



# **Faculty Handbook**

## **2023-2024**

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## **SECTION I: INTRODUCTION**

### **Welcome**

Welcome to Baker College. We have built our College to be a leader in higher education through teamwork, cooperation, and service. Faculty members are vital partners in enabling Baker College to achieve its mission of providing an inclusive, innovative, and transformative educational experience, which allows students to positively impact their lives and the world around them; this is an exciting and challenging undertaking. Students vary widely in their abilities, viewpoints, and backgrounds. Good teaching does not just happen. It requires hard work, careful planning, knowledge, and attention to new developments in your field, emerging education technologies, and the evolution of teaching modalities.

This handbook outlines some of the policies, procedures, and expectations applicable to faculty. Remember, it is a resource; it does not address every possible situation and does not contain all College policies or include all details regarding any policy. Please ensure you have read the Baker College Employee Handbook found at [my.baker.edu](http://my.baker.edu) -- Employee -- Human Resources – Employee Handbook. In the event that the terms of this Faculty Handbook conflict with the terms of the Baker College Employee Handbook, the Employee Handbook supersedes.

Baker College reserves the right to modify, alter, amend, change, or terminate any policy, procedure and/or benefit contained or referred to in this handbook at any time. If you have questions, please contact your supervisor, the VP for Academic Affairs, or the Human Resource Department.

### **Baker College Mission, Core Values and Vision**

Please click [here](#) for the Baker College Mission, Core Values and Vision.

### **Diversity Statement**

Baker College considers all buildings and classrooms, both on-ground and online, to be a safe space where students, staff, and faculty will be treated with respect. Baker College welcomes individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, national origins, religious affiliations, sexual orientations, abilities, and other visible and nonvisible differences. All members of the College are expected to promote and model a respectful, welcoming, and inclusive environment for all members of the Institution.

For more information on DEI at BC or on how to participate in DEI activities and events, click [here](#).

## **Baker College Code of Ethics**

Institutions of higher education are entrusted by society with great resources and commensurately great responsibilities for creation, dissemination, and preservation of knowledge. Baker College faculty, staff, and governing boards play a key role in ensuring that high standards of ethical practice attend to the custody and use of these resources. The faculty, staff, and governing boards' personal and professional conduct reflects on his or her institution, the collective profession, and the higher education enterprise at large. To guide faculty, staff, and governing boards in setting and practicing high standards of ethical conduct, Baker College has implemented the following Code of Ethics, which is based upon those recommended by the National Association of College and University Business Officers. The College embraces the values expressed in this Code and advocates their observance by all faculty, staff, and governing board members.

The faculty, staff, and governing boards' conduct should be characterized by integrity and dignity, and he or she should expect and encourage such conduct by others.

The faculty, staff, and governing boards adhere to and advocate personal values that:

- accord respect to self and others.
- preserve honesty in actions and utterances.
- give fair and just treatment to all.
- accept intellectual and moral responsibility.
- aspire to achieve quality.
- refuse conflict, or the appearance of conflict, between personal and institutional interests.
- engender forthright expression of one's own views and tolerance for the views of others.

The faculty, staff, and governing board members act with competence, and strive to advance competence, both in self and in others.

The faculty, staff, and governing board members understand and support their institution's objectives and policies, are capable of interpreting them within and beyond the institution, and contribute constructively to their ongoing evaluation and reformation.

The faculty, staff, and governing boards communicate to institutional colleagues the content of this Code of Ethics and strive to ensure that the standards of professional conduct contained therein are met.

In discharging their duties in accordance with this Code of Ethics, the faculty, staff, and governing boards should enjoy the following rights:

- The right to work in a professional and supportive environment.

- The right to have a clear, written statement of the conditions of his or her employment, procedures for professional review, and a job description outlining duties and responsibilities.
- Within the scope of their authority and policy, the right to exercise judgment, and perform duties without disruption or harassment.
- Freedom of conscience and the right to refuse to engage in actions that violate the ethical principles contained in this code or provisions of law.

## **Title IX Nondiscrimination Policy**

Baker College is committed to maintaining an education and work environment that is free from sexual harassment, sex discrimination, and retaliation. The College will also not discriminate against any employee or applicant for employment, student or applicant for admission on the basis of race, color, religion, national or ethnic origin, physical or mental disability, age, height, weight, marital status, arrest record, genetic information, or any other protected category under applicable local, state or federal laws, including protections for those opposing discrimination or participating in any grievance process on campus or within the Equal Employment Opportunity Commission or other human rights agencies; however, concerns about these forms of discrimination will be addressed outside this policy. Read the full policy [here](#).

## **Baker College Learning Model**

The purpose of the Baker College Learning Model (BCLM) is to provide a framework to guide a vision of providing a high-quality teaching and learning environment, which fosters and promotes student success.

The BCLM can be found on the Center for Teaching Excellence (CTE) site by going to my.baker.edu—Faculty —Center for Teaching Excellence. For a direct link to the BCLM, please click [here](#).

It is expected all faculty are familiar with and apply the primary tenets of the BCLM.

## **Baker College Institutional Learning Outcomes**

Baker College has three Institutional Learning Outcomes (ISLOs) with 15 competencies. It is important that all Baker College faculty work to incorporate the concepts embodied in the ISLOs in their courses. The ISLOs and competencies are listed below:

**ISLO #1:** Academic knowledge and skills in Oral and Written Communication, Quantitative Literacy, Digital Information Literacy, Scientific Practice, and the concepts and methods within disciplines and career paths.

### **ISLO #1 Competencies**

- Written Communication
- Oral Communication
- Quantitative Literacy
- Digital Information Literacy
- Scientific Practice

**ISLO #2:** Awareness of self, others, and community in the areas of Intercultural Competence, Inclusion and Equity, Teamwork, Professional and Ethical Behavior, Community Responsibility and Engagement, Civic Knowledge, and Global and Cultural Perspectives.

### **ISLO #2 Competencies**

- Intercultural Competence - Inclusion/Equity
- Teamwork/Professional and Ethical Behavior
- Civic Knowledge/Global & Cultural Perspectives/Community Responsibility

**ISLO #3:** Application and integration of knowledge through Critical and Creative Thinking, Inquiry and Analysis, Reflection, Synthesis, and Transfer of Learning within and across disciplines and professions.

### **ISLO #3 Competencies**

- Critical and Creative Thinking
- Inquiry and Analysis
- Synthesis
- Transfer of Learning
- Reflection

Baker College's ISLOs and competencies are vital to our institution's growth and success in ensuring students' development of contemporary and essential skills. Further, the competencies provide consistent and reliable assessment across the general education courses. For more information on the ISLOs and what they enable students to do, please click [here](#).

## **Integrated General Education Courses**

Baker College's General Education courses include the following core of required courses: COM 1010 (Composition and Critical Thinking I), MTH 1010 (Quantitative Literacy), COM 1020 (Composition and Critical Thinking II), PSY 2050 (Self and Society), SOC 3050 (Personal, Civic, and Global Perspectives), and HUM 3910 (Integrative Seminar).

Faculty who would like to teach the aforementioned courses are required to complete a Core General Education Orientation self-paced training. Faculty who successfully complete the training will also be placed into a Core General Education Community in Canvas.

## **Center for Teaching Excellence (CTE)**

The CTE provides a variety of resources and information relevant to the faculty role, teaching, and faculty development. Faculty should know who their individual faculty developer is and be familiar with the items posted on the Center for Teaching Excellence page accessed through the MyBaker -- Faculty – Center for Teaching Excellence.

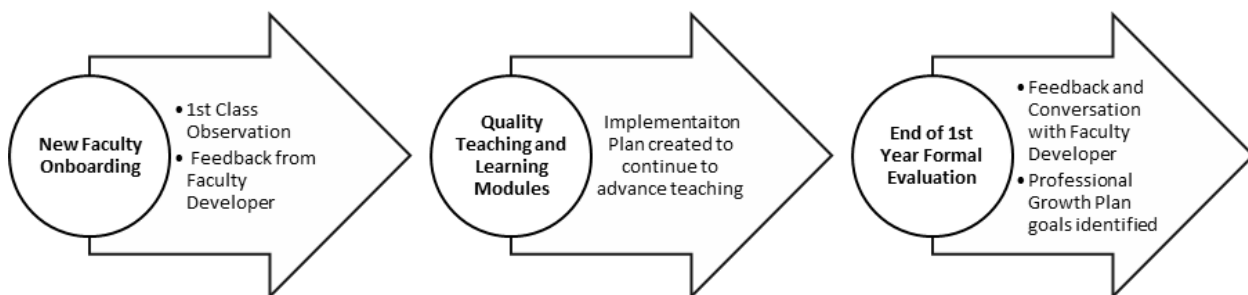
- Faculty Professional Development Calendar and Information
- First Year Faculty Experience
- Faculty Growth and Evaluation information
- Faculty Newsletters
- Teaching and Educational Technology Resources
- Conference information
- Faculty Ranking information
- Baker College Learning Model
- Professional Development Resources
- Faculty Developer Contact Information

The CTE website is updated as needed with new information, so please check back frequently.

## Faculty Training and Development

Baker College is committed to providing quality academic experiences for students and strives to collaborate with faculty to develop skills and qualities to promote student learning and success. Faculty start their development journey in the First Year Faculty Experience (FYFE), which will provide initial training (onboarding), observations, coaching and feedback during the initial class session, additional training on Quality Teaching and Learning (QTL), and an end of year evaluation. The end of the year evaluation is a collaborative process that includes both faculty self-reflection and feedback on strengths and opportunities, by CTE Faculty Developers, which leads to the development of a professional growth plan (PGP) to promote ongoing faculty development.

Figure: First Year Faculty Experience





For any and all teaching modalities (on-ground, online, and/or OnlineLive), faculty must fully and successfully complete all assigned training modules and deliverables associated with that delivery modality before they are able to teach said modality.

The CTE offers professional development resources and opportunities throughout the year in a variety of modalities to meet faculty needs and to support College initiatives. The development and improvement of teaching is ongoing and following the first year of teaching evaluations will occur on a scheduled basis. In the spirit of continuous improvement, the evaluation process, which includes feedback on strengths and opportunities, includes the development of a professional growth plan (PGP). It is expected that faculty participate fully in the faculty growth and evaluation process.

## **MyBaker Portal**

Faculty will need to be familiar with the MyBaker Portal and use many items within MyBaker to complete their work successfully. MyBaker has information, resources, and contact information for all facets of Baker College. To begin exploring the items available in the MyBaker area, go to [my.baker.edu](http://my.baker.edu) and login with your Baker College username and password.

It is expected that faculty are familiar with all resources relevant to their role on MyBaker, including, but not limited to:

### **MyBaker “Employee” Area**

Some commonly-referenced items found in the “**Employee**” section include:

- **About Us Area**
  - Campus Information
  - Covid-19 Updates
  - DEI Information
  - Directory
- **Academic Area**
  - Academic Change Process
  - Assessment Information
  - Calendars (Student and Holiday)
  - Faculty Book Request Form
  - Student Catalog and Handbook
- **Academic Program Information Area**
  - Undergraduate, Graduate, Specialty Schools, and Limited Enrollment information
- **Business Applications Area**
  - Institutional Reporting
  - Production Services (Jenzabar, ADP, Stand Out, Zoom)
  - Room Event Scheduling

- Style Guide
- **Campus Safety**
  - Annual Security Report
  - Baker College Emergency Alert System
  - Policies and Procedures
- **Human Resources**
  - Benefits
  - Employee and Faculty Handbooks
  - HR Policies and Forms
  - Open Positions (Internal)
  - Payroll
- **Information Technology**
  - IT Support
- **Institutional Effectiveness & Research**
  - Accreditation
  - Strategic Plan

### **MyBaker “Faculty” Area**

Some commonly-referenced items found in the “**Faculty**” section include:

- **Academic**
  - Academic Activity Change Form
  - Academic Calendar
  - Academic Change Process
  - Assessment Information
  - Course Center
  - Faculty Book Request
  - IDEA Evaluation Faculty Reporting Access
  - Incomplete Grade Contract
  - Student Catalog and Handbooks
- **Academic Program Information**
  - Undergraduate, Graduate, Specialty Schools, and Limited Enrollment information
- **Center for Teaching Excellence**
  - Faculty Conference
  - Faculty Rankings
  - Professional Development
  - DEI Information
- **Contracts Timesheets**
  - Faculty Time Sheet and Instructions
  - Faculty Contracts
- **Information Technology**
  - IT Support
- **Retentions and Early Alerts**
  - Early Alert Submission

- Retention Management

In addition to the items listed above, you can locate information through the search icon located at the top right corner of the [my.baker.edu](https://my.baker.edu) homepage.

## **SECTION II: GENERAL PERSONNEL INFORMATION AND POLICIES**

### **Minimum Technology Requirements**

Faculty are expected to ensure they meet the software, hardware, and wireless components as indicated in the [Baker College Minimum Technical Requirements](#).

### **Ordering Textbooks**

Baker College supports the use of e-books to reduce textbook costs and support the environment. Faculty will need to establish a faculty [VitalSource](#) account to obtain textbooks. If an e-version of the textbook(s) is available in VitalSource, that is the version BC prefers faculty use.

If an e-version is available and the instructor prefers a hard copy, they can work directly with the publisher to secure their own copy. If an instructor has a documented ADA accommodation on file with HR that requires physical textbooks, the Faculty Book Request process identified below can be used.

If an e-version is not available in VitalSource, a copy of the textbook(s) can be obtained by filling out the faculty book request form. The VitalSource sign-up form and the faculty book request form can be found at [my.baker.edu – Faculty – Faculty Book Request](#).

### **Course Readiness/Initial Course Set-Up**

As a general practice, course load and readiness information is as follows:

- Faculty access to courses: 21 days prior to the start of class
- Initial course readiness/set-up due: 12 days prior to the start of class
- Quality assurance checks: 11 days prior to start of class
- Student access to courses: 5 days prior to the start of class

Initial course readiness and set-up includes the following items:

- Announcement
- Faculty Information
- Specify and post engagement expectations/policy
- Initial discussion thread for Module One (may want to set this to open on the first day of class)
- Calendar due dates added for all assignments within Modules folders
- On-Ground Courses Only: Update Assignment Summary, Modules, and Gradebook with discretionary assignments, points, and Student Learning Outcomes (SLOs)
- Online Courses Only: Introduction thread
- OnlineLive Courses Only: Create Zoom links for all class sessions

Use the following [Initial Course Set Up Checklist](#) for more details and Canvas resources on the above items, as well as best practices to keep in mind while planning teaching.

Every Baker College course shell contains several, pre-loaded items that are not to be changed or removed. No changes are permitted to the following:

- Textbook information
- Course description
- Student learning outcomes
- Institutional policy documents
- Readings
- Assignments
- Assessments

Faculty can supplement module content and build out engagement and learning activities through the addition or clarification of items, but not remove existing items (readings, assignments, assessments, etc.). If upon review of standardized content, issues/errors are found, faculty can fix them in their course shell and complete a “Course Fix Request,” located in the “Instructor Resources” folder within the Canvas classroom, which will correct the master course blueprint for future sections.

Faculty are encouraged to augment the existing curriculum with supplemental materials to enhance the learning experience (i.e., lectures, podcasts, multimedia resources, resources to enhance student success on major assessments, templates/guides/tips, etc.). Supplemental material can be added to the announcements area, discussions, module folders, or pages.

All courses are based on a 1000-point grading scale.

- Online, OnlineLive, and Work Experience course shells are pre-loaded with 1000 points of course materials and **no** additional assignments/assessments need to be added. Faculty only need to add detail regarding their weekly engagement and learning activities.
- On-Ground course shells will load with 700 to 1000 points of course materials. Faculty will need to add additional graded in-class or out-of-class formative activities to equal a total of 1000 points in the course.
  - Content information and rubrics need to be added to the Modules area for these additional items.
  - Assignment Summary and grade book must be updated to show all additional items, due dates, and points (totaling 1000 points).

## **Plagiarism Detection Software**

Baker College uses Turnitin as its plagiarism detection tool within the LMS to review written work for similarity and plagiarism. Review course assignments to determine which assignments

should have Turnitin enabled. Faculty enable Turnitin by editing the assignment(s) within the Modules area. You will find Turnitin directions in the Teaching Resources area of the Center for Teaching Excellence.

## **General Faculty Expectations and Information**

Faculty members report directly to the program official of the division for which they are teaching. They are supervised and evaluated by the program official for that division. The faculty member is expected to:

- Demonstrate a commitment to Baker College, its mission, core values, and vision.
- Maintain the professional image of a Baker College employee. See the Standards of Behavior section in the Baker College Employee Handbook.
- Meet all Baker College and operational responsibilities and expectations indicated in this Faculty Handbook and Section III of the Employee Handbook.
- Support Baker College by attending and participating in activities, such as professional development sessions when offered, divisional meetings, department meetings, faculty meetings, graduation exercises, and other official College functions when invited.
- Report, in advance, and ensure approval for any anticipated or unexpected absence to the appropriate program official/designee in accordance with the cancellation policy. Classes should not be accepted if the faculty is aware in advance of an anticipated absence.
- The baker.edu email address must be used for all email communication related to employment/teaching at Baker College. Faculty must provide their Baker College email address and contact phone number to students in the Faculty Information area of courses in the LMS.
- Holidays:
  - Courses that meet on-ground or via OnlineLive will not meet on Baker College observed holidays. A list of Baker College holidays can be found [my.baker.edu](http://my.baker.edu) – Employee – Human Resources – Holiday Calendar. Instructors are expected to make up the missed hours of instruction (either asynchronously leveraging the LMS or in person in situations such as labs/clinical). Reach out to your program director with any questions on expectations for the specific course you are teaching.
  - For online asynchronous courses, due to the flexibility inherent in the delivery mode, holidays are not observed. Instructors are encouraged to proactively prepare the students, to encourage engagement around the holidays, and to adjust any due dates for assignments that may fall on holidays to support student success. Note: be sure it does not extend beyond the end date for the course.
- Faculty must hold class for the full, scheduled time, at the dedicated time and in the required delivery mode/location, indicated on the College's published schedule. Any deviations from the scheduled time or delivery mode must be discussed with the

program director, campus leader, and approved via the Schedule Change Process prior to occurring.

- During scheduled class time, instructors must refrain from doing outside work/coursework.
- If a course contains standardized curriculum (SLOs, reading/resources, assignments, and assessments, rubrics, etc.) or direct measure assessments, they must be completed as indicated. Please review the direct measure schedule as found at [my.baker.edu](http://my.baker.edu) – Faculty – Academic – Assessment Information.
- Complete all required training associated with the role.
- Meet all teaching expectations indicated in the section below.
- Faculty are expected to participate fully in the Faculty Growth and Evaluation Process (FGEP) to include developing and implementing a Professional Growth Plan (PGP) to improve areas that do not consistently meet expectations.
- Certain programs may have additional expectations or requirements for faculty.

## **Teaching Expectations**

- In Canvas, use the class announcement feature to highlight pertinent policies, as well as student expectations (i.e., expectations on student engagement).
- Use weekly announcements to provide summary and transitional information to connect content from module to module (i.e., inform students of upcoming content, assignment due dates, etc.).
- Faculty are required to consistently engage in a quality manner with their students during class time (on-ground or OnlineLive) or on most days of the week (Online). Engagement should include the use of purposeful and meaningful instructional strategies during the beginning, middle, and end of each week. Review the instructional strategies included on the Center for Teaching Excellence's website for how to effectively implement engagement activities in your course(s).
- Faculty are expected to be available to meet with students outside of regular class time as needed. Contact information, which includes preferred contact method, an email, and a phone number, must be provided to students (within start-of-class communications, in the LMS faculty profile, etc.). Faculty can ask students to set an appointment at a mutually agreed upon time and modality (face-to-face, Zoom, Google Meets, phone call, etc.) to meet and are not required to hold set office hours.
- Instructors are required to promptly respond to all student questions regardless of communication tool (i.e., email, phone, text, LMS inbox/messaging, or course discussion thread).
  - 6 and 8-week courses - reply within 24 hours
  - 12 and 16-week courses - reply within 24 hours
- Instructors are required to report lack of student academic activity per the academic activity policy included in the previous section of this handbook.

- Instructors are required to use the Early Alert System to report concerns during the course (lack of activity after the first week, behavioral concerns, honor code violations, recommend withdrawal, low/failing grades, etc.). Faculty must review class rosters weekly to identify any potential at-risk students or student issues that would necessitate an Early Alert. See the Early Alerts information in Section V - Supporting Student Success for more detail on Early Alert concern types.
- Instructors are expected to follow the College's late policy:
  - Project planning, time management, and contingency planning are essential in all professional activities, not just academic coursework. As a standard, late work will not be accepted. Unless otherwise noted, assignments are typically due at 11:59 pm in the student's time zone.
    - Faculty members can make late work exceptions at their discretion for situations that are isolated, temporary, and resolvable. The overall length of the course should be considered when offering an extension, as granting an extension should not impact a student's ability to complete future assignments or lower academic rigor. If the aforementioned conditions cannot be met, please refer the student to their advisor to determine the appropriate course of action. If the faculty member is unsure of whether a situation warrants an extension, they should contact their program director.
    - The faculty member should accommodate significant extenuating circumstances outside of the student's control (i.e., death in the family, medical emergencies, power outages, etc.). In these cases, it is up to the student to contact the faculty member as soon as possible and provide any supporting documentation the instructor may need.
    - Similarly, Learning Management System (LMS) outages will occasionally occur. Faculty are asked to adjust assignment due dates appropriately based on the duration of the LMS outage.
    - If an extension is approved by the faculty member, they will not impose a point deduction due to the assignment being late.
    - It is recommended that the details of an approved extension, including any new due dates, be documented with the student (e.g., a follow-up email, etc.) and in an Early Alert (Personal Issue Affecting Coursework) in case this information is needed later.
    - Students with special accommodations subject to the Americans with Disabilities Act must provide an accommodation letter from the College to their instructor. For additional information, please refer to the section in this handbook titled Student Accommodations.
- Grades and individualized feedback for submitted assignments must be posted in the Canvas Gradebook. Review the feedback resources included on the Center for Teaching Excellence's website for how to effectively implement engagement activities in your course(s).
- Timely feedback is critical for student success. Timeline for grading:
  - 6 and 8-week courses: Grades and feedback must be posted within 5 days of the assignment due date.



- 12 and 16-week courses: Grades and feedback must be posted within 1 week of the assignment due date.
- If an assignment has a pre-loaded rubric, it must be completed along with feedback comments.
- As a general practice, Baker College does not permit the revision of already-submitted work for a better grade.
- Baker College does not permit extra credit work. Faculty can create additional in-class activities and formative assessments to facilitate engagement, participation, and formative practice using any discretionary points.
- If the course has direct measure assessments (used to collect data relevant to course or program outcomes), those assessments need to be completed, and the student assessment data on these assessments needs to be recorded (i.e., rubrics). Direct measure items cannot be altered or deleted. A complete list of courses with direct measures can be found at [my.baker.edu](http://my.baker.edu) – Faculty – Assessment Process – Direct Measure Assessment Schedule. If you have any questions on direct measures, please reach out to your program official.
- Final course grades are due by Tuesday at 11:59 pm ET following the end of a session. Submit final course grades through [my.baker.edu](http://my.baker.edu) – Academic – Course Center (J1 Web) – Student – Faculty – Select Action next to appropriate course – Manage Grades.
  - If any students have requested and been approved for an incomplete, faculty need to submit the Incomplete Google Form before issuing an incomplete grade. The incomplete grade process map and [Google form contract](#) found at [my.baker.edu](http://my.baker.edu) – Faculty – Academic – Incomplete Grade Contract. More information about the incomplete process can be found in Section III of this handbook.
- Grade Changes - If a final course grade needs to be changed after initial submission, the Grade Change Form must be completed. The grade change form can be found at [my.baker.edu](http://my.baker.edu) – Faculty – Academic – Grade Change Form.
- Complete the Course Evaluation by Faculty survey deployed at the end of each session to provide feedback on the course content and identify any curriculum issues or suggested changes. This information is reviewed annually by the Dean who oversees the curriculum for the course as part of program assessment and continuous improvement planning.
- Review student evaluation results (IDEA Evaluation) to identify opportunity areas to implement in upcoming courses. For more information go to: [my.baker.edu](http://my.baker.edu) – Faculty – Academic – IDEA Evaluation Faculty Reporting Access.

## **Independent Study Teaching Expectations**

Independent Study (both undergraduate and graduate) courses, which are defined as courses with three or fewer students at Baker College, require the instructor to teach and interact with the student(s) in multiple modalities, including asynchronously leveraging the

Learning Management System (LMS) announcements, engagement threads, and gradebook, as well as a series of scheduled synchronous meetings. While primary instruction will occur asynchronously using the LMS, the synchronous meetings are critical and designed to support student progress (answer questions, provide mentoring/instruction, clarify/improve content understanding, share feedback on progress, etc.).

#### Timing and Format for Synchronous Independent Study Course Meetings

Type of Course	Timing for Synchronous Meetings	Approved Format for Synchronous Meeting
8-week on-ground	Week 1, 4 and 7	In person on campus
8-week online or OnlineLive	Week 1, 4 and 7	Phone/video-conferencing
16-week on-ground	Week 1, Week 7/8 and Week 14/15	In person on campus
16-week online or OnlineLive	Week 1, Week 7/8 and Week 14/15	Phone/video-conferencing

\*Summer semester courses can use the following synchronous meeting schedule to support the shortened semester length.

- 12-week IS courses will meet Week 1, Week 6, and Week 11/12.
- 6-week IS courses will meet Weeks 1, Week 3, and Week 5/6.

For more information review the [Faculty Independent Study Information](#) and [Student Independent Study](#) Information documents.

## The Faculty Role in Supporting Student Success

The ultimate success of meeting the needs of students who are working toward educational and career goals at Baker College depends upon a team effort. Guidance areas in which faculty members can provide a real service to students include:

- Assisting students with study problems.
- Helping students evaluate their potential for successful achievement in their chosen fields.
- Providing information to them regarding career selection and advancement, professional preparation, and employment projections.
- Referring students to appropriate resources (i.e., OneStop/Advising, Academic Resource Center, Academic Office, etc.) for information and guidance that the instructor cannot provide.
  - Faculty are mandatory reporters for Title IX. If a student reports that he or she may have been a victim of sexual, domestic, or dating violence or harassment or stalking, you are required to report the matter to your campus Director of

Student Affairs. Additional information on Title IX can be found in the Employee Handbook.

- Monitoring students throughout the class to identify students at risk of not succeeding/failing the course. Faculty are expected to reach out to students to offer guidance and if unsuccessful use the Early Alert system (see information later in section) to involve the College so appropriate advising, intervention, and actions can take place to improve the likelihood of success.

## Early Alert System – Supporting Student Success

Faculty have the most direct contact with students and are the first to know if something is happening that could impact that student's success in a course or term. Faculty can submit an Early Alert for a variety of concerns (see chart below). Once an Early Alert is submitted, it will be assigned to an advisor or other staff member and outreach to the student will occur. Interventions made by academic advisors, retention managers or other staff are listed within the alert and can be viewed by faculty at any time. Occasionally, attempts at outreach may yield no response from the student, however you may see the student re-engage in the class. If a student is unresponsive to outreach, the concern will be closed with no resolution; faculty should continue the monitoring process submitting additional alerts if necessary.

Early Alerts can be accessed on the Help menu when logged into Canvas or at [my.baker.edu](https://my.baker.edu) -- Faculty -- Retentions & Early Alerts.

If you have any questions about submitting an Early Alert, about what details you should include, or if you need assistance with Early Alerts, please contact [retentionmgt@baker.edu](mailto:retentionmgt@baker.edu).

Please see the tables below for the various Early Alert Concern Types (At-Risk Concern Types and Other Concern Types).

At-Risk Concern Type	When to submit the appropriate alert
Grade below the Required Minimum Grade	If the student's grade falls below the minimum grade requirement for the course.
Grades below C-	<p>If a student has an overall grade of C- or below in the course.</p> <p>If a student is failing a course but submitting assignments and being active, please use this concern type.</p> <p>Note: Students cannot be administratively withdrawn if they are academically active in the course regardless of their overall grade in the class.</p>
Limited or No Course Activity	If a student has limited or no course activity and is not responsive to instructor outreach.

<b>At-Risk Concern Type</b>	<b>When to submit the appropriate alert</b>
Administrative Withdraw- Failing and inactive	<p>If a student is inactive and not submitting assignments use this concern type.</p> <p>Once you have submitted 1-2 At-Risk alerts and they have been closed with no response, please submit an administrative withdrawal – failing or inactive alert so the student can be withdrawn from the course.</p> <p>Note: The Administrative Withdrawal decision is at the discretion of The Director of Student Affairs.</p>

<b>Other Concern Types</b>	<b>When to submit the appropriate alert</b>
Academic Honor Code Violation	If a student has plagiarized, cheated or violated the honor code in any way, use this concern type. Please be specific about what you have discussed with the student thus far.
Financial	If a student has financial issues, use this category.
Instructor/Student Conflict	If a conflict arises between the instructor and/or student, use this concern type
Technical Issues	If a student has a technical issue that may impact their ability to be successful in the class, use this concern type.
Unprofessional or Disruptive Conduct in Class	If a student exhibits unprofessional behavior or is disruptive in the classroom, use this concern type.
Personal Issue Affecting Coursework	If a student has a personal situation such as transportation or childcare issues, death in the family, work obligations that are impeding their ability to be successful in the course, then you would use this type of concern.
Other	All other issues – use this concern type.

## **Student Affairs' Role in Supporting Faculty Success**

The Director of Student Affairs (DSA) works closely with faculty and students to facilitate student success while developing students' capacity to self-advocate. When concerns or issues arise, students have several options and resources available to them, including academic advising staff, tutoring assistance, career resources and teletherapy options. In addition, students can reach out to the DSA when they have questions or concerns about their

instructors, their courses, or any other concerns regarding their experience at Baker College. For instructor-specific concerns, the DSA can reach out to the instructor on behalf of the student to discuss the concern.

DSAs also review critical Early Alerts including Academic Honor Code Violations, Recommendations for Administrative Withdrawal, and other items that would necessitate an escalation above academic advising (i.e., egregious conduct in the classroom). Academic Honor Code Violations are reviewed by the DSA and students are contacted regarding such behavior. Most often, the faculty member will report the violation through the Early Alert system and will work with the DSA to ensure resolution of such behavior. The Dean of Students may also be notified and cases may be escalated to the Dean of Students for formal disciplinary action.

The DSA is also available for faculty dialogue regarding student success. If faculty identify or observe a student concern, the DSA is more than willing to assist the faculty in choosing the best course of action and resource for the student. The DSA works in partnership with the Dean of Students and campus support staff to ensure students have every opportunity to be successful in their courses and program.

## **Student Advising Services**

Baker College's student advising services includes OneStop advisors, financial aid advisors, academic advisors, and disability services advisors. Wrap-around services are provided for students to ensure they have the maximum potential of being successful in their programs of study.

Students can initiate services by contacting the OneStop, which is accessible on the homepage of My Baker, by phone - (833) MY1-STOP, or by email - [onestop@baker.edu](mailto:onestop@baker.edu) or by contacting their designated academic advisor.

OneStop advisors can assist students with a variety of questions and basic operations including but not limited to registration questions, withdrawals, transcripts, graduation, etc.

Financial aid advisors and the student's designated academic advisor can assist students with questions that are more complex, processes or specialized needs. Disability services advisors work with students who may need special accommodations.

## **Disability Services & Student Accommodations**

Baker College recognizes that qualified students with a diagnosed disability are entitled to equal educational access. To this end, the College has a designated Disability Service Specialist who works with students and faculty to provide reasonable and appropriate accommodations in compliance with federal law.

Students with special accommodations must provide an accommodation letter from the College to their instructor. Accommodation letters are dated and semester specific. Faculty cannot ignore or modify the accommodations. If a student requests accommodations, but does not have a letter, or the accommodation is not indicated in the provided letter, refer the student to contact a disability coordinator via the OneStop or by emailing [disabilityspecialists@baker.edu](mailto:disabilityspecialists@baker.edu)

If a faculty member has questions about services or accommodations, please contact a disability coordinator via the OneStop or by emailing [disabilityspecialists@baker.edu](mailto:disabilityspecialists@baker.edu)

For more information, Disability Services can be accessed at [my.baker.edu](http://my.baker.edu) – Students – Academic Services – Disability Services information or by clicking [here](#).

## **Academic Resource Center (ARC)**

The [Baker College Academic Resource Center](#) (ARC) is a leading research and learning center, found on each Baker College campus. Baker College also has a Virtual Academic Resource Center which accommodates all students at the College. The goal of the ARC is to promote, support, and encourage academic maturity and excellence in its students, regardless of level of education and experience in the field.

Philosophy and Goals of the Baker Proud Academic Resource Center:

- Maximize student potential for Baker College success and beyond.
- Encourage students to see the application of learning outside the classroom (online or on-ground).
- Support students in strengthening their academic backgrounds, through assistance in comprehending course materials, such as assignments, the course textbook, or lecture.
- Cultivate an environment which supports improving overall learning and study skills. Emphasis is placed on the needs of each individual student and on flexibility in meeting those needs.

The [ARC](#) provides a variety of services to support student learning and student success including:

- [Tutoring Services](#)
- [Learning Resources/Study Skills](#)
- [Testing](#)

ARC services are also available for instructors to use. More information on the types of services the ARC can provide for instructors can be found on the ARC page at [my.baker.edu](http://my.baker.edu) – Students – Academic Resource Center.

The goal of Tutoring Services is to promote, support, and encourage academic maturity and excellence in Baker College students, regardless of level of education and experience in the

field. A tutoring session is a “beyond-the-classroom” space where students can explore unclear or challenging educational issues through dialogic relationships. Our goal is to “teach students to fish” and “not to do the fishing for them.”

Students will receive assistance via two types of tutoring opportunities: synchronous and asynchronous.

**Synchronous:** Students can work with a consultant online (via Zoom) in real-time, using the following while in the session: Audio, Video, Chat box, White board (please note that the whiteboard will not transfer images), screen sharing, and Google documents.

**Asynchronous:** Students can upload a document and a consultant will provide feedback and guidance within 24-hours, via comments in the margins of the submission as well as a more holistic comment summarizing the revisions suggestions in a report sent from the consultant.

A link to the Baker College Tutoring Services can be located in each Canvas course shell, as well as via the ARC page within MyBaker.

## **Library Resources**

The mission of the Baker College Library is to fully support the educational endeavors of students, faculty, and staff of Baker College by providing effective service and instruction, by collecting and organizing curriculum focused resources, and by providing access to new information products and services, thereby, making the library a destination conducive to effective learning and academic success.

Students can conduct research, receive APA help, or utilize the [Ask Us](#) function to receive real-time assistance. Faculty can request class visits from librarians for a course-specific introduction to library services.

A link to the Baker College Library can be located in each Canvas course shell, as well as via the ARC page within MyBaker.

## **Career Resource Center**

The [Career Resource Center](#) (CRC) assists students by connecting students with potential internship sites and employers using the Handshake platform, hosting and providing information on career fairs, and helping students with work experience/internship program requirements, resumes and interviews, as well as career coaching.

For more information, the CRC can be accessed at [my.baker.edu](http://my.baker.edu) – Students – Career Resource Center.

## SECTION III: ACADEMIC INFORMATION AND POLICIES

### Teaching and Learning Modalities

Baker College provides students the opportunity to learn in a variety of delivery modalities. Each modality requires unique training and has guidelines and expectations to ensure quality teaching and learning environments. For more information or questions, please reach out to the Center for Teaching Excellence faculty developers.

- **On-Ground:** On-ground classes meet at designated times and are held face-to-face. Baker College's learning management system (LMS) is used to enhance the class and support instruction. Please see the LMS Professional Expectations section for more information on how to use the LMS to support on-ground teaching. On-ground classes are typically 16 weeks in length (12 weeks during summer semester), though there are alternate calendars for some courses/programs.
- **Online:** Online classes emphasize asynchronous instruction and communication, leveraging the LMS, allowing instructors and students to submit and receive course content and materials on a structured, but flexible, schedule. Online courses are typically 8 weeks in length (6 weeks during summer semester), though there are alternate calendars for some courses.
- **OnlineLive:** OnlineLive classes meet at designated times and are held in real time online. These courses emphasize synchronous instruction and communication, allowing instructors and students to submit and receive course content and materials on a structured schedule via Zoom. Baker College's learning management system (LMS) is also used to enhance the class and support instruction. OnlineLive courses are typically 16 weeks in length (12 weeks during summer semester), though there are alternate calendars for some courses.

Classes must be offered in the delivery mode for which they are scheduled. Faculty cannot switch delivery mode at their discretion or due to faculty illness/issue or student illness/issue. If faculty are unable to hold class in the scheduled delivery mode, they must contact their program director and follow the canceled class process. If a student is unable to attend a class, they are responsible for reaching out to their instructor and/or classmates to obtain any information needed.

### Academic Activity

Baker College is a non-attendance taking institution. Instead, the College has chosen to focus on academic activity, which has a greater emphasis on student success and engagement in their learning.

Academic Activity can take many different forms, such as when students:

- Physically attend class.



- Engage in online discussion or other asynchronous online activities.
- Submit an assignment submission or complete an assessment.
- Participate in an interactive tutorial, or computer-assisted instruction (i.e., online lab and software products).
- Initiate contact with faculty **regarding the course content** (i.e., phone or email) that demonstrates the intent to be engaged or active in the class.

Academic Activity needs to be monitored throughout each course and faculty need to report when students are not academically active as indicated below.

Timeframe	Course of Action
<b>WEEK 0</b> - week prior to the term start	While students will have access to their course(s) 5 days prior to the start of the term, any activity during this timeframe does not count as official Academic Activity.
<b>WEEK 1</b>	Reporting academic activity is <b>required</b> for week one. <b>The academic activity reporting period runs from Day 1 through Day 7.</b> The reporting window will open on Sunday (Day 7) and remain open through Monday of Week 2 (Day 8). Reporting will occur in my.baker.edu – Faculty – Course Center (J1 Web) – Student – Faculty – Manage My Course List – Select Action (to the right of appropriate course in course list) – Manage Attendance.
<b>WEEK 2 THROUGH THE END OF CLASS</b>	Faculty are expected to closely monitor student progress and activity throughout the course and submit an Early Alert if students are not academically active. As a general practice, if a student is missing or has been disengaged from the learning process for a week in an 8-week course or 2 weeks in a 16-week course, faculty should attempt outreach and submit an Early Alert if they are not successful.
<b>END OF CLASS</b>	Faculty are <b>required</b> to report the last date of activity (LDOA) for all students who earn an 'F' when submitting final course grades at the end of a session.

**Administrative Withdrawal Recommendation:**

- If a student is inactive for a significant amount of time, has not engaged with the instructor, has not attended class or participated in asynchronous discussions, has not submitted assignments, is unresponsive to outreach attempts and Early Alert interventions, and if the student can no longer successfully complete the course, the

faculty should recommend the student be administratively withdrawn from the course.

- Students will not be automatically withdrawn due to lack of attendance (as this is not reported), and it is imperative that faculty monitor students who are not active and recommend withdrawal when appropriate.
- The administrative withdrawal request will be reviewed and the Director of Student Affairs will make a final determination.

Depending on many factors, instructors are encouraged to use their discretion, as it may be prudent to submit an Early Alert to trigger an outreach attempt from the student's advisor sooner or later than the general parameters indicated above. For more information about Early Alerts, please see Section V "Supporting Student Success."

## Reinstatement Policy

Students can be administratively withdrawn from a course for any of the following reasons:

- No academic activity during the first week of the course.
- The student is not progressing academically in the course following faculty submission of an Early Alert.
- Violation of the Basic Principles of Student Responsibility Policy or other reasons on a case-by-case basis.

Faculty **cannot** reinstate students into a class. In cases where a student contacts an instructor for consideration to be reinstated into class, refer the student to contact the Director of Student Affairs (DSA) for the campus in which the course is located. Online/OnlineLive reinstatements should be directed to the DSA at the Online campus. Reinstatement to a course is up to the discretion of the DSA in consultation with the instructor. If additional questions arise, please email [DSA@baker.edu](mailto:DSA@baker.edu) for further assistance.

## Incomplete Grade Policy

An instructor may agree to issue an Incomplete (I) grade for a course only if **all** of the following conditions are met:

- The student requests the Incomplete (I) grade before the end of the course.
- The student has completed 80% of the total coursework and has a chance of a passing grade in the course.
- The student is unable to complete the course requirements within the regular time frame due to significant extenuating circumstances. Documentation may be required.
- The student and instructor have signed a contract, which clearly states the requirements to be completed and the due date for the completion of each requirement. The due date may not exceed the last day of the following semester.

If the coursework is not completed by the agreed upon due date, the final course grade will be based on the work that was completed by the end of the semester in which the course was taken.

In order to be more proactive in monitoring and following-up on incomplete grades, faculty must complete the Incomplete Google Form before issuing an incomplete grade. The incomplete grade process map and [Google form contract](#) found at my.baker.edu – Faculty – Incomplete Grade Contract.

## Academic Integrity Philosophy

Integrity and acting honorably are essential components of professionalism and citizenship that continue well beyond courses at Baker College. They are the foundation for ethical behavior in an ever-evolving workplace. Academic integrity must be understood, appreciated, and upheld for students to be successful in their academic pursuits and prepared for the challenges of skills-intensive careers in an information-based global society. To support this vision, Baker College has created an Academic Integrity Philosophy.

To promote this philosophy, all members of the Baker College academic community (students, faculty, and staff) affirm and share the belief that values of honesty, trust, and accountability will be adhered to by all. Students, faculty, and staff have a shared responsibility to build mutual trust and ensure their ideas and work will be respected. Members of an academic community practice consistency and professional conduct even in the face of adversity. Demonstrating academic integrity is an individual choice to be responsible for one's own work, to make ethical decisions, and to be accountable for one's own actions and choices. In the pursuit of achieving and maintaining academic integrity, all members of the academic community must understand and exhibit attitudes and behaviors consistent with three critical core ideals. All members of Baker College can exemplify the Academic Integrity Philosophy.

The **three core ideals** crucial to academic integrity include the following: mutual honesty, trust, and respect; responsibility for professional and ethical conduct; and fairness, transparency, and exemplary behavior.

- **Mutual Honesty, Trust, and Respect:** Education involves the exchange and transference of knowledge and ideas. Because learning is a collaborative process, all stakeholders at Baker College have a reciprocal responsibility to ensure the academic community is grounded in honesty, trust, and respect.
- **Responsibility for Professional and Ethical Conduct:** Academic integrity involves a personal and individual ethical choice to be committed and accountable for one's own behavior and work. Beyond the individual choice, academic integrity can only be upheld and maintained when all members of Baker College accept the responsibilities involved with their roles and are accountable for their conduct in the academic community.

- **Fairness, Transparency, and Exemplary Behavior:** Fostering a commitment to fairness is an ongoing process, maintained by continuous practice, as well as consistency and assured professionalism even in the face of adversity. Students, faculty, and administration at Baker College all have a right to be treated fairly by each other and will work in the best interest of one another while adhering to practices that promote exemplary behavior, impartiality, and transparency.

## **Academic Honor Code Overview**

Academic integrity requires that work for which students receive credit be entirely the result of their own effort. Acting honorably in an academic setting requires more than simple honesty. Academic dishonesty takes place whenever students undermine the academic integrity of the institution or attempt to gain an unfair advantage over others. Ignorance of the College's Honor Code is not accepted as a valid excuse for prohibited conduct.

The following lists include some examples of honor code violations; they are not intended to be exhaustive:

### **Cheating**

- Using unauthorized materials such as books, notes, or crib sheets to answer examination questions.
- Taking advantage of information considered unauthorized by one's instructor regarding examination questions.
- Copying another student's homework, written assignments, examination answers, electronic media, or other data.
- Assisting or allowing someone else to cheat.

### **Plagiarism**

- Representing the ideas, expressions, or materials of another without due credit.
- Paraphrasing or condensing ideas from another person's work without proper citation.
- Failing to document direct quotations and paraphrases with proper citation.

### **Other Forms of Academic Dishonesty**

- Fraud, deception, and the alteration of grades or official records.
- Changing examination solutions after the fact, inventing, changing, or falsifying laboratory data or research.
- Reproducing or duplicating images, designs, or web pages without giving credit to the developer, artist, or designer.
- Submitting work created for another course without instructor approval.
- Misrepresenting oneself or one's circumstance to gain an unfair advantage.
- Collaborating with another person(s) without instructor approval.
- Selling or providing term papers, course work or assignments to other students.
- Purchasing, posting, uploading, using or exchanging coursework, papers, tests or assignments to/from an internet site or any other third parties without authorization from the college.
- Using AI tools during in-class examinations, assignments or in any other capacity unless explicitly permitted and/or instructed to do so.

## **Academic Honor Code Policies and Sanctions**

**Instructor Sanctions:** Failure of the assignment or failure of the course.

**Institutional Sanctions:** Expulsion from the College or rescinding a certificate or degree.

Determination of grades and the student's status in the course is left solely to the discretion of the instructor. The instructor may seek guidance from College administrators who will establish, investigate and determine potential patterns of dishonesty and egregiousness.

Violations of the honor code may result in additional sanctions imposed by the institution.

A student is prohibited from withdrawing from a course in which the sanction for violating the academic honor code was failure of the course. A student cannot appeal an assignment grade or final course grade if the sole basis for the appeal is contingent upon overturning an academic dishonesty decision or sanction.

All students who violate the honor code must complete the Judicial Educator Module before they will be allowed to register for additional classes. All violations are noted in student records and additional disciplinary actions may be imposed.

Academic honor code sanctions cannot be appealed.

## **Reporting Academic Honor Code Violations**

Reporting Academic Honor Code Violations are critical to maintaining program and course integrity. All Academic Honor Code Violations shall be reported by creating an early alert and choosing the concern type "Academic Honor Code Violation" (AHCV).

Once the alert is received, faculty will receive an email with a link to submit the documentation for the violation. The College will review the AHCV form and contact the appropriate parties to validate the information. The Director of Student Affairs (DSA) may contact the student, and the violation will become a permanent part of the student's academic record.

## **Baker College's Position on Plagiarism**

The rising issue of student plagiarism at postsecondary institutions continues to be a highly debated topic. Plagiarism is a complex and controversial topic for both faculty and administrators. Baker College recognizes there are many challenges and struggles surrounding this issue. The Baker College Academic Honor Code clearly denotes the definition and consequences of plagiarism. However, it does not provide guidance for understanding plagiarism in the context of teaching and learning. As a result, Baker College has turned to the

Council of Writing Program Administrators (WPA) for guidance regarding plagiarism in the context of teaching and learning.

The WPA is a national association, composed of college and university faculty, which provides a venue for, and cultivates widespread discussions of, college writing. The WPA has produced a position statement that defines plagiarism in an instructional setting, and provides best practices for students, faculty, and administrators. Baker College believes the following excerpts from the WPA's position statement contain critical elements intended to provide faculty and administrators common ground for understanding plagiarism in the context of teaching and learning. The excerpts are as follows:

"In an instructional setting, plagiarism occurs when a writer **deliberately** uses someone else's language, ideas, or other original (non-common-knowledge) material without acknowledging its source."

"Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and
2. carelessly or inadequately citing ideas and words borrowed from another source."

"A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately."

"Students are not guilty of plagiarism when they try in good faith to acknowledge others' work but fail to do so accurately or fully."

Reference:

Council of Writing Program Administrators (2019, December 30). *Defining and Avoiding Plagiarism*. The WPA Statement on Best Practices. Council of Writing Program Administrators.  
[http://wpacouncil.org/aws/CWPA/pt/sd/news\\_article/272555/PARENT/layout\\_details/false](http://wpacouncil.org/aws/CWPA/pt/sd/news_article/272555/PARENT/layout_details/false)

Baker College believes it is necessary to adopt a position regarding student plagiarism beneficial to the teaching and learning process. Our goal of this communication is to articulate a philosophy that distinguishes between deliberate and unintentional violations. It is important to remember that quoting, paraphrasing and citing sources appropriately are not well mastered by many students. Thus, it is our responsibility as educators to provide students instruction and coaching regarding proper acknowledgement of sources.

Baker College understands the complexity of this issue and we believe the aforementioned position will aid in maintaining academic integrity throughout our educational community.

## **Recording Class Sessions**

Students have the right to audio record, for personal use, a lecture or mini-lecture within a class session, but must first inform the instructor. Students are required to gain authorization from the instructor to video record/live stream a live class session for personal use (on-ground class only). Students are not permitted to video record OnlineLive class sessions, but can ask instructors to do so for instructional purposes, as indicated below.

Faculty may record classes (on-ground) for instructional or evaluation purposes. OnlineLive courses are typically recorded. Students should be notified when a course or portion of a course is being recorded. Examples of instructional purposes include sharing the recording with the class as a resource after the live class has ended, providing the recording to students who missed class unexpectedly, or for the Center for Teaching Excellence faculty developers to provide feedback and evaluation on teaching and classroom strategies.

## **Field Trips (On-Ground and OnlineLive Classes Only)**

Field trips for individual classes are encouraged, but they must meet certain parameters and be approved by the Program Director and the campus leader. A field trip is defined as any course activity that takes the place of the regularly-scheduled instructional class time outside the scheduled location, format, or time for the course. Field trips occur in lieu of meeting in person on campus/Zoom during scheduled class time. Field trips may be in person or virtual (i.e., the entire class is going to attend a virtual seminar in lieu of attending class during a given week).

### **Field Trip Considerations and Requirements:**

- Field trips should be scheduled during the class period or at times when no classes are scheduled, unless specific permission is granted by the Program Director and campus leader.
- An alternate assignment must be provided and communicated in advance for students who cannot attend scheduled field trips (due to timing, ability, having another class scheduled, etc.).
- Field trips should be aligned with, and support, course outcomes.
- Field trips should be approved prior to the course starting or at a minimum several weeks prior to the event to allow time for review and approval, as well as allow time for students to plan alternate arrangements outside scheduled class time.
- Program Director and campus leadership approval and final details need to be completed at least two weeks in advance of the field trip event.
- Instructors must be present for the entire duration of the field trip.
- Transportation for the field trip is not a responsibility of the College.

### **Field Trip Request and Approval Process:**

- Faculty discuss the field trip with their program director for initial approval.



- Program Director completes Field Trip Request Form (TDX ticket in IT) and submits to campus leader for review for tracking. Program Director to ensure appropriate campus staff are aware of the field trip.
- Faculty must notify Campus Safety of field trip day and time when the classroom will be empty.

## **Guest Speakers (On-Ground and OnlineLive)**

Guest speakers may be invited to speak or lecture to a class when appropriate. Arranging for a guest speaker does NOT excuse the instructor from his/her responsibility for the class, and attendance by the instructor is required. Instructors who schedule speakers must:

- Notify the Program Director and campus leader.
- For on-campus courses, instructors must arrange to meet and sign in the guest speaker at Campus Safety, and escort them to the classroom.

## **Course Cancellations & Campus Closures**

There are typically two reasons courses may be canceled; these include campus closures or instructor availability due to extenuating circumstances. Campus closures can be related to weather conditions or other circumstances in which closure is warranted campus-wide. In the event of a campus closure, a message will be posted on the website (baker.edu) and faculty, staff, and students will be notified by the emergency notification system. In the event of a course cancellation or campus closure, continued instruction shall be completed by using an asynchronous/alternative modality as indicated below. If regularly scheduled instruction is not possible for reasons beyond the instructor's control, instructors are also expected to follow the processes below.

**Note:** This policy does not apply to off-site, online synchronous (OLL), or online asynchronous courses. Students enrolled in a work experience, field placement, clinical rotation, or similar off-site course will be expected to report to his/her off-site experience. If conditions are such that it is not safe to travel to the off-site location, the student must contact the appropriate site supervisor or College official regarding individual circumstances preventing the student from attending.

### **Campus Closures**

In the event of a campus closure for reasons related to campus accessibility, please review the resources on how to conduct an [Asynchronous / Alternative Delivery Method for Class Cancellations](#) to continue instruction and meet learning outcomes for the course(s) you are teaching.

### **Course Cancellations**

Instructors may **not** cancel or reschedule any scheduled on-ground or OnlineLive classes without notifying, and receiving approval from, the program director and campus leader.

### **Unexpected/Last Minute Instructor Absences (On-Ground and OnlineLive)**

If an instructor has a last minute, urgent/emergent situation that prevents them from attending class, they need to contact the program official immediately. Examples of urgent/emergent situations include the following: medical, family, or situational emergencies. In addition, unexpected internet/power outages or weather emergencies for OnlineLive instructors would also be considered emergent situations preventing the instructor from teaching their scheduled class. If the program official is contacted, they will share the information with the campus leader as soon as possible for approval. The best course of action will be determined and appropriate parties will be contacted.

### **Contact Protocols for Unexpected Absences**

- Faculty or Program Director must notify students and campus Director of Student Affairs of cancellation.
- Notification posted on the classroom door if time does not allow for all students to be contacted or email sent to OnlineLive students to indicate class has been canceled.
- Campus Safety notified that the classroom will be empty during scheduled class time.

If the campus leader was contacted first, the program official is notified.

Instructors must follow up with the program director and campus leader with written documentation of their asynchronous session information to make up the missed class (see the [Asynchronous / Alternative Delivery Methods for Class Cancellations](#) resource for more information).

### **Anticipated Instructor Absences (On-Ground, OnlineLive)**

If an instructor has an anticipated absence that came up after the session started (i.e., a doctor's appointment, they are sick and know they will be unable to attend their upcoming class, etc.), they must work in advance to seek approval from both the program official and the campus leader. Pre-approval is needed for both the absence and the course of action (see the [Asynchronous / Alternative Delivery Methods for Class Cancellations](#) resource for more information).

### **Substitute Instructor Guidelines**

Faculty members are responsible for finding a qualified substitute for their class when possible; program directors may be able to suggest a possible substitute to cover a class. The program director must approve the selection of a substitute instructor in accordance with the institution's credentialing guidelines. Part-time faculty members who miss a class and hire a substitute must come to a compensation agreement with their colleague. The original instructor must provide the substitute instructor with information needed to instruct the course including the course outcomes, topics, and a lesson plan/agenda for class.

## **Faculty Workload**

### **Full-Time Faculty & Program Directors**

Full Time Faculty and Program Directors on a 12-month schedule are expected to teach a total of 33 credit hours per year.

Full-time faculty on a nine-month schedule are expected to teach a total of 30 credit hours per year. The nine-month schedule includes a) Fall and Spring semesters, b) two weeks prior to the start of Fall Semester and Spring Semester for any pre-semester meetings, training, and course readiness/prep, and c) one week after Spring semester ends to allow for final grade submission and participation in commencement.

For additional details on teaching loads, credits that apply to teaching load, clinical coordinator specifics related to teaching load, standard course releases, and overload teaching eligibility and requirements, please reference the current year's Faculty Teaching and Workload Pay Policy which can be found on MyBaker within the Human Resources area. .

If you have questions related to full time teaching load, course releases, or overload teaching, please contact your direct supervisor. Course releases and overload requests are reviewed and denied/approved through a multiple level process including the program official, Dean, HR, and the VP for Academic Affairs.

### **Adjunct Faculty: 8-Week Courses**

Adjunct/part-time faculty may teach up to two, 3-credit hour courses in a six or eight-week session (27 hours per week). Adjunct/part-time faculty may work up to 28 hours per week including the combined teaching load, professional tutoring, and other academic duties. If courses taught have atypical credit hours associated with them, the total credit hours per eight-week session cannot exceed 6-credit hours. If you have questions regarding the courses you are teaching, please reach out to your program official.

### **Adjunct Faculty: 12-Week or 16-Week Courses**

Adjunct/part-time faculty may teach up to nine credit hours (20.25 hours per week) per 12 or 16-week session. Adjunct/part-time faculty may work up to 28 hours per week, including the combined teaching load, professional tutoring, and other academic duties. If you have questions regarding the courses you are teaching, please reach out to your program official.

**Clinical Coordinators/Faculty**

Those facilitating/teaching clinical courses should be familiar with the specific parameters associated with this work, as it is different from other teaching workload calculations. See the [Faculty Teaching and Workload](#) policy for more information. You can also visit [my.baker.edu](http://my.baker.edu) -- Employee -- Human Resources -- Part Time Faculty -- Workload and Pay Policies.

**Independent Study Courses**

When calculating impact on teaching load, Independent Study courses count as 50% of the credit hour load for the course.

**Lab Hours, Tutoring, and Other Academic Duties**

Lab hours associated with a course, tutoring, and other academic duties are calculated on an hourly basis and as straight time. Adjunct faculty who are hired to teach labs, perform professional tutoring, or other academic duties such as curriculum development, must also consider these hours along with their teaching load and must ensure they do not exceed 28 hours per week with the combined teaching load, professional tutoring, and other academic duties.

## **Teaching for Multiple Campuses**

Adjunct/part-time faculty who teach on multiple campuses (including Online and OnlineLive) must combine all courses/credit hours in each session as a single count, and it must not exceed the maximums indicated above. Adjunct/part-time faculty may work up to 28 hours per week, including the combined teaching load, professional tutoring, and other academic duties. Faculty have a shared responsibility to ensure they do not exceed maximum teaching loads/working hours. Faculty questions regarding course load across campuses can be directed to their supervising program official.

## **Compensation**

Employment is at-will and prior teaching experience at Baker College is no guarantee of future opportunities.

Adjunct faculty are issued a contract for each course. Course contract amounts are based on degree level, credit hour, and workload (i.e., independent study). Labs and clinical courses may be paid per contact hour. Faculty should contact their program official for additional details.

Adjunct faculty contracts are awarded for instructional responsibilities for courses taught during the assigned semester. As part of the instructional expectations and responsibilities, the contract covers attendance at campus faculty orientations, faculty kick-offs or professional development/training required for that semester. The contract also covers preparations to teach, course readiness, and completing reporting associated with teaching (i.e., academic activity, early alerts, end of course grade submissions, as well as working with incomplete students).

Part-time faculty members may be eligible for additional compensation for work performed on curriculum development, assessment, and special projects. This work and compensation is assigned and must be approved prior to the work occurring. Part-time faculty members should contact their program official for details.

## SECTION IV: ADDITIONAL INFORMATION AND POLICIES

### Faculty Academic Credentials & Personal Data

The College maintains regional accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, 800-621-7440, [website](#).

To meet the Higher Learning Commission accreditation standards, the College hires faculty members who have earned advanced degrees (i.e., not honorary) from regionally accredited institutions or the equivalent (if the degree is not from the United States) beyond the baccalaureate level. Faculty with questions regarding credentials required to teach should contact their program director or Human Resources.

Faculty are responsible for providing official transcripts and other required credentials (i.e. licenses and certifications) to Baker College within the period indicated at time of hire. Credentials which require renewal need to be provided to Baker College at the time of renewal. Failure to do so can result in termination and ineligibility to teach at the College. If faculty credentials for a particular content area change, faculty should notify their campus and send documentation to the Human Resources Department. As credentials change, faculty will be notified regarding changes to classes they are eligible to teach.

It is important for the Institution to have accurate records for every staff member. Faculty members must keep Human Resources (HR) advised of the following types of status changes:

- Name
- Social Security Number
- Address
- Telephone Number
- Marital Status
- Person(s) to Notify in an Emergency
- License Identification Numbers
- Proof of Citizenship
- E-mail Address
- Attainment of Additional Educational Certificates or Degrees

Employee records are treated with the strictest of confidence, and are accessible only to the appropriate supervisors and other designated personnel. In accordance with state and federal laws, any employee who wishes to review his/her records may do so with the HR Department by written request. A written request for copies may be directed to the HR Department. Employee statements, and/or comments will be accepted as additions to the personnel file. It is the responsibility of the employee, as well as the Institution, to keep the records up to date.

It is the instructor's responsibility to make sure they have valid credentials covering their teaching assignments and personal data on file with HR.

## **Academic Freedom Statement**

Baker College accepts the following statement of principles from the American Association of University Professors regarding academic freedom as it applies to faculty:

- Faculty members are entitled to freedom in the classroom in discussing their subject matter, but must avoid persistently interjecting material that is not related to their subject.
- Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but all research must be based upon an understanding with the authorities of the institution.
- As members of their community, faculty members have the rights and obligations of other citizens. Faculty measure the urgency of these obligations in light of their responsibilities to their subject, to their students, to their profession, and to their institution. However, when they speak or write as citizens, they must avoid creating the impression of speaking or acting for their College or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further understanding of academic freedom.

Reference:

American Association of University Professors. (n.d.) 1940 Statement of Principles on Academic Freedom and Tenure. *American Association of University Professors*. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

## **Copyright Statement**

The materials provided in Baker College courses are only for the use of students enrolled in the course for purposes associated with the course and may not be retained or further disseminated.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws: Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful”

infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

Additional information regarding Copyright and the TEACH Act, which permits educator use of copyrighted materials (with restrictions) within distance education settings, can be found [here](#).

## **Intellectual Property/Ownership of Work Products Policy**

### **Faculty Policy**

The purpose of this policy is to detail ownership of products produced as a portion of activities at Baker College, both within the normal activities of the employee as well as additional activities contracted beyond the normal course of duties.

It is anticipated that as a portion of the normal activities of employment in an academic setting, individuals will create a variety of scholarly material, based upon their own expertise and knowledge. Traditional works of scholarship and instructional materials that are developed within the standard employment duties of the employee are considered products of the employee and the individual will retain copyright for such materials, and will have the option to use and distribute such materials, as they deem appropriate.

If the individual chooses to leave Baker College, they retain the right to take these products with them and to use them in a new setting, as they deem appropriate.

Employees may be asked to develop materials not for their own classes alone, but to be used for broader distribution to other faculty, including part-time faculty, to be included in master or shell courses, to aid in the instruction of students not enrolled in the developer's own class or section. In this case, copyright for the material developed will remain with the faculty member, with the agreement that the College maintains the option to use material within the educational structure of the Baker College System as administration in the system determines is necessary to best meet the needs of Baker College, Baker College Center for Graduate Studies, and the various subunits of the Baker College system.

If the individual chooses to leave Baker College, they retain the right to take these materials, to be modified and used in future employment settings, or to present them as their own professional product in scholarly forums including conferences and published works.

Baker College may choose to employ full-time or part-time faculty for the specific task of course development. In such cases, this development will be considered to be outside of the normal teaching and scholarship responsibilities of the faculty member as demonstrated by the additional compensation provided to the faculty/developer for this material.



In the case where an individual or group of individuals receive specific compensation assigned to the development of specified course, instructional or other materials, Baker College will become the sole copyright holder, as this copyright is "purchased" as a portion of the compensation agreement provided to the material developer.

If a portion of the development team or an entire development team chooses to leave Baker College, the copyright for these materials remains within the Baker College system, and individuals are not permitted to take the materials or to use materials in whole or in part in other settings without the express written permission of the President of Baker College.

At times, faculty may choose to create scholarly, creative, or other products which require the use of resources, equipment, and/or material beyond that which is normally used as a portion of the individual's employment responsibilities. When the institution supplies these additional resources, the institution maintains a legitimate interest in the final product. Unless otherwise agreed upon in advance the substantial use of institutional resources will create a joint (50/50) ownership of both the final product and the copyright. In such a case, the institution may choose to exercise its control over the product by using the product to further the institutional mission of the College without further permission of the individual developer. The individual developer retains the right to use the product in his/her own teaching, to present the product as the result of his/her work in appropriate settings, and to keep a copy of the product to be used in other institutional settings if they choose to leave Baker College.

If the individual developer or development team chooses to seek a commercial outlet of these materials, they may only do so with the express written permission of the President of Baker College. Any proceeds that result from commercial development of such materials will be divided such that the institution maintains a 50% share of proceeds, to compensate for the cost of equipment, materials, and investment. The remaining 50% of proceeds will be distributed equally among all co-developers.

### **Student Policy**

The purpose of this policy is to detail ownership of student works, produced as a portion of their scholarly activities while a student in Baker College, including all work submitted as a portion of a class, to fulfill a course requirement, or as fulfillment of any requirement within a degree program at Baker College.

All work created independently by a student, in their role as a student at Baker College will be considered the sole property of the student, and the student will maintain copyright over the material and control over the material, except as detailed below.

All work created by a group of two or more students, in their roles as students at Baker College, will be considered the sole property of the students, and the students will maintain copyright over the material and control over the material, except as detailed below.

Baker College acknowledges student copyright over any material eligible for copyright under applicable law, but retains the right to property ownership over electronic or physical copies of the actual submitted work. Additionally, Baker College retains the right to maintain copies of all student work as a portion of the System Library collection, to circulate the work to further the mission of the institution, and to submit electronic or paper copies of any student material to select documentation services, including originality verification platforms (i.e., Unicheck) where an electronic or paper copy may be maintained as a portion of a database intended to protect the copyright of the student's work or to guard against acts of plagiarism.

Baker College may reproduce student work, for use within the Baker College system, to provide examples of student work as a means to further the educational process of the institution. All student work made available for review to any students, faculty, staff, or member of the public will include notification that a Baker College student produced the work.

Student works made available for public review will not contain specific identifying information or the name of the student(s) who produced the work, without the express permission of the student(s). Baker College reserves the right to publish the abstract of any student work that is a thesis, to circulate a copy of the work as a portion of the library collection, and to make available to other lending institutions through interlibrary loan, a copy of any thesis submitted to the system as a portion of degree requirements.

Students who are employed by Baker College, and who produce scholarly or creative products as a portion of their employment at Baker College, will be subject to policies governing employee intellectual property rights. When these same students produce scholarly or creative works in connection with their role as students, the policy on Ownership of Student Intellectual Property will apply.

## **Expense Reports**

All requested expense reimbursement requires pre-approval by the direct supervisor. It is the responsibility of the faculty or program director to discuss any possible expenses before they occur. Any expense reports turned in must be accompanied by itemized, original receipts to cover the charges listed using forms provided and following expense reimbursement policy provided by HR. Expense reports must be turned in to the direct supervisor by the last business day of the month following the month the expense was incurred.

Information on expense reports, mileage reimbursement, and forms can be found at [my.baker.edu](http://my.baker.edu) – Employee – Human Resources – HR Policies and Forms.

## **Solicitations**

Baker College does not permit anyone to sell, solicit, or distribute materials on the premises except as authorized by the President. This includes any virtual space or any media belonging to the College.

## **Professional Interactions with Students**

Baker College prohibits romantic relationships between supervisors and their subordinates, between an employee and a student, and prohibits any such conduct between peers if it is unwelcome. Should such a relationship develop, Baker College may transfer, reassign, or discharge one or both of the individuals involved.

Instructors shall not allow any students, with whom they have a personal relationship (including romantic, dating or sexual relationships and any type of familial relationship), to enroll or remain enrolled in any course they teach without the written approval of the VP for Academic Affairs. Instructors must avoid interpersonal relationships with the students they teach which could give rise to questions of conflict of interest or any appearance of impropriety.

Occasionally, students may seek professional help or advice (legal, medical, counseling) from an instructor. Faculty must remember they are filling the role of instructor only and should refrain from engaging in conversations or interactions with students which may be seen or perceived as giving personal or professional advice, information, or therapy. Please refer students to OneStop or their academic advisor to get appropriate referrals.

## **Social Networking Policy**

Baker College recognizes that social networks are fundamentally about relationships. Each site, system, and network represents a distinct online community with its own unique culture, expectations, and acceptable behaviors.

The key principles guiding our efforts are:

- Recognizing that these networks are communities of people and not merely channels through which we can broadcast sales, marketing, or PR messages.
- Engaging individuals in an open, honest, and personal dialogue online, focusing on listening and understanding.
- Establishing a mindful approach to our efforts, making sure that we are always contributing to the ongoing conversation in meaningful ways.

Our approach to social networking is focused on serving the needs of our students by:

- Maintaining a positive, active, and meaningful presence.
- Providing relevant, helpful, and accurate information.
- Making our resources available across the key networks and sites.

When faculty choose to use social networking sites with their students, they should remember that course information of any kind (materials, pictures, events, etc.), including information from clinical and work sites, cannot be shared or discussed on any social network or electronic account outside of those required by the instructor for class participation. Additionally, the use of a social networking site should never supplant the functions and features of the College's

learning management system (currently Canvas), i.e., assignment submission, grader feedback, discussions for engagement credit, etc.

Violation of this policy will result in termination. Baker's Social Networking Policy outlines best practices for an online presence, as well as recommended practices for specific social networking services.

## **Surveys**

This policy establishes the guidelines by which educational/other surveys may be distributed on Baker College campuses.

It is the policy of Baker College that any employee wishing to distribute a survey must first obtain permission. If the information is to be distributed on a specific campus, the campus leadership (President/Campus Director) must approve the distribution. If the survey is to be distributed throughout the Baker College System, the System Executive Committee must approve the distribution. The survey and its explanation need to be submitted to the program official/designee to start the process.

## **Confidentiality of Information**

All information about students (including identity) must be treated with strictest confidence according to state and federal regulation. The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older, or who attends a postsecondary institution.).

State law mandates that an individual employee may be sued for breach of confidentiality, rather than the entire institution. Verification of student identification must be given before any information is given out.

Violation of this trust is cause for immediate disciplinary action. Employees should particularly guard against inadvertent breach of confidentiality through careless work-related conversation around students and visitors within the facility.

Employees who violate the confidentiality of these records will be disciplined. Each case will be evaluated separately. The disciplinary action taken may range from a verbal and/or written warning to termination of employment.

## **Legal Documents**

Instructors may not become involved as witness to, or as instruments of, legal procedures with students, unless subpoena power of the court commands them to give testimony. All faculty

members must notify the campus leader (President/Campus Director) as well as their direct supervisor, and Dean of any pending or threatened legal actions.