

# The Baldwin College



## Faculty Handbook

January 13, 2016

Version 1.6

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## Foreword

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### I. Faculty Handbook

This document, when approved, is available to the Baldwin College community and the general public. It is to be maintained in accordance with Program Repository and Updating requirements issued by the Office of the University President.

### II. Record of Changes

*Table 1.0 Change History*

Change Number	Change Description	Date of Change	Date Inserted	Change Inserted By
0001	Initial draft created.	1/1/2016	1/13/2016	Prof. James E. Kutz

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## 1.0 Key Features of the University

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### 1.1 The Founders and Creators of Baldwin College

The founders of Baldwin College are Dr. Akwasi Achampong and Dr. Afia Achampong who worked with the Members of the Board of Directors, Prof. James E. Kutz, and members of the University of Cape Coast University faculty to incorporate, draft and create the corporate entity we know today as Baldwin College. This team of physicians, academicians, and economic developers undertook a vision to create a University that would serve the people of Ghana with a Tertiary institution aimed at facilitating health services and entrepreneurial enterprises throughout Ghana and other African nations. Their vision encompassed an institution that would serve not only the elite students; but, all students seeking to gain a tertiary education and create entities that would enhance the Ghanaian ability to capture worldwide market shares and academic prominence.

This team of individuals undertook the task of applying for accreditation, building the campus and curriculum, and establishing the rules and regulations governing the operation of the programs and the instruction of the students. Their vision reached out beyond formal classes as they explored connection with both government and industry to link theory with practical experience. They reached into academia, medical science, industry and government to find instructional staff that embraced their vision and looked within and beyond the boundaries of Ghana to find the best qualified faculty, administrators and staff.

The initial campus in 2010 was established in Accra, Ghana. It received its accreditation in 20\_\_.

The first gathering of the Board of Directors was on \_\_\_\_\_. The first Academic Senate is expected to meet on \_\_\_\_\_ and first classes started \_\_\_\_\_.

### 1.2 The Unique Programmes

Baldwin College offers a unique series of programs that focuses on health administration and services. It intends to create the following programs of studies in three levels of academia: Certificate Programs, HND programs, and Bachelor's Degrees. It will fix its sights on development of future programs leading to Master and Doctoral level degrees.

The Faculty of Fine Arts will include two departments: Fashion Design and Communications (Graphic Design).

The **Faculty of Business Sciences** will include two departments: Business Administration and Information Communication and Technology. The **Business Administration** programme will be offered at the degree level with a Bachelor of Science in Business Management and elective concentrations in financial management, management of information systems, international development, entrepreneurial development, geological project management, and business systems training.

The **Health Services Administration** programme will focus on Health Education and Promotion, Assisted Living, Senior Housing Administration and Health Services informatics.

The Department of Special Education will focus in training teachers to understand the needs of students with disabilities. There is a general program as well as a concentration that focuses on specific disabilities, instruction of specific subject matter, entrepreneurial administration and creation of preschool and elementary school programs.

The **Information Communication and Technology** programme will be offered at the degree level with a Bachelor of Science in Information Communication and Technology and elective concentrations in database management, systems analysis, computer networking, web development, and computer security. It will also be offered in a HND three-year program leading to a Higher National Diploma

(Associate Degree equivalent) in Information Communication and Technology. For those students completing the HND courses, they can obtain the Bachelor degree by completing the elective concentration courses within the degree program

The **Faculty of Applied Science** will be offered at the Bachelor of Science degree level and will involve its students and faculty in dynamic projects that will aid the community and enlighten the world. Coupled with the Business Science ventures, the program will undertake unique programs in geo-medicine, hydro-geology, gemmology, petroleum and mining project management and the study of geophysics, geochemistry and all of their impact on the environment. The projects will focus on recovery of the assets lost in mining and exploration ventures and introduce the expansion of profitability well beyond when most mining operations have been abandoned.

The focus of these faculties will be to enhance the economic development of Ghana and create models that can be replicated and modified to serve communities across the globe.

### **1.3 The Student Support**

The hallmark of Baldwin College is its support services to its students. These services are provided to ensure the success of the student from Semester One of the first year to the final activities prior to Graduation. The programs include tutorial assistance, quality learning and study circles, faculty mentoring, counselling and guidance staff, career counselling, placement into industry for practical experience and research and special programs that aid the student with coursework that needs to be relearned (Developmental Programs)

The goal of Baldwin College is to have its graduates fully qualified to enter into industry, government, academia, or entrepreneurial enterprises by the third and fourth year of their programmes. The Presidential Initiatives focus on the quality of support to its faculty, students, staff and administrators. This carries over to the quality of instruction given to the students and the quality of research undertaken by the faculty, staff and students. The University staffs are also charged with constantly improving the quality of services it provides to both the students and the faculty.

### **1.4 Entrepreneurship across the Departments & Curricula**

One of the unique features of the Baldwin College programme is the entrepreneurship program that goes across departmental lines and enables students to work together in creating companies applying the concepts learned within the individual coursework. Special workshops are held that discuss common topics on building an entrepreneurial enterprise. The information systems student contributes the computer applications, the management student the building blocks, the graphics design, the advertising and marketing skills, and the fashion student the product lines, brands, etc. This gives all of the students an understanding of how businesses are created and what needs to be done within a business to make it successful. The workshop is held weekly and concepts presented in the various courses are applied to the entities being created by the students. Financial documents, marketing surveys and research, proposals, grant submissions, product lines, services, etc are created in these quality learning circles and focus groups.

### **1.5 Involvement of Industry**

To ensure that the student is aware of real-life business entities, industry, government and business owners are invited to participate in course lectures, field trips, practical training, industrial attachment, review of business plans, marketing plans, product designs, graphic designs, etc. This interaction with the business community will intensify the opportunity of the students to gain employment during or after their university studies. It also provides the business community with new ideas and exposure to quality improvement processes, new technologies, and business planning.



Industrial and governmental personnel are invited to join quality learning circles and focus groups to provide real-world input to ideas and products created by the students. At the same time, the industrial and governmental personnel have an opportunity to learn along with the students.

## 1.6 Involvement of Government

Government serves a vital role in economic development and business support. The students need to learn about how government works, what it does to aid and regulate business and what opportunities lies within the agencies for future employment, utilization and contracting.

In the same manner as Industry, governmental agencies and their appropriate representatives will be invited to participate in quality circles and focus groups. Governmental officers and personnel will be invited to participate in these activities and discuss the ways in which government can or does deal with the topics being discussed.

Students will study first hand the various agencies of the government, viewing their representatives at work, learning what is done at the various agencies and who the key players are that administer the agencies. They will study central and rural government as a part of their business courses and entrepreneurial workshops. This will be accomplished through guest speakers, demonstrations, attending government programs, and visiting on scheduled times the various agencies. By the time that the student graduates, he/she will have a thorough understanding of how government works and what opportunities it can provide to individuals and businesses.

## 1.7 International Relationships

Ghana is not an island unto itself; rather, it is a country within a continent within a global community with markets that need to be studied for its products and services. Baldwin College intends to instruct its students on the global market and the opportunities available both inside and outside of Ghana. It intends to establish relationships with other academic and industrial institutions to aid the student in developing international opportunities. This will include student exchange, work placement, networking, joining international associations, learning other languages, studying both African and other cultures. They will learn how to conduct themselves within other cultures; how to do business with international companies; how to enter the market places far from the borders of Ghana and how to bring products and services from other countries into Ghanaian markets.

The faculty will be given opportunities to participate in faculty exchange programs, study abroad, conduct research in programs outside of Ghana and participate in international programs, exhibits and conferences. Faculty can elect to join students on international study tours that will gain the student credit and the faculty member an opportunity to view other countries and interact with other academic institutions.

## 1.8 Faculty Who Are Practitioners

Baldwin College intends to hire faculty members who have both academic and industrial or governmental experience. This will give the students an opportunity to learn from current practitioners. Adjunct Faculty will be selected from both industry and government to provide specialty instruction in the final two years of the individual programs. International instructors will be invited to join the faculty on a part-time appointment to provide the international flavour to the courses and the expertise on how to deal with doing business with their home country.

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## 2.0 The Master Plan

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### 2.1 From the Present to the Future – The Overall Vision

The Administration of Baldwin College has its feet firmly planted in the present and its vision focused upon the future. It will enter its inaugural year under the mentoring hands and minds of University of Cape Coast. It will record its events, mistakes, and successes for future advancements; build networks of industrial and governmental relationships that will aid in enhancing its programmes and services. It will reach out to the community and ask for assistance in creating programmes and services that are needed now or into the future. It will strive for excellence in both its programmes for the community and in the services that it provides to the community.

The University is a body of individuals with a wide range of ideas and skills which must be tapped and recognized. The policy of Baldwin College will be to listen to and act upon advice that will enhance its programmes and its services. It will involve faculty, students and staff at the highest decision levels in order to provide a unified approach to its success.

No idea will be go unheard, no concept unstudied, and no individual disregarded. It is the whole of the body of knowledge that makes a university great – it is this that Baldwin College will strive towards and succeed in maintaining.

### 2.2 Answering the Call – Aiding the Ghanaian Economy

.In his writings, Gabriel A. Ayisi points in the direction of “tertiary education sub-sector and how it could be made developmentally oriented to foster economic growth” within Ghana. This Administration and Co-Founders of Baldwin College plans to answer this call in aiding the Ghanaian economy by producing graduates of this University who will become leaders in Health, Government, Industry, Institutions of Learning, International Associations and corporations, and purveyors of knowledge throughout Ghana, Africa and the World.

It is Baldwin College’s intention to develop entrepreneurs who will be a part of the cutting edge of technology; who will know how to create a business and run it successfully; who will be able to train others by conveying the knowledge they learn here; who will create innovative designs and graphics – transfer business opportunities to small business entrepreneurs through web development and new marketing innovations. Baldwin College will instil in its students the quest for excellence and prove to them that such excellence can not only improve their academic success; but, the success of their businesses, careers and future activities. All of this will benefit the Ghanaian Economy as proposed by Gabriel A. Ayisi.

### 2.3 The KEEP Initiative – A Presidential Plan for Quality

**Knowledge Essential for Excellence Program (KEEP)** is an intradepartmental program that seeks excellence in the functional areas of the University. Each department will be required to meet the primary goals of the program and will be evaluated by the University President and Board of Directors at their meetings.

The acronym expresses the essential goal of the program – to KEEP our students, faculty, staff and administrators.

### 2.3.1 KEEP As Pertains to Students

Students are the essential elements of the university. A great deal of the university's resources is expended in recruitment of students. Every time a student is lost, the university as a whole is affected. KEEP is designed to facilitate clear processes, procedures and programs to keep the retention level at Baldwin College at a high level.

For the university to recruit and retain students the following overall goals must be attained and sustained:

1. Recruiting brochures that define the University and its programs
2. Open House, Recruitment Workshops, Business and Government Recruiting Activities on site, High School Orientation programs, Parent Orientation program, Science Fairs and other school programs held at University, participation at Job Fairs, etc with Faculty participation and attendance.
3. Administrators, Faculty and Staff actively involved in the recruitment and enrolment processes
4. Compensation Program for new student referrals
5. Admissions procedures that are clearly and simply defined and consistently administered
6. Personal contact between the Admissions Office Designate and the Prospective Student
7. University website with information for the perspective student and current or former student.
8. Maintenance of a tracking system from point of first contact to admissions
9. Documented contact records with each candidate
10. Admissions Checklists for requirements, status in the process, and pending requirements.
11. Clear and definable Departmental programs for the students and Academic Advisors to follow
12. Checklists of Departmental degree requirements, recommended sequencing of courses, and indication of degree of difficulty for course load analysis and prerequisites.
13. Clear and streamlined registration processes (Early -, Current Term-, Late-, and Future-Term Reservation)
14. Clear and definable fees, course costs, payment methods, due dates, refund policies, fee waiver policies, and documented student contact on issues, and payments.
15. Preset course offering schedules that enable students to plan their course of study with the Student Advisor and Department Head for the current term and for the remainder of their degree requirements.
16. A Student Advising Department that works with students in registering for courses, tracking their progress through degree program requirements and advising students who are reported by their Instructors as not performing satisfactorily in courses

17. Student Handbook developed by the University staff with contribution by the faculty and administrators and approved by the Board of Directors.
18. Clear and definable (uniformly designed) syllabuses for the students to understand what is expected of them, how they will be evaluated and what support they can expect from the Instructor and University.
19. Clear declarations from Instructors when examinations will be held, time limits, policy for absence, policy for make up and policy for recovering from a failure.
20. Academic Locations Map showing where courses are being conducted for each day of the week. Designated classrooms or areas for Quality Learning Circles meetings are to be shown.
21. Facilities Location Map showing the visitor or student where the various departments are located.
22. Faculty Advising Schedule showing when faculty members will be available to advise students throughout the term. (Located outside the Student Advisor's Office)
23. First-Year Student Orientation Program required for all first-year and transfer students.
24. A Learning Laboratory that works with the Department Heads, Faculty, staff and student body in offering tutorial programs, Quality Learning Circles, assistance in completing "Incomplete" grade requirements, and "A Team" coordination.
25. Study Techniques Program conducted by the Learning Laboratory available to all students at the University and held at the beginning of each term.
26. A comprehensive program to assist students who are not performing satisfactorily in courses including Instructors reporting problems to Student Advisors and the Learning Centre and working with both on resolving the problems or issuing an "Incomplete" where applicable.
27. A Computer Laboratory that works with the Department Heads, Faculty, staff, "A Team Tutors" and the student body in offering computer-learning assistance, software application assistance and computer literacy programs.
28. A designated Student Counsellor that the students can approach to discuss problems that they are facing internally and external to the University.
29. A designated Administrator or Senior Faculty member to serve as Ombudsman to assist students with issues involving complaints by students on a cross-departmental level.
30. A designated Staff member who will coordinate student activities, coordinate facilities management for use of facilities and equipment and to schedule combined faculty, staff and student activities.
31. A designated Administrator or Senior Faculty member to serve as an advisor to the Student Government.
32. Clear and definable forms for reporting grades at mid-term and end of term.
33. Clear and definable policies on the issuance of grades, "Incomplete", "withdrawal" etc. and to whom the grades are to be issued, when and where. (Sponsors, Employers, Governmental

- Agencies, etc. may require specific grade attainment to continue scholarships, support, payments, etc.)
34. Clear and definable policy for appeal of a grade. This process must be started within one week of the student physically receiving the grade. (Instructors are to maintain all documents used in determining a grade up to mid-term of the next semester.)
  35. Establishment of an Honor Roll for students attaining a 3.2 GPA for the term. Letter issued to the students from the office of the President and signed by the Department Head. Reward system of waving a customary university fee for students making the Honour Roll.
  36. Establishment of an Economic Development Club where students can develop a small business and be advised by Administrators and Faculty on how to apply term course content to the construction of the business.
  37. Job fairs and career counselling will be conducted at the university. Job opportunities, staff positions, tutoring positions and Internship opportunities will be posted outside the Career Centre.
  38. A student lounge will be established for the students.
  39. End of Term party coordinated with Student Government to celebrate a successful term and let students, staff and faculty meet.
  40. Student End of Term evaluation of courses, Instructors, department services, facilities and availability of administrators and staff.
  41. Awards Banquet to be held at the end of the school calendar year to recognize students, staff, faculty and administrators for outstanding achievement.

### **2.3.2 KEEP As Pertains to Academic Staff**

Qualified faculty members are the key resource of the university. An individual who is academically prepared to transfer knowledge to students and who does so in an efficient manner is rare and highly valuable to the university. For the university to recruit and retain faculty the following overall goals must be attained and sustained:

1. Recruiting activities that define available positions at the University and clearly defining the requirements for the open position.
2. Open House for Prospective or Interested Faculty with presentations by the University President, Senior Administrators, Department Heads and Senior Staff and President of the Student Body
3. Advertisement in professional publications, responsible newspapers and University website or professional search engines.
4. Informative tour of the University, meeting with Department Chairman, selection Committee and senior Administrators
5. Administrators, Faculty and Staff actively involved in the recruitment and enrollment processes
6. Compensation Program for hired new faculty referrals

7. Clearly defined hiring procedures, job descriptions and requirements.
8. Clearly defined contracts that state expectations, requirements, and benefits, policies on conduct, promotion, tenure, and duties
9. Meet the New Professors Party at the first faculty meeting of the term.
10. President's Dinner for all faculty members and their spouse.
11. Faculty Handbook developed by the University administration, Department Heads and Faculty Advisory Board and approved by the Board of Directors.
12. University website with information for the faculty including a personal space for documents, email, and secure location for tests, grade records, etc.
13. Maintenance of a tracking system from point of first contact to hiring.
14. Documented contact records for each candidate and meeting with HR
15. Hiring checklists for pending status of requirements, status in the process, and approvals.
16. Clear and definable Departmental programs for its academic staff.
17. Clear compensation package for teaching courses, tutorials, research projects, etc.
18. Uniform Departmental Syllabus templates that can be modified by the Instructor to show unique features of how he/she will present the course.
19. Clearly defined procedures for preparing and presenting the course syllabus.
20. Textbook and supplemental course materials issued to the Instructor no later than mid-term of the term prior to presentation of the course.
21. Academic Locations Map showing where courses are being conducted for each day of the week. Designated classrooms or areas for Quality Learning Circles meetings are to be shown.
22. Facilities Location Map showing where the various departments are located.
23. Faculty Assembly Schedule showing when faculty members will be required to meet and what documentation they must have prepared for the meeting.
24. New Faculty Orientation Program required for all first-year faculty to orient them to the programs offered at the university to support the faculty and students.
25. A Faculty Assembly at which the academic staff will be advised by the President, Academic Dean and Department Heads of issues, policies, new programs, etc. and seek their comments, approval and cooperation..
26. Professional Opportunities available to the faculty will be posted and discussed at the Faculty Assembly. Course Openings will be announced at the Faculty Assembly and faculty members will be given an opportunity to notify the Department Head of their interest..
27. A clearly defined evaluation process for determination of status, rank and course teaching opportunities.

28. Assignment of an "A Team" member to work with Instructors.
29. A designated Administrator or Senior Faculty member to serve as Ombudsman to assist faculty with issues involving complaints by faculty or students on a cross-departmental level.
30. Clear and definable forms for reporting grades at mid-term and end of term.
31. A faculty lounge will be created to permit faculty breaks, posted materials and announcements, and available refreshments.
32. Clear and definable policies on the issuance of grades, "Incomplete", "withdrawal" etc. and to whom the grades are to be issued, when and where. (Sponsors, Employers, Governmental Agencies, etc. may require specific grade attainment to continue scholarships, support, payments, etc.)
33. Recognition Program to compensate and recognize Faculty success, superior service to students and student recognition of outstanding Instructors.

### **2.3.3 KEEP As Pertains to Support Staff**

Qualified staff members make it possible of the university to function and interact with all levels of clientele. The greatest number of complaints received by a university from students, faculty and staff pertain to poor service by a department or individuals working within a department. For the university to recruit and retain qualified staff the following overall goals must be attained and sustained:

Qualified staff members are the heart of the university. For the university to recruit and retain staff that is sensitive to the student, competition in the performance of their duties, and patient in dealing with a student in crisis, the following overall goals must be attained and sustained:

1. Recruiting activities that define available positions at the University and clearly defining the requirements for the open position.
2. Open House for Prospective or Interested Staff with presentations by the University President, Senior Administrators, Department Heads and Senior Staff and President of the Student Body
3. Advertisement in professional publications, responsible newspapers and University website or professional search engines.
4. Informative tour of the University, meeting with Department Chairman, selection Committee and senior Administrators
5. Administrators, Faculty and Staff actively involved in the recruitment and enrollment processes
6. Compensation Program for hired new staff referrals
7. Clearly defined hiring procedures, job descriptions and requirements.
8. Clearly defined contracts that state expectations, requirements, and benefits, policies on conduct, promotion, tenure, and duties
9. Meet the New Staff Party at the first faculty meeting of the term.

10. President's Picnic for all staff members, their spouse and children
11. Staff Handbook developed by the University President, Department Heads and approved by the Board of Directors.
12. University website with information for the staff including a personal space for documents, email, and contact information..
13. Maintenance of a tracking system from point of first contact to hiring.
14. Documented contact records for each candidate and meeting with HR
15. Hiring checklists for pending status of requirements, status in the process, and approvals.
16. Clear and definable departmental programs for staff members.
17. Clear compensation package for performing primary and secondary tasks.
18. Clearly defined procedures for the job they are to perform.
19. Academic Locations Map showing where courses are being conducted for each day of the week. Designated classrooms or areas for Quality Learning Circles meetings are to be shown.
20. Facilities Location Map showing where the various departments are located.
21. Staff Assembly Schedule showing when staff members will be required to meet and what documentation they must have prepared for the meeting.
22. New Staff Orientation Program required for all first-year staff to orient them to the programs offered at the university to support the staff, faculty and students.
23. A Staff Assembly at which the staff will be advised by the President, Academic Dean and Department Heads of issues, policies, new programs, etc. and seek their comments and cooperation.
24. Professional Opportunities available to the staff will be posted and discussed at the Staff Assembly.
25. A clearly defined evaluation process for determination of status, promotion and increased compensation.
26. A staff lounge will be established for staff members.
27. A designated Administrator or Senior Faculty member to serve as Ombudsman to assist staff with issues involving complaints by faculty or students on a cross-departmental level.
28. A posted notice to students stating that policies are made at the Administrative level and not at the staff level will be displayed outside each department. In addition, appeal procedures will accompany the postings.
29. Recognition Program to compensate and recognize Staff success, superior service to students and student recognition of outstanding service.



## 2.4 Raising the Standards

It is the intention of this Administration to raise the standards of the Ghanaian Tertiary system of education extending to industry, education and health services a hand in developing high level educators, managers, technicians, trainers, and artisans. To do that, this Institution can no longer permit the student to look for a “pass” grade but to seek excellence beyond that demanded by the current Ghanaian Universities. We must gradually raise the standards from the current ones to those of institutions around the world. We must look to establishing Departments that produce graduates that are truly gifted and talented professionals with the cutting edge technology at their fingertips and practical experience prior to employment. Entrepreneurs that create businesses that enhance the Ghanaian economy and bring new products and services to the Ghanaian people. We must strive to look not to serving the elite students but all the students who apply; including those who do not initially qualify. As an institution we must reach out and help those who need to build their fundamental skills to reach the tertiary level and beyond. We need to reach out to business owners or potential business owners and provide them with the education that is needed to make their businesses thrive. Baldwin College must be a leader in women’s education as well as a leader in providing opportunities for special needs students and students from African and other nations who seek a high level of excellence in their educational programme.

Baldwin College has the opportunity to develop leadership to accomplish these goals and as it does it will attract other educators who recognize what we are trying to do and assist us well into the future. No faculty member can afford to lower the standards set by the current Administration as it will be the weak link in a strong chain. Together it will take a great deal of work and time; but, the effort will be measured in success and fame. What is measured today will be the bare minimum of the future; and, we will be serving all of the students.

## 2.5 Hands-On Education

Industry often regards the graduating student as one filled with theory and little practical experience. Baldwin College wants the graduating classes to be highly sought after by industry and government because they will have a hands-on education that will enable them to enter the job market ready to begin work day-one of their career. BC wants its graduates to be leaders in entrepreneurial enterprise bringing new markets to the Ghanaian marketplace and expanding its marketplace into world markets, educational institutions, and health services through the experience that they will obtain here at Baldwin College.

BC faculty and students must be prepared to meet the needs of Industry and involve the industrial leaders in its programs and research activities. It must be prepared to meet the manufacturing needs of Ghana, provide the consultancy services to industry and Government to enhance the economy and build new sources of revenues. This comes with providing graduates with hands-on practical training as well as theoretical knowledge. BC must be able to show the students the application to their field in every course that we teach; we must set our students out into the community to apply what they are learning and report back what they have learned. No course is exempt from this challenge and the Baldwin College mandate.

Faculty, when preparing their courses, must look to the outcomes and make sure that they apply to the goals of your students and the needs of industry. The faculty needs to look at assigned work and make sure that it provides the student with hands-on applications of the concepts within their fields of study.

## 2.6 Looking to All of Africa

Baldwin College stands at the door of new innovation. In his writings, Gabriel A. Ayisi points in the direction of “tertiary education sub-sector and how it could be made developmentally oriented to foster economic growth” within Ghana. The faculty and staff of Baldwin College can serve as a model institution to all of Africa with what it accomplishes in the years to come. Baldwin College does not have to be bound by the traditions of past institutional mistakes or policies that they now may realize were mistakenly undertaken. Baldwin College has the opportunity to start new and to learn from the great history of the

tertiary system of Ghana. Other institutions will be watching us and hoping that Baldwin College will provide some light and inroads to new and innovative ways of serving the students and people of Ghana. In so doing, Baldwin College will begin to spread that light throughout Africa as more and more countries send us their students and we return leaders in their governments, businesses and institutions.

Baldwin College must not look to what is in front of its outstretched hands but far beyond them and far into the future. What Baldwin College builds today can be monuments to the future and ones that all who participated can be proud of having created. The Baldwin College designer and first University President once stood on the Lincoln Monument in Washington, DC with the Reverend Dr. King and looked out over the millions of people gathered in support of Civil Rights. All of this did not come easily nor can any great nation permit itself to slide backwards. Change can happen as Dr. Nelson Mandela can clearly state; but, it does not come without hard work and due diligence.

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## 3.0 University Governance and Administration

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### 3.1 The National Accreditation Board

The National Accreditation Board (NAB) is the governing body charged by the Government of Ghana to review and facilitated the accrediting of institutions in Ghana. The founders of BC undertook to receive permission to operate as an accredited University College with three faculties. NAB forms and procedures were completed and program reviews conducted. This accreditation process will be reviewed every three years to ensure that BC maintains its standards and provides the community with quality programs. As part of the policy, UNIVERSITY OF CAPE COAST will be our sponsoring institution providing guidance in becoming fully chartered within the next four years.

### 3.2 University of Cape Coast

As stated above, University of Cape Coast serves as our sponsoring institution and provides guidance over the first four years of Baldwin College's operation. It is University of Cape Coast that will issue the diplomas and degrees until full charter has been attained. A Review Committee was appointed by the Vice Chancellor of University of Cape Coast and documents, programs, facilities and operations reviewed. Site visits will continue to occur during the four year period and faculty will be notified of their being on campus so that faculty and students may interact with the Committee members. The Committee will audit classes, records and observe the operation of the University. All part-time and full-time staff, faculty and administrators are asked to cooperate with these review activities.

### 3.3 Baldwin College's Board of Directors

Governance of the University is shared by The Board of Directors, the President and his administration, and the faculty through the Academic Senate. Each of these partners in governance has broad areas of authority and responsibility as provided in the Bylaws and Standing Orders of The Board of Directors.

The Board of Directors comprises the governing Board of Directors of the private corporation (Baldwin College) incorporated under the laws of Ghana.

The President and the respective administrations are responsible for executing the plans and programs of the University and administering its various affairs.

The Academic Senate, Chaired by the Vice President (Academic) and directed by the elected President of the Senate, is delegated authority in instructional matters and, through its committee system, consults with the administration and The Board of Directors on a broad spectrum of issues.

### 3.4 The University President

Appointed by and directly responsible to Baldwin College Board of Directors, the President is the University's chief executive. All other officers of the University are responsible to the President directly or through designated channels.

The President has full authority and responsibility over the administration of all affairs and operations of the University, excluding those which are the responsibility of the Board of Directors. The President may delegate Presidential duties except for services as an Officer of the Board of Directors and Co-Chairman of the Academic Board with the Vice President of Academics.

Among the President's most notable functions are consultations with the Vice President (Academic) and Academic Senate regarding the University's educational and research policies, recommendations to The Board of Directors concerning the academic plans of the University and the campus, annual presentation to The Board of Directors of a single operating budget and a capital budget for the entire University, and administration of the Office of the President.

The Office of the President is the University's central administrative headquarters. Located in Accra, the Office performs administrative functions for the University as a whole and provides support to all operations. Major University-wide programs are also conducted by the Office of the President, including Monitoring of the KEEP Initiative, Learning Laboratory and Mentoring Program, Industrial Relations Initiative, Government Liaison Initiative, and the Entrepreneurial Ventures. The President can appoint, with approval of the Board of Directors, a person who the President can delegate responsibility for specific programs.

### **3.4.1 Who is the Current University President? What is His Background?**

The current University President is Professor James E. Kutz, PhD. He holds two doctorates in Public Administration and International Development as well as many Masters Degrees notably in Business Administration, Public Administration, Education, Special Education, and the Sciences. He has a 52-year background in education which includes building schools for special education students, migrant seasonal farm workers, school dropouts and truants, adult education at a state level and at a national level. He was the designer of five Universities worldwide and a contributor to four in the United States He has served in a consultant and advisor to the United States Government through various agencies and the Office of both the President and Vice President. He worked in building such educational programs as Head Start, Job Corps, VISTA, Peace Corps, and the International Housing Project (a forerunner of Habitat for Humanity). He created an international network (SAL) that serves millions of students, teachers and administrators currently in 117 countries.

Professor Kutz was very active in the 1960s, 1970s and 1980s within the Civil Rights Movements of the United States working and marching with Dr. Martin Luther King, Attorney General Robert Kennedy, Malcolm X, and Cesar Chaves. He developed the NFL Reading Programs and linked the professional sports teams with the educational sectors within the public school systems in the urban areas of the US; created the Upward Mobility programs of AT&T nationwide, and created the Secondary Education School System for Girls in Bangladesh in cooperation with the World Bank, the Office of the Prime Minister and the Ministry of Education.

Professor Kutz also developed the Computer Network Blueprint that links the 13,300 islands of Indonesia and served as a senior employee and consultant to over twenty computer companies in the United States working with nine governmental agencies. He has served as a systems developer, senior technical writer, tester and security system analyst and developer.

Professor Kutz is highly sensitive to the needs of students and will be very active in working with students to attain their goals. He will work with the Student Government to ensure the quality of education and services to students. He will also strive to enhance the services provided to the faculty and staff so that they can provide the needed student support.

Professor Kutz will serve on the teaching faculty of the university expanding his 43 year career in post secondary education. He has taught at the undergraduate and graduate levels in business, science, psychology, education, special education, economics, financial management, entrepreneurship, and the liberal arts including anthropology, sociology and intercultural studies. He is most noted for his work in women's education and special education of poverty populations.

Professor Kutz is the prime designer of Baldwin College's curricula and is the author of many of its key documents. He is also the Chief Designer of Geology World International and the International A Team.

### **3.6 The Presidential Advisory Board**

The University President will invite individuals from throughout the community to serve as members of the Advisory Board looking at ways that Baldwin College can enhance the education of its students, the services that it provides to the community, its government and in particular its industries. The members of the Board will review the curricula, the course content, and the plans for providing its students with hands-on education within their fields of study. They will participate in serving as advisors and mentors to the students and faculty, guest lecturers, special program coordinators, and designers of new departments, new degrees, new certificate and HND programs and the courses offered within them. They will work closely with the Academic Board and Academic Senate to ensure that there is a unified approach to these innovations.

### **3.7 The Vice Presidents**

#### **3.7.1 The Vice President (Academics)**

The primary functions of the Vice President are to serve in matters dealing with students and student activities; faculty and their teaching and research activities and to assist the University President in a wide variety of activities as delineated in the Strategic Plan of the University (2009 – 2014).

The Office works in oversight of the student conduct and discipline, student support services and the academic programs in tandem with the Department Heads of the three faculties. The Vice President focuses on the academic environment as it relates to the internal and external planning and implementation. Offices under the Vice President include the Department Heads of the three faculties, Office of Student Affairs, Office of International Student Affairs, the Office of the Registrar, the Office of Academic Advisors and Counselling. The Vice President works closely with the Student Government and its related committees to ensure the welfare of students and their participation in the governance of the University. It also links up with external bodies that have to deal with student welfare issues in general or with the Student Government in particular.

The Vice President and the President function as a team as well as a person of delegated responsibilities.

#### **3.7.2 The Vice President (Finance and Administration)**

The primary functions of the Vice President (Finance and Administration) are to serve in matters pertaining to the finances and operation of the University and to assist the University President in a wide variety of activities as delineated in the Strategic Plan of the University (2009 – 2014).

The Office works in oversight of the financial activities (Business Office, Planning, Budgets, Banking, Investments, Consultancy Centre, Book Store operation, and Office of Financial Aid), oversees the facilities management (Office of Development – construction, renovation, maintenance and planning) and the

The Office oversees the faculty housing arrangements for guest lecturers, dignitaries, visitors; coordinates all transportation requests; oversees warranty compliance on equipment; interacts with the owner of the leased facility; leases external facilities as needed; coordinates all travel by international faculty, guest lecturers, and dignitaries; and interacts with governmental agencies, consultancy clients, grants and foundations, research activities undertaken on behalf of the University or part of its programmes and other duties as specified by the University President in consultation with the Board of Directors.

### **3.8 The Academic Senate**

Baldwin College and its Administration encourage extensive faculty participation in the educational administration of the University through the Academic Senate. The Senate is composed of all ranking faculty and administrative officers and functions as the voice of the faculty in University governance. The Senate advises the President and the Vice Presidents on many issues of academic policy, including budget matters, the administration of the libraries, and the appointment and advancement of faculty members. In addition, the Senate authorizes, approves, and supervises all courses and determines the conditions for admission, certificates, diplomas and degrees.

The Academic Senate operates as a legislative body which meets periodically through the year, and also, as a system of committees run by and for the faculty. The Senate's strength as a system of faculty government derives in large part from its crucial role in assuring faculty quality through its role in the academic personnel review process. Committees are constructed to oversee and make recommendations to the University President on Academic Personnel, conduct confidential peer reviews of faculty candidates for appointment and promotion and propose budgets for each of the departments of the University. The Senate committees report their conclusions and recommendations to the Vice President (Academic) who presents these findings to the University President and exercises final authority over campus personnel matters.

#### **3.8.1 Executive Board**

The Executive Board is chaired by the University President along with the Vice President (Academic) who serves as the Vice Chairperson. The members include the four Department Heads, the Librarian, the Learning Laboratory Director, the Student Services Director, the President of the SRC, the President of the Academic Senate and the Special Advisors to the President. In addition, members of the University staff will be invited to meetings to report on their activities and discuss problems that must be addressed by the Executive Board.

### **3.9 The Department Head**

Within its initial five years, Baldwin will have five faculties each with its Department Head. These include the Faculty of Health Services, Faculty of Special Education, Faculty of Business and Entrepreneurship with Departments of Information Communication Technology and Business Administration and Entrepreneurship; the Faculty of Applied Science with the Department of Geology and Environmental Science and the Faculty of Fine and Language Arts.

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## 4.0 Appointment and Advancement

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The University has a complex and thorough review procedure to maintain and build its excellent faculty. This review mechanism is designed to ensure that an individual is judged by his or her colleagues in accordance with fair procedures solely on the basis of professional qualifications in matters of appointment, promotion, and salary increases.

### 4.1 Personnel Actions for Appointment and Advancement

Various personnel actions reflect the progress of a faculty career. In the Academic series, *appointment* is at the rank of Lecturer, Senior Lecturer, Assistant Professor, Associate Professor and Professor. *Merit increase* reflects advancement through the steps (and salary levels) of a particular rank. *Appraisal* constitutes an evaluation of an Assistant Professor to provide advice and guidance prior to a tenure decision. The appraisal normally occurs between the third and fifth year of service. *Promotion* marks advancement from one academic rank to another. In the regular Professor series, promotion from Assistant Professor to Associate Professor confers tenure.

### 4.2 Criteria for Appointment and Advancement

Candidates in the regular Professor series and the Professor in Residence series are evaluated on:

1. Teaching
2. Research and creative work
3. Awarded Grants and Coordinated Fundraising Activities
4. Professional competence and activity
5. University and public service

### 4.3 Affirmative Action Policies Regarding Appointment and Advancement

The University initiates and maintains comprehensive affirmative action personnel policies and programs. These are designed to increase the number of minorities and women underrepresented in the University workforce, to ensure equal opportunity, and to encourage the appointment and advancement of these underrepresented groups. Recruitment procedures are designed to obtain a pool of highly qualified applicants which includes women and minorities in numbers reflecting their availability in the academic workforce. The review mechanism is designed to ensure that individuals are judged by their colleagues in accordance with fair procedures in all personnel matters. Selection or denial of appointment, promotion, or merit increase shall not be based on ethnic background or gender. However, in selecting from among candidates who are substantially equally qualified for a particular position, the appointing authority is to be mindful of affirmative action goals to correct the under representation of minorities and women and to ensure that every section of the community is represented within the institution.

### 4.4 Review Procedures

Personnel actions for merit, promotion, and appraisal normally begin in the department. The department chair, in consultation with each candidate, assembles a review file, which, after departmental discussion and voting, is sent to the Vice President (Academic).

In cases of promotions the file goes next to an ad hoc review committee, which is appointed by the University President from nominations provided by the Academic Senate. The majority of the ad hoc membership comes from outside the home department and the membership of this committee is kept confidential.

The ad hoc committee reviews the case and, normally, its recommendation is sent to the Personnel Committee (also known as the Budget Committee). The complete case is reviewed, including all recommendations and documentation, and is evaluated in view of campus-wide standards. Ad hoc committees are not normally used for appointments to Assistant Professor, tenure track positions or for merit increases. The Personnel Committee normally provides the peer review. A recommendation goes from this committee to the University President for a final decision.

If the University President makes a preliminary assessment in the case of an appointment, reappointment, formal appraisal, non-reappointment, or promotion of an individual in the Professor series, which is contrary to recommendations of the Vice President (Academic), the department chair, or the Personnel Committee, the University President informs that reviewer and asks for further information which might support a contrary decision. In the case of non-reappointment of an Assistant Professor, the candidate may, upon request, seek access to documents in the review file. The department chair shall receive documents provided to the candidate. After additional information is furnished, the Personnel Committee and the Vice President (Academic) are given the opportunity to comment on the augmented file before the University President makes the final decision.

## **4.5 Procedural Safeguards**

### **4.5.1 Confidentiality**

The membership, deliberations, recommendations, and report of ad hoc review committees are confidential. Solicited letters of evaluation and the personal recommendation by the department chair likewise are confidential.

### **4.5.2 Access to the Academic Review Record**

A faculty member may inspect all documents in his or her personnel review record except those which are confidential. He or she is entitled, upon request, to a redacted copy of all confidential material.

## **4.6 Tenure**

Appointments to the positions of Associate Professor and Professor are continuous in tenure until terminated by retirement, demotion, or dismissal. A tenured appointment will not be terminated except for good cause, and after the opportunity for a hearing before a properly constituted advisory committee of the Academic Senate.

## **4.7 Titles with Tenure**

The titles with tenure are Associate Professor and Professor.

## **4.8 Part-time Appointments**

Under appropriate circumstances, the University President may authorize part-time tenured appointments



## 4.9 Security of Employment

A track to Security of Employment similar to the Professor series exists for certain lecturer titles. An appointment with Security of Employment will not be terminated except for good cause, and after the opportunity for a hearing before a properly constituted advisory committee of the Academic Senate.

## 4.10 Career Development

Career development opportunities are available to all ladder rank faculty members. Particular programs are available to minority and women junior faculty to assist them in advancing in their careers and to increase their representation in the tenured ranks. A description of affirmative action programs appears later in this *Handbook*.

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## 5.0 Compensation

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### 5.1 Salary Scales

Faculty members in the regular Professor Series or equivalent ranks are paid on academic-year (nine-month) and fiscal-year (eleven-month) salary scales. Salary scales for most academic titles provide for various levels of salary within each rank -- generally referred to as steps within rank -- and for a normal period of service at each salary step.

Periodic range adjustments to the scales are granted based in part on a survey of faculty salaries at a group of comparison institutions and on current student enrolment.

- Off-scale salaries may be approved by the University President for faculty members in certain titles.
- Above-scale salaries may be approved by the University President or recommended for approval by The Board of Directors..

### 5.2 Salary Payment

Salaries for faculty are on academic-year and fiscal-year appointments and are normally paid in twelve monthly instalments. Payday is the first day of each month except when that day falls on a weekend, in which case checks are issued on the last working day of the previous month. The only exception is that, for income tax reasons, payment for December is made on the first working day of the New Year.

Voluntary payroll deduction may be authorized for a number of purposes.

### 5.3 Types of Salary Increases

There are three basic ways in which a faculty member may receive an increase in salary. These are:

1. General scale increase
2. Merit increase
3. Promotion

Merit increases and promotions are based on academic attainment, experience, and performance; they are not automatic. The normal periods of service designated for each salary level do not preclude accelerated advancement in cases of exceptional merit. Less rapid advancement is not unusual. Merit increases and promotions may be made only within the limits of available funds.

Range adjustment, merit increases, and promotions, unless otherwise specified by the campus, are effective July 1.

### 5.4 Additional Compensation

A faculty member on a full-time academic-year appointment may not ordinarily receive additional compensation from University sources for services directly related to recognized duties during the academic year; that is, from the beginning of the First Semester until the end of the Second Semester. Exceptions to this policy for certain services such as lectures, grant administration or involvement, consultant activity on behalf of the University may be granted by the University President.

At times, faculty members may serve the University in activities not directly related to their recognized University duties for services such as teaching during the long vacation months or for University Curricula Extensions; preparing, editing, revising, or conducting University On-line programs, student study materials other than those taught by the faculty member, correspondence courses; consulting; reading manuscripts for University publication; or conducting extramurally funded research.

The compensation for all faculty and staff has been increased to reflect two (2) hours of work per week in the Learning Laboratory and Counseling and Advising Office. Faculty and Staff who exceed the following levels of participation will be entitled to the following:

100 – 250 hours of service (yearly)	Certificate of Appreciation
251 – 400 hours of service (yearly)	Certificate, Recognition at Graduation, Eligible for Contribution to Student's Award and Spot Award
401 or more hours of service (yearly)	Automatic Spot Award with cash compensation and certificate, pin, recognition at graduation and eligible for Contribution to Student's Award
600 or more hours of service (yearly)	President's Award with additional cash compensation, and all of the above.

Academic-year appointees may be allowed to earn a maximum of one-third of the nine-month annual salary rate from University sources as additional compensation for services during the designated summer period.

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## 6.0 Benefits and Privileges

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### 6.1 Leave of Absence

Faculty on academic-year appointments are expected to be in residence from the beginning of the First Semester through the end of the Second Semester. Types of leave and approval authority are detailed below:

### 6.2 Holidays and Periods between Terms

Administrative holiday dates are set annually by the Board of Directors. Periods of academic recess between terms are not regarded as holidays. While faculty do not meet formal classes during an academic recess, the intersession is considered part of the service period, and they are expected to continue their research and other administrative duties as required.

### 6.3 Vacation Leave

Academic-year appointees do not accrue vacation time but may take vacations during the summer months. Fiscal-year appointees accrue vacation leave at the rate of two days a month for full-time service.

### 6.4 Family and Medical Leave

Faculty do not accrue sick leave, but the University President may approve leave with or without pay for illness of the faculty member, for caretaking of immediate family members, or for bereavement purposes.

An Assistant Professor may request that a period of approved medical leave not count toward the eight-year limitation of service for Assistant Professors. Faculty, and especially Assistant Professors, who become seriously sick or disabled, should consult the Personnel Director at the onset of their illness.

### 6.5 Childbearing and Child rearing Leave

A faculty member will be granted paid leave for the period of temporary disability before, during, and after childbirth, for up to four months as certified by the health care provider. In addition, periods where the faculty member seeks active service but modified duties, with pay, it shall be granted on request to any faculty member who has primary care responsibilities for the period before and/or immediately following the birth or adoption of a child under age five. During this period, normal duties shall be reduced and shall be determined by joint agreement between the department chair and the appointee. Faculty should consult the Personnel Director and department chair regarding the details of pregnancy disabilities leave.

The total period of modified duties plus paid leave for childbirth will not normally exceed one academic term. However, upon request, a faculty member may be granted parental leave without pay for up to one year. Faculty may request an extension to the eight-year rule for achieving tenure if the faculty member certifies that he or she has primary responsibility for a child under age five.

## **6.6 Leaves for Service to Governmental Agencies and Military Leave**

Leaves may be granted for consultation or other services to the Ghanaian government.. Leaves are granted for full-time active military service or full-time active duty for training in accordance with applicable laws of Ghana. This shall hold true for a faculty member from a foreign country who is under the same obligation.

## **6.7 Sabbatical Leaves**

Sabbatical leave is a privilege granted to faculty members in certain academic titles to enable them to engage in intensive programs of research and/or study. Faculty accrues sabbatical leave credits for each term worked. Application to take a sabbatical leave is made to the department chair and includes a description of the project. Such leaves are subject to approval by the Vice President (Academic) and the University President. Within ninety days following return from leave, the faculty member is required to submit a report of sabbatical leave activities. Following sabbatical leave, all appointees are required to return to University service for at least as long as the period of the leave.

Salary while on sabbatical leave varies with the amount of accrued sabbatical leave credit and the type of sabbatical leave. A full sabbatical leave with full pay requires more accrued credits than a sabbatical leave in residence. An individual on full sabbatical leave is excused from all regularly assigned teaching and administrative duties. During an in residence sabbatical leave, the faculty member normally teaches one class which meets regularly at least three hours a week but is excused from all other teaching obligations and from all other committee and administrative responsibilities.

While on sabbatical leave, a faculty member shall not accept gainful employment except under certain conditions as approved by the President of the University.

## **6.8 Other Leaves**

In addition to the leaves described above, other leaves of absence either with or without pay may be granted to faculty members. Individuals who are not eligible for sabbatical leave may request educational leaves under these provisions.

## **6.9 Faculty Benefits**

Baldwin College provides faculty members with a valuable package of benefits. These include the following:

### **6.9.1 Medical Coverage/Care**

All faculties, staff and administrators are recommended to procure a National Health Card.

### **6.9.4 Faculty Emergency Fund**

The University President's Office can provide information about the Faculty Loan Fund established to assist faculty members faced with financial emergencies such as personal or family illness. This fund is provided by contributions from individuals associated with the University and distributed only when funds are available within the fund. The fund is administered by the Vice President of Finance and Administration.

## **6.10 Housing Assistance**

At this time, housing assistance is not offered to the faculty except in emergency situations for short periods of time. Please contact the Vice President (F & A).

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## 7.0 Teaching and Student Relations

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### 7.1 Philosophy

The Baldwin College faculty must uphold the highest of standards when dealing with their teaching responsibilities and student relations. As a teacher, it is essential that each member encourages the free pursuit of learning in their students. In so doing the member must hold before their students the best scholarly and ethical standards. The must gain the respect of the students and show that they respect the student as individuals.

Baldwin College Faculty Members must adhere to their role of intellectual guides and counsellors not only to the students that they teach but to all students who they come in contact with. In compliance with the KEEP Initiative, the Faculty member must strive to pursue every avenue of support to the student available within the University. The member must participate actively in support of the students in the Learning Laboratory, classroom, and through other avenues approved by the University Administration.

Above all, the Faculty Member must protect their students' academic freedom. This does not curtail the referral of a student to a support program within the University or to a service provided by the University. It shall be considered as misconduct on the part of the Faculty Member who does not undertake the identification of student deficiencies or problems and the proper referral to support programs for that student. Early identification and referral will enable the KEEP Initiative to prevent the loss of the student.

### 7.2 Teaching Load

The teaching load varies among departments; however, in general full time Lecturers will be assigned 12 credit hours and part-time Lecturers will be assigned less than 12 credit hours. New appointees may wish to consult the department chair regarding the course load they will be expected to assume. A faculty member may teach in more than one department provided that he/she is qualified to teach the course outside of the department.

### 7.3 Teaching Assistance

In conducting large courses, courses employing Quality Learning Circles or Focus Groups especially in the lower division, a faculty member may be assisted by graduate students hired to perform such services within designated departments. The graduate student must have attained an "A" in the course from this or another institution of higher learning. Beginning with the Second Year of Baldwin College program, students who have attained above a 85% in a course and receives the recommendation of their Instructor may be admitted to the A Team and paid to assist Lecturers teaching that course. The A Team Member will become the Lead Tutor for that course in the Learning Laboratory.

#### 7.3.1 Teaching Assistant or Associate

- **May** conduct under the direction of a faculty member, recitation, laboratory, or quiz sections but
- **May not** be responsible for the entire instructional content of any course, for the selection of student assignments, for the planning of examinations, or for determining the final grades of students.

#### 7.3.2 Teaching Fellow

- **May** under the general supervision of a faculty member, provide the entire instruction of a lower division course.

- *The Teaching of a Fellow at the Upper Level division must be determined by the University Senate on a case-by-case basis.*

### 7.3.3 Demonstrator/Tutor/Technical Instructor

- **assists** the faculty member in evaluating papers and examinations or providing tutorial assistance to groups of students or to individual students but;
- **does not** conduct class sections.

## 7.4 Course Selection

It is the responsibility of the Department Head to assign courses to qualified instructors with qualifications in the content of the course. Full consideration will be given to a faculty member's preference of courses; however, no individual or department has any absolute right to give a particular course to a specific Lecturer. New courses must be approved by the Academic Senate.

### 7.4.1 Teaching Syllabus

It is the responsibility of the faculty member who is to teach a course to complete a teaching syllabus as prescribed and initially drafted by the University. The teaching syllabus must be approved by the department head and copies of the syllabus are to be presented to the University Library and the department head. Prior to the beginning of the Semester, the syllabus is to be presented to and reviewed for compliance by the Academic Dean or the University President.

All Teaching Syllabuses must be updated each time the course is offered. These syllabuses will be available in the University Library for individuals interested in auditing a particular session of the course and posted on the University website.

### 7.4.2 On-Line Study Modules/Lecture Notes

All courses must have on-line study modules and lecture notes for student use. The documents are to be placed on-line by the Computer Laboratory or Learning Laboratory prior to the start of the Semester. The faculty member may place the information on-line in stages provided that the materials appear prior to the week of the scheduled class or lecture.

### 7.4.3 Sample Course Tests

The faculty member is to post on-line a sample of the mid-term and final examination with answers. These documents are to appear no later than two weeks prior to the issuance of the examinations. Ongoing assessment texts or interim tests do not have to be posted to the on-line program.

## 7.5 Auditing

Traditionally the University has permitted interested individuals, including registered students, to audit classes with the consent of, and under such rules as may be established by the faculty member in charge. This holds true of participation in Quality Learning and Study Circles, Focus Groups, and special tutorial sessions.

Where a student has missed a class lecture due to circumstances beyond his/her control and where the same course is offered at other times in the week, the student may participate in the class. All examinations must be taken within the class time for which the student has registered.

Individuals auditing the course are directed to appear prior to the start of class and may not be admitted to the class if they appear after it has started. These individuals are to identify themselves to the faculty



member in charge and take a seat in the back of the classroom.(unless there is a visual or auditory problem – whereby, they may be seated in an appropriate location as directed by the faculty member.)

## 7.6 Faculty Responsibilities

A faculty member is expected:

- To meet classes and appear before the class appointed start time.
- To post and keep regular office hours open to students without prior appointment
- To hold examinations as scheduled and to return the examinations within one week of issuance.
- To evaluate student work in a timely manner
- To ensure that grades directly reflect course performance.
- To submit the Mid-Term grades and Final grades to the department head and Registrar by the date posted by the Registrar's Office. (The current month's pay checks will be withheld until the faculty member has submitted his/her grades.)
- To maintain a grade book with a record of student attendance and progress, including interim tests and assignments, mid-term examination scores and final examination scores. This document shall be considered property of the University and should the faculty member not be able to continue the instructor of the course, the book will be handed over to the department head or Vice President (Academic) for continuity of instruction and evaluation of the students.

## 7.7 Evaluation of Teaching

Teaching is an essential criterion to appointment or advancement; tenure is granted only with clear documentation of ability and diligence in the teaching role.

Department chairs are charged with gathering evidence of a candidate's teaching ability at all levels of instruction, from lower division to specialty courses and dissertation/project supervision. Such evidence may include opinions of other members of the department, students, and alumni; the number and quality of students guided in research or attracted to the campus by the individual's reputation; and development of new and effective techniques of instruction.

Departments prepare academic review records for all faculty members under consideration for merit increases and promotion. The kinds of information on teaching normally included in the academic review records are students' evaluations of the faculty member's teaching, solicited letters from former students, descriptions of new courses prepared, and lists committees chaired and dissertations/projects supervised.

In addition, faculty members who refer new students to the University and assist in their acceptance mentoring will be given credit for this activity through merit pay increases and documented merit towards promotion.

## 7.8 Distinguished Teaching Awards

As a way of recognizing and encouraging excellent teaching, the University presents awards annually to a small number of outstanding teachers. The Academic Senate is encouraged to nominate candidates for the award, students are polled for nominations, and Administrators of the University contribute to the nomination and selection process. The final decision is made by the University President in council with

the Department Head and Vice President (Academic). The award is issued by the Board of Directors of the University.

## 7.9 Grants to Improve Teaching Quality

The University through the Academic Senate will apply for special grants to provide improvement in the instruction provided by Baldwin College faculty members. The University shall establish a fund through these grants that will fund department-wide programs devoted to development of new, innovative courses, and major curriculum revisions in specific disciplines, or groups of disciplines, and the training of teaching assistants.

## 7.10 Advising & Student Mentoring

Faculty members are expected to advise students in planning their academic programs. Other issues, such as choice of a major, career opportunities, tutorial help, and improvement of study skills are commonly dealt with by counselling services and the Learning Laboratory. However, the faculty is closest to the progress being made by the student and able to identify deficiencies that may exist. As a result, the faculty member is obligated as part of his/her responsibilities to refer the student through formal process to the appropriate support service.

There are two types of mentoring programs at Baldwin College. The first is general academic mentoring and tracking the progress of the student through his/her courses. Faculty members within a specific department will be assigned a small group of students for whom they will be responsible for making contact with the student and discussing their progress with their appropriate Instructors.

The second type of mentoring program deals with entrepreneurship and providing students with assistance in applying learned concepts to the development of their enterprises. No assignments will be made; however, faculty members will be notified of the type of enterprises undertaken by the students and they will be encouraged to assist.

## 7.11 Absences from Classes

### 7.11.1 Students

A faculty member will deal directly with a student with respect to the student's brief absences from class for any cause. The faculty member is to notify the Office of the Dean of Students when a student has missed more than two consecutive classes or a total of four classes. The Dean will then schedule an appointment with the student and place the student into a monitoring program within the Academic Counselling/Advising Program.

### 7.11.2 Faculty Member

- If a faculty member knows that he/she will not be able to meet with a class, arrangements must be made through the department head either to arrange for a substitute instructor or to reschedule the class.
- If a faculty member becomes sick or has an emergency and will be late for or unable to meet with a class, arrangements must be made through the department head or if not available through the Office of the Vice President (Academic) or the President's Office to arrange for a substitute instructor or reschedule the class.
- If a faculty member becomes disabled and is not able to complete the course of instruction, he/she is to notify the department head who is to arrange for the continuation of the course through a replacement instructor. The original instructor is to provide the department head with all

records and evaluations of the students including the attendance book, grade book, and any outstanding papers that have not been graded or returned to the students. The Vice President (Academic) will be directly involved in the transfer of the instructor and the continuity of instruction and evaluation of the students.

## 7.12 Emergencies

If emergency health or safety problems arise in class and/or on campus, the campus police or the Student Health Service should be notified. The faculty member is responsible for reporting the incident to the Vice President (Academic) once the event has become manageable and/or emergency medical services have been contacted.

## 7.13 Grading

The University President has established policies and regulations regarding the grading system for all courses. These are as follows: (Note: These policies are subject to change by the Academic Senate with the Approval of the Board of Directors as long as they comply with regulations established by the Accreditation Board and UNIVERSITY OF CAPE COAST.)

### 7.13.1 Examinations and Assessments

There shall be formal University Examinations in Programmes of study at the end of each semester. The examination in each course shall not be less than two (2) hours duration. In addition, there shall be a system of continuous assessment based on any or a combination of the following mid-semester examination, class tests, essays, tutorials, assignments, etc.

The initial continuous assessment and Mid-term Examination shall be weighted 30% of the total mark and the continuous assessment of the second half of the semester and Final Examination shall be weighted 70% of the total marks of the course.

Examination in all courses shall be credited by marks and letter graded as follows:

Percentage Range	Letter Grade	Comment
95-100	A+	Outstanding
88- 94	A	Excellent
80-88	A-	Very Good
74 – 79	B +	Good
66- 73	B	Good
60 -65	B -	Good
56- 59	C +	Fair
53-55	C	Fair
50 – 53	C-	Fair
46-49	D+	Pass

Percentage Range	Letter Grade	Comment
43 – 45	D	Pass
40 – 42	D-	Pass
0 – 39	F	Fail
	I	Incomplete
	DF	Deferred

### 7.13.2 Pass Mark

The pass mark for any course shall be 40%. However, a cumulative Weighted Average (CWA) mark of 45% shall be required at the end of each year. Where a student does not maintain the above minimum Cumulative Weighted Average of 45%, the student shall be put on probation (See Section 13.7.2)

A final year student who passes in all courses but does not achieve the required CWA mark of 45% shall be permitted to use his grace period to improve the CWA in order to qualify for the award of the certificate/degree for which he/she is studying (See Section 13.7.2).

### 7.14 Exclusion of students from class

A faculty member may limit enrolment in any class to students with adequate preparation. If a student is found not to have adequate preparation, the exclusion must occur in time for the student to enroll in another course or be issued an “Incomplete” with recommendation by the faculty member of skills that are needed in order to enroll in the course at a future semester. The student can be referred to the Learning Centre where the staff will provide instruction in identified deficiency areas or recommend courses that the student can take to equip him/her to succeed in the course.

A faculty member may exclude a student from a class for rude or improper conduct and refuse to accept the student back in the classroom. A report should be sent to the department head and a copy to the Vice President (Academic) for determination of a course of action to be taken by the University.

A faculty member may refuse entry to the classroom of any student who is more than 10 minutes late to a particular session of a class. The student is to be advised to check with the department head on an alternative class covering the same content (if applicable)

### 7.15 Academic Misconduct

A Code of Conduct is to be developed as one of its first responsibilities for the Academic Senate. In meantime, Baldwin College will follow the Code of Conduct initiated by UNIVERSITY OF CAPE COAST and the University President will discipline members of the faculty and staff who violate generally recognized actions or activities as unethical or misconduct, The President will act in council with the Board of Directors and the Officers of the Academic Senate.

### 7.16 Student Organizations

Occasionally, faculty members may receive various kinds of social invitations from student organizations, such as invitations to dinner or requests to participate in group activities or to serve as advisors to student

organizations. Any such participation on the part of faculty members is appreciated by the student group and encouraged by the University.

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## 8.0 Student's Rights

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### 8.1 Privacy of Student Records

The disclosure of information from student records is largely governed by Ghanaian law. University policy has been developed to provide reasonable interpretations of those laws. Where the law is silent, the University is guided by two principles: (1) the privacy of an individual is paramount, it may only be shown to an individual or an organization with the written permission of the student, and (2) the information in a student's file should be disclosed to the student on request.

Without the written consent of the student, disclosure of confidential information from student records to faculty members is limited to those records in which the faculty member has a legitimate educational interest. Legitimate educational interest is determined by the Department Head where the student record is maintained.

### 8.2 Non-discrimination

It is illegal and/or against University policy to discriminate against a student on political grounds, or for reasons of race, religion, sex, sexual orientation, disability, ethnic, or national origin, ancestry, marital status, medical condition or, within the limits imposed by law or University regulations, because of age or citizenship; or for other arbitrary or personal reasons.

### 8.3 Freedom from Sexual Harassment

The University is committed to creating and maintaining a community in which all persons who participate in University programs and activities can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including inappropriate sexual behaviour. Sexual harassment is prohibited both by law and by University policy.

The President's Office has developed procedures to resolve student grievances claiming violation of existing University policies on disclosure of information from student records, on non-discrimination, and on sexual harassment.

The University President will meet with Members of the Board of Directors, Academic Senate, Chief Administrators and the University Attorney to draft up specific regulations and policies for handling these problems early in the 2016-2017 Academic-year. Distribution of these regulations and policies will occur after ratification by Academic Senate and the Board of Directors.

### 8.4 Appeal of Grading

The purpose of the grade appeal procedure is to serve the needs of graduate and undergraduate students who believe that they were unjustly awarded a grade by a faculty member through prejudice or caprice. The basis for a grade appeal is the student's charge that the grade was awarded through prejudice or caprice. *The burden of proof rests with the student.*

Students must initiate the appeal within one month of issuance of the grade.

The policy applies to final grades in credit courses only..

#### 8.4.1 Grade Appeal Procedure

1. Student consults with instructor for an explanation of the method of evaluation and to determine whether an error has been made.

2. If the student is not satisfied with the results of the conference with the instructor and wishes to pursue the appeal, the case must be presented in writing for a first-level appeal. The student's grade appeal letter should:
  - a. State specific reasons and give examples of faculty prejudice or caprice
  - b. Show that prejudice or caprice affected the awarding of the final course grade
  - c. Be presented as a complete package and include all supporting documentation.
3. If it is concluded at the first-level appeal that there is no cause for complaint, the person to whom the appeal was submitted will notify the student in writing that the appeal is denied. The student may submit a second-level appeal in writing, requesting that the grade appeal package be forwarded to the next level (Ombudsman or Vice President (Academic)).
4. If the person to whom the second-level appeal is submitted concludes that there is no cause for complaint, the student will be notified in writing that the grade appeal process is complete and no further appeal is allowed.
5. If during the first- or second-level appeal process it is concluded that there may be valid cause for complaint, the person to whom the appeal has been submitted should consult with the instructor and student and attempt to mediate the dispute. If mediation fails, the person to whom the appeal has been submitted will offer to form a committee to carry out an independent investigation and a hearing will be held. The results of this hearing will be final.

## **8.5 Request a Withdrawal from Class with Incomplete**

A student may request a withdrawal from a Class with a grade of Incomplete prior to the administration of the final examination. (Likewise, the Instructor may advise a student to withdraw from a course due to deficiencies that are affecting his/her academic progress.)

### **8.5.1 Procedure for Withdrawal from Class with Incomplete**

#### **8.5.1.1 Student Initiated Request**

The student will discuss the desire to withdraw from the course with an Incomplete. The student is not obligated to inform the Instructor of the reason for withdrawal. However, if the student is withdrawing because of problems in learning the subject matter, the instructor can facilitate the student receiving tutorial assistance in the Learning Laboratory on concepts that will enable the student to return to class during the next Semester. The Instructor can request that a customized learning package be created in the Learning Laboratory that will enhance the student's skills.

If the student is requesting the incomplete for medical or personal reasons other than academic, no referral to the Learning Laboratory will be necessary.

The student must clear the incomplete no later than the final week of the Semester. This can be done through completing the Learning Laboratory customized package and being accepted into the next available time when the course is offered or in the case of personal or medical withdrawal, within a time reasonable time period (determined on a case by case bases by the Vice President (Academic) in consultation with the Department Head.)

#### **8.5.1.2 Instructor Initiated Withdrawal (DF)**

If the Instructor identifies that the student has too many deficiencies to successfully complete the course, he/she has the right to withdraw the student from the class and refer the student to the Learning Laboratory. The student will be issued a DF (Deferred). Once the Individual Educational Plan has been fulfilled, the student may re-enrol in the course without additional cost.

The student may appeal the withdrawal from the class to the Department Head or to the University Ombudsman. This appeal will be deemed a high priority request and a meeting within the week of withdrawal must be scheduled by one of the following: the Department Head, the University Ombudsman or the Academic Dean. The person handling the appeal is to meet with the Instructor and student and resolve the matter prior to the start of the next week's class.

### 8.5.2 Other Forms of Withdrawal with Incomplete

- Where a student registers for a course, but fails to write the examination, the student shall be deemed to have failed the course unless reasons acceptable to the University Academic Board can be advanced and approved by the Board of Directors, in this case the student shall be graded "incomplete" (I) and be expected to take part in the next available formal examination.
- A student is graded "Incomplete" (I) for a course when he/she is unable to write an examination on grounds of ill-health and the medical report is acceptable, provided he/she has registered for the course
- A student is graded incomplete (I\*) for a reason(s) other than listed above which is acceptable to the Academic Board.



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## 9.0 Research

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The University encourages a broad spectrum of research and creative activity of the highest possible quality, from basic to applied, across the full range of academic disciplines. The University's commitment stems from its obligation to advance knowledge, to educate both HND and undergraduate students, and to serve the economic and cultural needs of society. Faculty members are evaluated in part on their abilities to demonstrate creative and productive work through published research and/or creative activities

### 9.1 Funding

The University endeavors to provide space, funds, and facilities for the research programs of faculty members. Funds are obtained through applying for grants through government and foundation programs and a percentage of the student tuitions. These funds are made available for research through departments or equivalent units.

### 9.2 University Funding

All members of the Academic Senate are eligible for research grants allocated on the recommendation of the Senate Committees on Research. Faculty who are not members of the Senate may seek research support in cooperation with Senate members or through other campus funding sources. Grant application procedures are determined by available University funds and the provider of the grant or foundation funding source.

### 9.3 Extramural Funding

Members of the Academic Senate and certain other academic titles are eligible to submit proposals for research or training grants to external sponsors. Those sponsors include the Ghanaian government, the local governmental organizations, and private sponsors such as private industry, foundations, or charities. Faculty who wish to serve as the Principal Investigator for a research project supported by extramural funds should contact the University President.

All contracts and grants, and gifts for research are subject to conditions, restrictions, and review procedures established by the University President, in conformance with University-wide policies and procedures. The research must be approved by the Academic Board and the Board of Directors before a proposal is issued.

### 9.3 Gifts and Grants for Research Purposes

There is a distinction between gifts and grants for purposes of the University's sponsored research program. Generally, if a faculty member receives funding from a donor who does not impose contractual requirements and who provides the funds irrevocably, such funding is termed a gift. If funding involves provisions for audits by the grantor, or directions to satisfy particular requirements or a detailed report of results or expenditures, or other such characteristics, such funding is generally termed a grant. The appropriate category is determined by applying the guidelines established by the President.

### 9.4 Organized Research Units

In general, faculty members establish individual research programs in their own departments on their own or in collaboration with colleagues. However, major research programs including numerous faculty members with complementary research interests may be organized into official research units which are approved by the Academic Senate.

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## 10.0 Patent and Other Intellectual Property

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### 10.1 Patent Policy

All employees sign a patent agreement which assigns inventions and patents to the University except those resulting from permissible consulting activities which do not involve the use of University facilities. The Patent Agreement requires disclosure of all inventions, whether or not the invention was created as a part of, or outside, any University duties or use of University facilities. After disclosure, the equities of the parties are assessed and the interest of the University in filing a patent or releasing the right to the inventor is determined. For University-owned patents, any royalties are shared between the University and the inventor. In most cases, the University pays royalties to the inventor on the basis of a sliding scale. Net royalties from patents or inventions assigned to the University are defined as gross royalties and fees, less administrative costs, and less the costs of patenting, protecting, and preserving patent rights, maintaining patents, the licensing on the patent and related property rights and such other costs as may be necessary or required by law. Funds generated by patents are used by the University to support research and other educational activities.

### 10.2 Copyright Policy

A faculty member's scholarly works such as books, musical or dramatic compositions, architectural designs, paintings, and sculptures are considered property of the creator unless the work is prepared by special contractual agreement or first produced in performance of a sponsored agreement or as a specific part of a University assignment other than general obligation to produce scholarly works. All references to Saturation Approach to Learning (SAL) materials or models must designate the SAL copyright and ownership. Baldwin College has been given the right to use, reproduce for educational purposes the modules, games, instructor guides, and concept levelling and AGDP materials provided the copyright and ownership is shown on the reproduction.

### 10.3 Use of the University's Name – Commercial

The name "Baldwin College" is the property of the corporate entity. Industrial sponsors of University research may not state or imply in any publication or other published announcement that the University has approved any product. In addition, the University does not allow its name to be used in connection with any form of business promotion or publicity, or to have one of its research agreements referred to in a commercial message without prior written approval of the University President.

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## 11.0 Other Policies and Conditions Pertaining to Research

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### 11.1 Publication Policy

The Board of Directors and the Office of the President have affirmed the right of faculty members to make public the findings of their research, orally or in writing, free from censorship or restraint by any representative of the University. The freedom of the investigator to disseminate the results of research is an essential part of academic freedom. It is also a major criterion in determining the appropriateness of any sponsored project. Unless otherwise approved by the University President, the University will undertake research projects only if the scientific results can be published or otherwise promptly disseminated. University policy precludes assigning ownership of research results or the final decision on what may be published to extramural sponsors. The policy also precludes placing an unreasonably long or unlimited delay on the publication or dissemination of information.

### 11.2 Use of Human Subjects

The University requires that all research and teaching activities involving human subjects be reviewed to determine if the persons involved are at risk in any way as a part of the research project.

### 11.3 Use of Animals

The University policy sets forth common procedures to assure the continued maintenance of high standards of animal care and use within the University. The policy calls for University compliance with specific Ghanaian standards and requirements.

### 11.4 Appropriateness of Research Activities: Use of Facilities

The University President in conjunction with the Board of Directors and the Academic Senate establishes academic policy for determining the appropriateness of and basis for conducting research sponsored by extramural sources, such as the Government of Ghana, or private sponsors. A policy which will govern the use of research facilities will be coordinated by the University President. In general it should state that University facilities are not to be used for purely routine tests. It should also deal with such matters as ownership and use of results, recovery of costs, as well as establishing guidelines for the character of the research.

### 11.5 Conflict of Interest

Faculty members are encouraged to engage in outside professional activities related to their academic elective concentrations. However, the growth of sponsored research, consulting contracts, and faculty involvement in the management of private companies and other types of nongovernmental entities has complicated these relationships. One of the consequences is the possibility of a potential conflict of interest.

The University's overall policy on conflict of interest is that none of its faculty, staff, managers, or officials shall engage in any activities which place them in a conflict of interest between their official activities and any other interest or obligation. University Policy on Disclosure of Financial Interest in Private Sponsors of Research which relates specifically to conflict of interest with respect to sponsored research is described below.

## 11.6 Disclosure of Financial Interest

Principal investigators must disclose if they have any direct or indirect financial interest in a nongovernmental sponsor which has funded their research through grants, contracts, or earmarked gifts. The disclosure statements are public documents. When a disclosure statement indicates that such a financial interest exists, an independent review committee reviews the disclosure statement, the research project, and other relevant information and recommends whether the project should be accepted and, if so, whether any modifications or conditions are needed. Department Heads must disqualify themselves from approving research projects funded in whole or in part by nongovernmental entities in which they have a financial interest.

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## 12.0 Outside Professional Activities

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In addition to their primary responsibilities of teaching and research or creative work, faculty members are also expected to contribute to their professions and to the community. Depending upon the professional field of a faculty member, a wide spectrum of outside professional activities is possible. Typical examples include but are not limited to, serving on a committee, panel, or commission established by the government of Ghana or local governmental agency; industrial consulting; acting in an editorial capacity for a professional journal; reviewing journal or book manuscripts or grant or contract proposals on an ad hoc basis; accepting a commission for a specific service such as a work of art or a dance; participating in a musical, dramatic, or other artistic performance; practicing a profession on a part-time basis; and testifying as an expert in a court of law.

There are a number of University policies which apply to faculty who are involved in outside activities

### 12.1 Policy on Outside Professional Activities of Faculty Members

The Policy on Outside Professional Activities of Faculty Members states that faculty members are expected to contribute to their professions and to the community and that, for purposes of academic review, the same standards of performance should be applied to their outside professional activities as to any other areas of academic endeavours.

Additionally, the Policy requires faculty members to submit annual reports to their department chairs on those outside professional activities which are related to their academic specialty whether or not they are undertaken for compensation. The chairperson considers this information to be part of faculty member's academic records for purposes of advancement and promotion. The reports are available to the public

### 12.2 Policy on Additional Compensation for Services as a Faculty Consultant

The Policy on Additional Compensation for Services as a Faculty Consultant provides that a faculty member may, on occasion, and with prior approval, receive additional compensation for consultant services on projects under the auspices of the University if the faculty member is not regularly engaged in the particular project.

The policy of the University President is that no one in the service of the University shall allow outside employment to interfere with primary University duties.

The Board of Directors reinforces the concept that outside professional activities are a valuable contribution to the University and to a faculty member's professional growth as long as the activities are undertaken in a manner consistent with the full performance of the faculty member's primary obligations to the University.

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## 13.0 Affirmative Action Programs

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Excellence and diversity of the faculty and student body of the Baldwin College are integral to its educational mission. The University intends to pursue a policy of non-discrimination in all its operations. Experience has proven that this policy, while essential, is not by itself sufficient to assure that all individuals are extended equal opportunity. Experience has also demonstrated the effectiveness of affirmative action efforts by an institution of higher learning as a whole, and by academic units to extend equal opportunities to groups that have been underrepresented in the University community. Within the faculty, the largest of these groups are ethnic minorities, the physically challenged and women.

The University maintains affirmative action programs to supplement regular efforts in recruitment, retention, and promotion of minority, the physically challenged and women faculty members.

### 13.1 The Faculty Career Development and the Pre-Tenure Awards Programs

The University President in conjunction with the Board of Directors and the Academic Senate envisions a program that will develop the careers of faculty members. The program provides financial assistance to women, physically challenged and minority junior faculty, to enable them to pursue the creative and research activities necessary for advancement to tenure. Awards are distributed in the form of a long vacation salaries, sabbatical leave supplements, and special leaves with salary for one or two quarters, stipends for research assistance travel to professional meetings, equipment, and other individual needs. A second component, the Pre-Tenure Awards Program, would provide assistance to highly promising minority, physically challenged and women junior faculty in the form of released time from regular duties for up to one academic year for major concentration on scholarly and research activities at a time when a body of work and prospects for tenure can be reasonably evaluated.

### 13.2 Teaching Personnel Balance

The University President has directed that there should be a balance between male and female teaching faculty. Where more than one section of a class is offered, the Department Head is to make available a balance in male and female instructors to accommodate students who seek instruction by a female instructor.

### 13.3 Accessibility of Facilities to the Handicapped

The University President has directed that all facilities shall be in compliance with Ghana laws regarding accessibility by handicapped personnel and students. Where it is not possible to do so, accommodations such as moving classrooms, special equipment, or other accommodation will be made that will overcome the barriers to participate in the learning experience.

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## 14.0 Grievances

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### 14.1 Academic Senate Members: Privilege and Tenure Committee

Members of the Academic Senate may complain to the President of the Academic Senate and Tenure Committee that their rights or privileges have been violated.

In cases of personnel reviews involving tenure, promotion, or reappointment, complaints may be based only on allegations that:

1. proper procedures were not followed, and/or
2. the challenged decision was reached on the basis of impermissible criteria, such as race, sex, or political conviction.

The Privilege and Tenure Committee is empowered to determine the validity of complaints under #1 and #2.; but, is not empowered to re-evaluate the academic merits of the case.

### 14.2 Non-Senate Academic Appointees

Grievances by faculty who are not members of the Senate concerning violation of conditions of employment as set forth in University policies are governed by the Office of the President and Memorandum of Understanding for those covered by collective bargaining agreements. A faculty member has thirty days to initiate a review of the grievance. A grievance is:

1. A complaint that a specific administrative act was arbitrary or capricious and adversely affects the faculty member's tenure or conditions of employment, or
2. A claim of a violation of applicable university rules, regulations, or academic personnel policies which adversely affects the faculty member's tenure or conditions of employment.

A faculty member whose complaint relates to termination of an appointment prior to the expiration of the contract, may request a hearing before the appropriate committee of the Academic Senate

### 14.3 Sexual Harassment Grievances

In accordance with the University-wide policy on sexual harassment, the faculty member may present his/her grievance in writing to the Office of the President.

### 14.4 Administrative Review Procedures

Complaints which are not covered under the scope of the Senate's Committee on Privilege and Tenure for Senate members or for non-Senate faculty, may be considered under campus administrative review procedures. Administrative review procedures involve requests for review by successively higher levels of administrative authority.

### 14.5 Ethics, Conduct, and Responsibilities

The Academic Senate is to develop a Faculty Code of Conduct which is to contain a description of professional responsibilities, ethical principles, and types of unacceptable behavior. University discipline under the Faculty Code of Conduct is under the jurisdiction of the University President. Discipline may be

imposed for violation of ethical principles set forth in the Faculty Code of Conduct. Imposition of discipline against a faculty member is pursuant to the Faculty Code of Conduct and the procedures set forth by the Academic Senate.

Until the Academic Senate delivers the Faculty Code of Conduct documentation, the University President in consultation with the Academic Senate and Board of Directors will impose discipline upon violators of what the President deems to be unethical and unacceptable behaviour on the part of a faculty or staff member.



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## 15.0 Baldwin College Library

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The University Library has been established for the exclusive use of the students, faculty, staff and Alumni of Baldwin College. Each section of the library is set up to provide the Faculties and Departments of the University with resources for use in instruction of the registered students and for research purposes for the faculty and staff. There are \_\_\_\_\_ main sections of the Library:

- Business Administration and Commercial Law,
- Communications Graphics Design
- Culture and Social Sciences
- Education
- Faculty Reference
- Fashion Design and The Arts,
- General Reference
- Health Services
- Humanities
- Information Communications Technology
- Mathematics
- Science

The Journals and Periodicals pertaining to the specific category of study will be found within that section of the library. The initial inventory includes **approximately \_\_\_\_\_ books** plus journals and periodicals The University plans to expand the library each semester with new and classical books to increase the physical facility as well as the electronic facility.

### 15.1 Membership

The membership of the Library is open to all registered students of the University, academic staff, senior administration and technical staff. It is also opened to external users, notably members of the University's Alumni Association. By special permission of the President, other persons may be admitted to membership for purposes of research or reviewing copies of our Faculty Reference section containing copies of all books used in the curricula.

### 15.2 Arrangement and Access

The Library is located on the second floor of the campus building. The Lending Department (which houses the Issue Desk and the Catalogues), the Cataloguing, Acquisition and the electronic information Department operate at this location. In addition, the A/V, video, film, tapes, CDs and other visual aids can be checked out for viewing in the Library or in one of the University facilities.

The Library has a photocopy machine and a reading area as well as computers for research purposes..

### 15.3 Classification Scheme and Catalogue

The Library of Congress Classification Scheme is used in classifying the books and their arrangement on the shelves. Guides explaining the use of the scheme and the Catalogue are displayed at the Issue Desk. Both the authors and classified catalogues are on cards. The listing of the library, Faculty Reference Section, visual aides and programs are listed within a database and can be accessed by the Library Computers. Readers who cannot find what they are looking for should consult the Library staff for assistance.

### 15.4 Library Services

The various activities undertaken by the Library and its staff include borrowing, reference, photocopying, Internet, E-mail and CD-ROM Services. The staff participate in the Student Orientation Program with tours of the library, instruction in its use, research methodologies, Internet searches, and student assistant positions with the Library.

The Library serves as the central location of information on available books, references, journals and periodicals useful for the studies undertaken at Baldwin College. The General Reference section has encyclopaedias, dictionaries and directories. As the university grows, there will be copies of theses and projects undertaken by the students at Baldwin College.

The Library staff works with the Learning Laboratory, the Computer Laboratory and the Department Chairpersons on creating Learning Modules to accompany coursework taken at the University. This will continue until the Department of On-Line Studies is established and its staff can take over these responsibilities.

### 15.5 Borrowing of Books and Periodicals

Only books within the lending library can be checked out. Other books and reference materials, thesis papers, etc are for in-house use only. Bound and unbound periodicals may be checked-out only with the permission of the Librarian. The check-out process is as follows:

1. The Member may take the book(s) to the Issue Desk where they are checked out.
2. The possession of a library book, which has not been properly issued to the reader will be treated as a deliberate and serious offence.
3. The period allowed for a book loan is two weeks, but a reader can renew any book for a further period, provided it has not been reserved by another reader.
4. On the return of a book, the Issue Desk staff member checks the book back into the collection and releases the reader from any further obligation.
5. Books borrowed should not be passed from one reader to another and returned to the Library through the Issue Desk process.

### 15.6 Number of Books Readers can Borrow

***During the current period of operation, the Library will be REFERENCE ONLY. Students must obtain permission from the Librarian to remove an item from the Library. After this initial period the following policies will go into effect:***

The numbers of books readers are entitled to borrow from the Library are as follows:

Lecturers, Professors & Department Heads	10 books
Part-time Lecturers	7 books
Demonstrators	5 books
Undergraduate Students	5 books
Senior Administrative Technical Staff	5 books
Junior Staff	5 books
Alumni	5-books

## 15.7 Open Hours

During the Semesters of Operation, the Library is open as follows:

Monday through Friday	9:00 am – 8:00 pm
Saturdays	10:00 am – 7:00 pm
Sundays	The Library is closed.

During the University holidays the Library is closed

During the Vacation periods, the Library is open as follows:

Monday through Friday	10:00 am – 5:00 pm
Saturdays	10:00 am – 1:00 pm
Sundays	The Library is closed.

Note: If the University is officially closed, the Library is also closed.

## 15.8 General Regulations

The following regulations must be observed by all persons using the Library facility:

1. Silence should be observed in the Library
2. Reference books or books used only in the Library should not be returned to the shelves. Place the books in the "Return to Shelf" box at the Issue Desk for the staff to return to the proper location.
3. Marking, mutilating, and misappropriation of Library materials is a serious offence and serious disciplinary action will be taken against offenders.
4. Smoking and eating or drinking are forbidden in the Library.

5. Brief cases, large handbags, etc. should be checked in with the Issue Desk.
6. Readers must submit any book and materials they are carrying while leaving the Library for scrutiny at the Security Check Point.

## **15.9 Sanctions**

### **15.9.1 Books and Periodicals**

Failure to return books on the Due Date:

1. A member who commits this offence shall be liable to pay a fine of GHc 2 per day up to 7 days and GHc 5 per day thereafter; plus, the loss of borrowing rights will be imposed until the books are returned and the fines paid. (Charges are subject to review.)
2. All students who fail to return all library books to the University Library three (3) days before the Second Semester final examinations will not be permitted to take the examinations.

### **15.9.2 Computer Use in the Library**

1. Diskettes and other data storage materials are to be submitted to the Coordinator of the Library computers for scanning with virus detection software prior to use.
2. Do not open pornographic sites.
3. Do not play music or games.
4. Do not watch films on CD or the Internet unless they have been assigned by the Lecturer and obtained from the Issue Desk.

If the user violates any of the above rules, the first offence will result in a warning. A repeat offence leads to a user being banned from the use of the computers within the Library.

## **15.10 Misplacement of Books**

A member who reports the misplacement of a borrowed book will be given up to fourteen (14) days to look for it. During that period, the borrower shall be liable to pay a fine of GHc 2.00 per day for the first 7 day and a fine of GHc 5 per day thereafter (Charges are subject to review.)

### **15.10.1 Loss of Books**

A member who commits this offence shall be liable to pay twice the current price of the book. This is required so that the book can be replaced and shipping/handling costs covered.

### **15.10.2 Stealing of Books/Periodical or other Library or A/V materials**

A member who commits this offence shall be subject to dismissal from the University or a fine of not less than three times (3X) the purchase price of the book or current replacement costs whichever shall be greater. In addition, the student will lose the privilege of borrowing books from the Library for a period of one semester.

**15.10.3 Mutilation of Books/Periodicals**

A member who tears pages, sections and illustrations from library materials shall be subjected to a fine of three times (3X) the purchase price of the book or current replacement costs whichever shall be greater. Repeat offences will subject member to dismissal from the University or if the user is not a student, loss of all privileges of using the Library for one year.

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## 16.0 Learning Laboratory

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### 16.1 Introduction

The Learning Laboratory is an essential part of the KEEP Presidential Initiative. It provides essential support programs to students undertaking a programme of study at the University. The Learning Laboratory can represent an opportunity for a student to regain acceptable performance within a course of study and prevent a class failure. It is an avenue available to the student who receives an Incomplete Grade within a course. It provides workshops and individual tutoring on attaining good study skills, improving writing and mathematical skills, and in preparing course papers or conducting research.

The Learning Laboratory also provides a source of income to students who are recognized for their excellence in course work and who have the skills to work with students who are not performing up to par in a course. The Learning Laboratory also provides to students interested in the teaching or training fields hands-on experience in working with the adult learner.

### 16.2 A Team Members

*From Professor James E. Kutz, Ph.D., University President*

During my career, starting in 1965, I created a concept of student tutors entitled the "A Team". These students earned an "A" in one of my courses and then went on to serve as an A Team tutor in the next offering of that course or ones related to that course.

The concept was expanded as more and more schools caught on to the idea. In the D.C. Schools and at Southeastern University, we divided the classes into study groups based on the availability of the student to attend the groups meeting date. Once on-line courses became available, it was a time and not a place. The students would meet on-line with the A Team Tutor Assistant joining them and the Course Instructor available if needed.

The program quickly cut the failure rate and got many students involved in quality learning experiences and exchanges. The attendance at on-campus class meetings and on-line participation increased drastically. By the end of the second year of operation, the failure rate dropped to less than 5% from nearly 30%.

The students are given study materials that point out the key concepts presented by the Instructor and covered by the textbook. The textbook gives a greater in-depth view of the subject while the Learning Module gets the student interested in the subject matter and shows pictures of examples within their own environment.

"A-Team members" give "birth" to other "A Team" members and soon there is an abundance of students wearing the title on shirts, caps, etc. and serving to reduce not only the failure and drop-out rate; but, also the general outlook on the university itself.

Today there are over 40,000 university graduates who claim the title of A Team member. The team is now in 104 countries as teachers, business leaders, public servants, college professors and soon to be College President. In the recorded history of the program, no 'A Team' member has ever dropped out of college or failed a course after attaining the title.

About 40% of the team came from students who at one time were failing a course and were caught up in the concept of being helped and then helping someone else with something that they had experienced. These are often the best motivators of procrastinating students, students caught in personal problems

that should end their academic career, older students returning to school for new careers, single mothers going to college and handicapped students in college.

At one of the universities in Washington, DC, serious problems existed between the Asian and African-American students. With the implementation of A Team, Asian students were aiding the African-American and African students in mathematics and were being tutored in English and business or IT by the African students. The A Team won numerous awards for its service to the university and soon produced the student government leaders, fraternity leaders and graduates chosen for staff and faculty positions.

### **16.3 Full-Time and Part-time Faculty Involvement**

All faculty members have the responsibility to participate in the Learning Laboratory programs pertaining to their courses and especially where an Incomplete Grade is issued. The compensation provided to faculty and staffs includes additional payment for two hours of work per week to be performed in the Learning Laboratory programs (Tutoring, Counselling, Advisement, On-line Learning Module creation, Quality Circles and/or Focus Groups). This involvement includes monitoring the progress of the student, coordinating the A Team member assigned to the course, responding to requests made by the A Team member or the Learning Laboratory Director's inquiries, working with the Learning Laboratory staff in building learning modules for the courses the faculty member is teaching, and building customized course materials to aid the student in removing the Incomplete Grade.

### **16.4 Incomplete Mentoring Program**

The Learning Centre will serve as the central location for aiding and tracking students who have Incomplete Grade assignments. Such students will be tracked through the Learning Centre's administrative computer and assignments, recorded sessions, progress and completions recorded. This will be monitored by both the Learning Centre Director and the faculty member issuing the Incomplete Grade. Where an A Team tutor is assigned, the A Team tutor is responsible for entering the recorded session information, progress and reporting to the Learning Centre Director and faculty member that the student has completed the required program of assignments.

The Instructor issuing the Incomplete Grade or the Department Head (where the Instructor is not available) is the only individual who can issue a removal authorization of the Incomplete Grade and issue a letter grade.

In the case where the individual student is undertaking a deficiency program to enable him/her to enroll in a course, the Instructor or Department Head is to issue an approval for the student to be admitted to the course in question. This act releases the student from the obligation to remove the Incomplete Grade by the end of the next Semester. The Incomplete Grade will then be replaced by the grade received in the course.

If a student fails to complete the assignments or customized program of study within the required time, a progress report is to be sent to the Instructor and Department Head with a ruling to be made on whether the student can continue the customized program and be granted an extension of time or issued a failing grade for lack of sufficient progress or not attending the required tutorial sessions.

### **16.5 On-line Learning Modules**

As part of the student support initiative monitored by the University President, materials that will aid the student in acquiring skills needed to succeed in coursework are listed by course in the University website. These include learning modules, course outlines, course syllabus, Instructor and "A Team" Teaching Assistant contact numbers and scheduled counselling/tutoring hours, course related references, previous examinations and correct solutions, Instructor Lecture Notes, and video presentations that can be seen on line or in CD format on key concepts of the course.

## 16.5 Quality Learning Circles

The Quality Learning Circles Program is coordinated by the Learning Laboratory in conjunction with the course Instructor. Students are grouped for study purposes, group projects, entrepreneurial activities, skill development, sharing of video, audio, study guides, etc. that support the course. An A Team is assigned to the group to provide coordination, study recommendations, and to link with the Instructor on individualized programs for QC members.

Students can join a Quality Learning Circle even if they are not currently enrolled in the course during the semester. Students who are interested in taking the course in the near future gain a great deal of insight into the course and its content by attending the Quality Circle; students who have taken the course and who may need to refresh their skills in a particular course content can also participate. This will aid in higher level courses where these skills are being applied.

Food and drinks are permitted in Quality Learning Circle activities; however, no food or drink is permitted in the computer area.

## 16.6 Focus Groups

Baldwin College seeks to familiarize its students in the concept of “focus group”, a form of qualitative research in which a group of people are asked about their attitude towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members.

Focus groups are to be formed in appropriate courses that are working on course content where the practice will aid the students in learning, expanding concepts, exploring applications, and in particular creating enterprises, products, and product lines or service lines.

Faculty members who are not familiar with using focus groups in their classroom will be given an opportunity to experience this concept during faculty orientation, Academic Senate meetings and in other workshops that deal with quality factors in administrating programs within the University.



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## 17.0 Computer, Education and Science Labs

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### 17.1 Introduction

The laboratories have been incorporated into the curriculum in order to give the students practice on applying concepts learned in the classroom. Each laboratory provides the student with an opportunity to experiment with their craft. The products of which they will be able to display at various times during the programme schedule.

### 17.2 Use by Students and Faculty Members

The laboratories are open for use by faculty, staff and students. Each laboratory is coordinated by the department head responsible for it. The primary purpose of the laboratories is instruction for registered students and as such laboratory hours will be established for appropriate student use. Equipment must be checked out through the office of the Department by either the Lecturer or an A Team Teaching Assistant

#### 17.2.1 Use of Science Laboratory, Gemstone Processing Equipment, Health Slides, Models, Microscopes and Education Laboratory

Students, faculty or staffs who wish to use the science or gemstone processing equipment must have approval of the department head or the department assistant. Materials for projects must be supplied by the user which can be purchased from the University campus bookstore located near the laboratory. To use the gemstone processing equipment, the user must have completed the course in geology or the seminar on gemstone processing. The user can obtain assistance from the Learning Centre's A Team member familiar with the science and gemstone processing equipment.

Students are permitted to review the science slides in Health, Anatomy and Physiology, and Geology by checking out these slides from the laboratory assistant on duty. Students who want to use the Education library to practice teaching or tutoring students must obtain the key from the Department of Education Head or the Vice President of Academics or the University President.

#### 17.2.2 Computer Laboratory

The Computer Laboratory is located in the main building. Faculty must present their Identification card to use this facility. Computer Laboratory staff will assist you in working with the computers. An "A Team" member can be contacted in the Learning Laboratory to help you use the various applications. Please observe the rules of the Computer Laboratory with regard to accessing the Internet, hours for general use and hours for students taking computer courses.

The Computer Laboratory is also used as a classroom. As a result, it will not always be accessible to faculty. The computers in the Library and Learning Centre can also be used.

All users of the Computer Laboratory must comply with the following rules:

1. Disk and other data storage materials are to be submitted to the Coordinator of the computers for scanning with virus detection software prior to use.
2. Do not open pornographic sites.
3. Do not play music or games.
4. Do not watch films on CD or the Internet unless they are to be used as part of the curriculum and obtained from the Issue Desk or the Computer Laboratory Assistant.

5. No food or drink can be brought into the Computer Laboratory.

If the user violates any of the above rules, the first offence will result in a warning. A repeat offence leads to a user being banned from the use of the computers within the Library, Learning Centre and Computer Laboratory.

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## 18.0 Entrepreneurial Enterprise Project

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Beginning with the student orientation program through to the last course in their final Semester, students will be working within the Entrepreneurial Enterprise Project. This Presidential Initiative program is one of Baldwin College's unique features. Students from all departments will be involved in workshops, management courses and special entrepreneurial seminars instructing them on how to create a company, select its products or services, build its accounting systems, marketing plans, business plans, pro forma statements, select and manage personnel, control inventory, select quality performance programs, build websites, use and manage websites, conduct assessments, and use management science tools to aid in making decisions.

All members of the faculty have as part of their responsibilities to aid in mentoring students as they create their entities and prepare for using concepts learned in courses offered by Baldwin College. Faculty members are asked to participate in Focus Groups and Quality Learning Circles and to use them in their courses. All faculty members will be provided with an opportunity to participate in on-going training in these instructional and learning modalities.

The goal of the University is to have 90% employment of our students prior to graduation. This can be through placement with a company, creation of an entrepreneurial entity, selection as a government worker or selection by a reputable institution for advanced graduate or certificate work.

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## 19.0 Use of University Equipment & Transportation

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### 19.1 Policies on Use of University Equipment

In its inaugural year, the University will have the essential equipment to provide the services needed to provide for the organizations functions. These will include faculty and student desks, photo copiers, computer, science fashion design, graphic design and Learning laboratory equipment, library equipment, administrative computers, etc. Each piece of equipment will be assigned to a member of the staff or faculty to use and protect from breakage or theft. Most of the machinery will be under warranty and will require maintenance. Staff will be responsible for such maintenance and the recording of what maintenance has been done on the machinery.

Mobile equipment must be checked out through the individual or a designate who is responsible of ensuring it safe return and proper use. This is particularly true of audio/visual equipment used in the classrooms. Records must be maintained of to whom the equipment was loaned, for what purpose, where it is to be used and when it will be ready for return. Faculty must not leave equipment standing in the classroom after use. They must ensure that they are properly returned to the appropriate storage areas and checked in with the proper authority.

The use of computers is defined in Section 17.0 of this manual. The library, learning laboratory, fashion design, graphic design and science equipment use are also defined. Faculty is cautioned to comply with the rules established in each of the departments regarding the equipment.

If a piece of equipment is not working properly, the faculty member or user must report the problem to the responsible individual from whom it was loaned. Where possible, a replacement will be provided and the equipment will be repaired.

Theft due to neglect will be the responsibility of the person borrowing the equipment or the individual who has been charged with its safekeeping. Theft from locked areas where break in occurs will not be the responsibility of the individual placed in charge.

### 19.2 Policies on Use of University Transportation

University cars, trucks, buses and other transportation equipment will be assigned to a specific department who will designate qualified drivers authorized by the University to use said vehicles. Unauthorized use of the University vehicles will be dealt with harshly and can result in a police report.

Individuals wishing to be transported on University business must make arrangements with the responsible driver or individual responsible for the safety and maintenance of the vehicles.

All vehicles used for University business must be logged. These logs must show who was transported, the destination, the mileage, and the length of time for the trip. If the vehicle is being used for authorized non-University business, the individual must supply the fuel required to complete the trip and return.

Where University vehicles are used to transport students to University sponsored field trips, events, or to linking commercial transportation, the vehicle must be requested in writing in advance of the trip and approved on the request form by both the Department Head and the Vice President (Academic). (This is not true of shuttle service whereby a schedule of runs is posted at the Hostel and campus building) If the event is social in nature and sponsored by the SRC, the organization must supply the fuel for the vehicle to and from the destination and gain approval from the Vice President (Academic) or a Designate.

## APPENDIX 1 STAFF DEVELOPMENT

<a href="#">Introduction</a> <a href="#">Schedule</a> <a href="#">Registration</a> <a href="#">Certificates</a> <a href="#">Requests</a>	<p>INTRODUCTION</p> <p>In support of the Baldwin College Mission and Vision, the On-line Staff Development and Training Centre was created in order to facilitate an environment where our faculty and staff can familiarize themselves with topics and discussions and thereby achieve their full potential, increase their productivity and expand their horizons. The Center responds to instructional and administrative requests for additional content and courses (on-line and seminars). The Center alerts the staff of opportunities to attend external programs that are not covered by in-house training programs. We are dedicated to provide the staff with meaningful programs addressing their individual needs.</p> <p><b>We strive to fulfil our Mission by:</b></p> <ul style="list-style-type: none"> <li>• Addressing issues and requests by our staff that will enhance their ability to perform effectively and efficiently.</li> <li>• Delivering development programs that are cost effective, timely, and accessible and that contribute to the BC business strategy.</li> <li>• Provide state-of-the-art programs to our employees.</li> </ul>																				
	<p><b>BALDWIN COLLEGE FACULTY DEVELOPMENT CATALOGUE</b></p>																				
<a href="#">Introduction</a> <a href="#">Schedule</a> <a href="#">Registration</a> <a href="#">Certificates</a> <a href="#">Requests</a>	<p><b>100 REQUIRED COURSEWORK (2010 – 2011)</b></p>																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">No.</th> <th style="width: 90%;">Title</th> </tr> </thead> <tbody> <tr> <td>101</td> <td>Departmental Test Development for Courses</td> </tr> <tr> <td>102</td> <td>Establishing Course and Program Learning Objectives</td> </tr> <tr> <td>103</td> <td>Ethics within the Classroom</td> </tr> <tr> <td>104</td> <td>Learning Centre Program Orientation</td> </tr> <tr> <td>105</td> <td>Library Centre Use and Support</td> </tr> <tr> <td>106</td> <td>Quality Circles and Focus Groups in the Classroom</td> </tr> <tr> <td>107</td> <td>Requirements for Classroom Course Development</td> </tr> <tr> <td>108</td> <td>RUC Document Orientation</td> </tr> <tr> <td>109</td> <td>Teaching Syllabus Templates and Development</td> </tr> </tbody> </table>	No.	Title	101	Departmental Test Development for Courses	102	Establishing Course and Program Learning Objectives	103	Ethics within the Classroom	104	Learning Centre Program Orientation	105	Library Centre Use and Support	106	Quality Circles and Focus Groups in the Classroom	107	Requirements for Classroom Course Development	108	RUC Document Orientation	109	Teaching Syllabus Templates and Development
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Introduction <b>Schedule</b> Registration Certificates Requests	<b>200 ON-LINE COURSE DEVELOPMENT</b>
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No.	Title
201	Creating and Using On-Line Discussions
202	Planning Your On-line Courses
203	Principles of On-line Course Development
204	Quality Circles and Focus Groups On-Line
205	Requirements for Course Development
206	Using Computer Efficiently and Effectively On-line
207	Using Quizzes and Tests On-Line
208	Validating Who is Taking Course and Examinations

Introduction <b>Schedule</b> Registration Certificates Requests	<b>300 ACADEMIC TECHNOLOGIES</b>
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No.	Title
301	Additional tools to enhance your virtual environment
302	An Introduction to Clickers
303	GradeMark: The Mark-up Tool
304	On-line Teaching Resources
307	Using Item Analysis to Improve Assessments
305	Using Remote Access and Wireless
306	Zoomerang On-line Survey Software

Introduction <b>Schedule</b> Registration Certificates Requests	<b>400 MULTIMEDIA</b>
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No.	Title
401	Adobe Premiere Elements
4011	Introduction

No.	Title
4012	Video Editing
4013	Creating Banners for Your On-Line Courses
402	Making On-line Movies
403	Photoshop
4031	Introduction
4032	Photo Editing in Photoshop
4033	Advanced: Learning to Use Layers
404	Podcasting
4041	Introduction

<p>Introduction  <b>Schedule</b>                  Registration                  Certificates                  Requests</p>	<p><b>400 MULTIMEDIA                  (continued)</b></p>
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No.	Title
4042	Techniques
405	Camtasia: On-Screen Movement to Create Video Tutorials
406	PowerPoint
4061	Teaching with PowerPoint
4062	Using Video & Audio Clips in PowerPoint
407	Second Life
4071	Introduction
408	The Virtual World as a Tool for On-line Learning
409	Windows
4091	Introduction
4092	Windows Movie Maker
410	Word 2007, Word 2013 and 2016
4101	Introduction and Comparison
4102	Creating Baldwin College Templates

Introduction Schedule Registration Certificates Requests	<b>500 PROFESSIONAL DEVELOPMENT CERTIFICATE PROGRAMS</b>		
	No.	Title	
	501	Copyright Laws and Violations	
	502	Designing and Developing Grading Rubrics	
Introduction Schedule Registration Certificates Requests	<b>600 QUANTITATIVE &amp; QUALITATIVE RESEARCH SUPPORT</b>		
	No.	Title	
	601	Statistical Package for the Social Sciences (SPSS)	
	6011	Introduction to SPSS	
	6012	Intermediate SPSS (Univariate & Bivariate)	
	6013	Multiple Regressing using SPSS	
	602	Survey Documentation and Analysis (SDA)	
	6021	Introduction and Applications	
	6022	Structural Equation Modelling	
	603	Qualitative Data Analysis	
	604	Logic Regression	
	605	Using Item Analysis to Improve Assessments	
	Introduction Schedule Registration Certificates Requests	<b>700 TEST DEVELOPMENT</b>	
		No.	Title
701		Baldwin College Requirements for Test Development	
702		Departmental Test Development	
703		Multiple-Course Test Development	
704		Validation and Reliability of Test Questions	
705		Using Item Analysis to Improve Assessment	



Introduction Schedule Registration Certificates Requests	<b>TEST DEVELOPMENT (continued)</b>	
	706	Assessing Student Learning
	707	Assessing Student Writing Assignments
Introduction Schedule Registration Certificates Requests	<b>800 SECURITY</b>	
	No.	Title
	801	Security Issues at Baldwin College
	802	Computer Security (at home and at BC)
	803	Regulations for Use of Computers at BC
Introduction Schedule Registration Certificates Requests	<b>900 THE TEACHING CENTRE</b>	
	No.	Title
	901	Active Learning Techniques
	902	Assisting Students with Scholarly Writing
	903	Deferring Plagiarism
	904	Editing Tips to Create Clear and Concise Papers and Instructions
	905	How to Succeed as a Teacher at BC (Round Table Discussions)
	906	Creating Effective Library Assignments
	907	Dealing with Difficult Students
	908	Identifying and Reporting (to Learning Lab) Student Deficiencies
	909	Universal Instructional Design for College Classrooms
	910	Advice for Faculty on How to Publish
	911	Creating and Managing Learning Groups in the Classroom
	912	Helping Students with Limited Language Skills Succeed in the Classroom
	913	Planning and Running Effective Classroom Discussions

<p>Introduction  <b>Schedule</b>                  Registration                  Certificates                  Requests</p>	<p><b>900 THE TEACHING CENTRE</b></p>	
	<p>No.</p>	<p>Title</p>
<p>Introduction  <b>Schedule</b>  <b>Registration</b>                  Certificates                  Requests</p>	<p>914</p>	<p>Writing Instructional Objectives</p>
	<p>REGISTRATION</p> <p>The Vice President (Academic) Office must have access to all staff records pertaining to on-line or seminar registration in the Staff Development Program and the statistics gathered with regard to completion of the individual courses. The completion of the course results in an automatic certificate being available for the staff member to print. The completion of the course is stored in the staff member's electronic file. These completions will be considered when making recommendations for promotion, course assignments, on-line course development assignments, and other relevant processes.</p> <p>The following is to be the Registration Form:</p> <p style="text-align: center;"><b>REGISTRATION FORM</b></p> <p>STAFF NUMBER: _____(Entry into search)</p> <p>NAME: (Automatic)                  ACADEMIC YEAR: (Automatic)                  FACULTY/ADMIN: (Automatic)                  DEPARTMENT: (Automatic)                  SPECIALTY: (Automatic)</p> <p>COURSE NUMBER: _____ (Entry)</p> <p>COURSE TYPE: _____ (Enter 1, 2, 3, 4 or 5)</p> <p>1. On-line 2. Seminar 3. Discussion 4. Broadcast 5. External</p> <p>Note: Seminars may have seating limitations. The Vice President (Academic) will notify you if the seminar is full.</p> <p>Note: If you are registering for credit of an external course, the VP (Academic) must approve your enrolment (budgetary considerations) If the staff member is taking the course without Institution contribution, no approval is required. Make sure that for all external courses, a copy of the certificate is placed in your personnel files.</p> <p>Institution Contribution Approved _____(VP Academic)                  Staff Member Paid _____(HRM/Verified)</p>	

<p>Introduction Schedule Registration <b>Certificates</b> Requests</p>	<p style="text-align: center;"><b>CERTIFICATES</b></p> <p>Upon completion of a course or development activity, the system will automatically display the course certificate that can be printed for the staff member's record. If a problem occurs, notify the Vice President's (Academic) Office. The completion will be automatically recorded in your personnel file.</p>
<p>Introduction Schedule Registration Certificates <b>Request</b></p>	<p style="text-align: center;"><b>REQUESTS</b></p> <p>Staff Member ID Number _____(entry)</p> <p>Category of Course: _____ (entry) (100 – 900)</p> <p>Description of Course:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>STAFF Benefit to be Derived:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>This request is forwarded to the Vice President for approval and then sent to the appropriate Department for creation.</p> <p>_____ Approved by Department    _____ Approved VP (Academic)</p> <p>_____ Assigned to: _____(entry)</p> <p>_____ Assignment Accepted:</p> <p>____/____/_____ Anticipated Completion Date (dd/mm/yyyy)</p> <p>_____ Format of Course</p>