#702 = Seats 24 students

#703 = Seats 12 students

#704 = Seats 10 Students

#705 = Seats 8 Students

#706 = Seats 40 Students (#705 and #706 may be combined for larger events)

A reception area, student lounge, Instructional Resource Center, and two administrative offices are in the Avare Academic Suite. Also on the Seventh Floor is the Cruver Learning Center, BLEND Office, LEAD Office, and faculty offices.

The Public Wireless Network name is: **SCCguest**. The password is: **Guestscc** (case sensitive).

The Media Lab computers should have their login code on the computers:
SCCstudent01 through **SCCstudent12**.

The Media Labs are open 9:00 a.m. to 5:00 p.m. daily and in the evenings and on Saturdays when classes are in session. Students may not access the Media Lab when a class is being held there, or when there is no one on the Campus.

Printer/Copier Access: The default faculty access code for most photocopiers is **1276**

- Where on the Newark campus can faculty print or make copies?
 - 1st floor Instructors computer in the Computer Lab – prints to Mezzanine level printer in the staff workroom
 - Username is: Professor Password is: S0mersetCC (please note that “0”=zero)
 - Photocopier available on the Mezzanine level – no password required
 - 7th floor printing from any library computer to library printer/copier
 - Computer username is: Professor Password is: S0mersetCC
 - Photocopier available on the library copier – Access code is: 3600
 - 7th Floor color copier in the lounge
 - Can instructors print to this computer? Yes, from the Library PCs. Request the key from the 7th floor receptionist to bypass the charger
 - Can instructors make photocopies? There’s no access code, they will need the key to bypass the charger.

Parking and Access to Newark Campus: 60 Park Place, Newark, NJ 07102



Parking Behind Military Park Building:

Parking space for adjuncts and students is available on a first come, first served basis behind the building. Pay the guard at the front desk \$5.00 (cash only) and take the elevator to the first or seventh floor (depending on classroom assignment). All part time faculty are eligible for parking reimbursements up to \$5 per visit. Contact the Academic Affairs office for the reimbursement form.

Parking at Welcome Parking LLC: 1160 Raymond Boulevard, Newark

Pillar College has limited parking at Welcome Parking LLC located across from the PS&G Office. Bring your parking ticket to the Academic Affairs office for validation.

Entry to Pillar College facilities is accessible through a photo ID access card. If you have not received a card, please contact Tashorna Montgomery, Administrative Assistant to Dr. Ralph Grant, VP of Operations for the Newark campus.

The security code for the 7th floor public ladies room in the hallway is **315**.

Coffee, tea and water are provided for adjuncts and students free of charge. There are two vending machines in the student lounge with snacks, light sandwiches, and beverages.

MEMO Regarding Pillar College Parking Validator

This letter is to inform you of the use of the Pillar College Parking Validator. Only Full-time Faculty and Full/Part-time staff are eligible to have a parking ticket obtained from the Military Park Building monthly parking lot located at 16 E. Park Street, validated to be paid by Pillar College.

Alternate parking outside of these parameters is:

- Local street parking.
- The parking area located directly behind 60 Park Place; in which a fee of \$5 is to be paid at the front desk to security. ***Towing of vehicle will be the result; if this fee is not paid.***
- Military Park Garage, 42-50 Park Place, Newark, NJ 07102.

Please note: Adjunct faculty are allowed to submit reimbursement requests for parking for up to \$5 per visit.

**RECEIPT AND ACKNOWLEDGEMENT OF PILLAR COLLEGE
FACULTY PROCEDURES HANDBOOK**

I have received and read a copy of Pillar College Adjunct Faculty Procedure Handbook. I understand that the policies and benefits described in the handbook are subject to change at the sole discretion of the Pillar College Office of Academic Affairs at any time and that upon such change, the modified document will supersede any and all previous versions.

Adjunct Faculty Name (Please print) _____

Signature

Date

Pillar College educates, inspires and equips students for excellent scholarship, service and leadership. Rooted in and committed to Christian faith and love, Pillar College fosters intellectual, spiritual and social development among its diverse student population at various instructional sites.

Our mission, vision and values guide our daily actions.