

Faculty Handbook, 2026–2027

The Mission of FBC

As a ministry of Meadowlands Baptist Church, Foundation Baptist College exists to (1) prepare future pastors for ministry and (2) strengthen members of local churches for the glory of God."

Our educational objectives are as follows:

- **Reading**—Read Scripture and enduring texts with rich understanding and discerning application.
- **Growing** — Cultivate a continual pursuit of wisdom grounded in humility.
- **Thinking** — Reason through hard questions with clarity grounded in a biblical worldview.
- **Speaking** — Speak and write truth cogently, persuasively, and graciously.
- **Going** — Live out authentic Christianity with wisdom and grace in any cultural context to fulfill the Great Commission.

Standards of Conduct

Life for our students includes both academic preparation and expanding social interaction. FBC provides an atmosphere for both in a local church context.

Basic Christian standards of behavior are expected in all school activities. Conduct should conform, then, to "true righteousness and holiness" (Eph 4:24). That is, members of the student body, faculty and staff should be truthful (v. 25), not wrathful (v. 26), honest and generous (v. 28), speaking with good and helpful words (v. 29), forgiving (vv. 30–32), and loving (5:1–2). Therefore, they should be patient, kind, supportive, humble, courteous, interested in others, forbearing, pure, and always looking for the best in others (1 Cor 13:4–7). Students should strive to be full of grace and of the Spirit's power to walk in newness of life (Rom 6:4).

Students are asked to be punctual, to make school payments in full and on time, to have their work completed by specified deadlines, and to do everything they can to make the college experience for others as pleasant as possible. Classroom interaction should be characterized by courtesy and grace. For class, students may dress in business casual (required for professors) or casual attire.

From time to time, students may be asked to complete assignments on their honor (*e.g.*, take-home tests, or reporting completion of reading assignments). For these assignments, students should remember the value and comfort of a clear conscience (Acts 24:16).

Disciplinary Policy

Foundation Baptist College is a donor-supported ministry with a clearly defined mission. As a result, we relate very differently to our students than most educational organizations. Classes at FBC are not a service offered to any willing buyer. Classes are, rather, a ministry relationship we chose to enter into that fulfill our mission—(1) *to train future pastors* and (2) *to strengthen members of local churches for God's glory*. This directly and specifically informs our disciplinary and admissions policies—students with whom we hold this relationship and the cases that do not fit our mission.

1. "We exist to train pastors." We have higher character expectations of our ministerial students, informed by the qualifications for an overseer (1 Tim 3:1–13; Titus 1:5–9). While these students may not be in the ministry already, we will specifically evaluate and address character patterns or major failures that would disqualify a student from holding ministerial office now or in the future.
2. "We exist to strengthen local churches." We work with our non-ministerial students in light of their

relationship to local churches. This is why we expect all students to be part of a local church and submitted to its expectations for them. Any conduct which would impinge on a student's good-standing within a faithful local church or that calls for disciplinary action in a church is derivatively a concern for Foundation. Related, we are not willing to train or enable students who undermine or incite disorder in faithful local churches.

We will use several guidelines in evaluating ambiguous cases:

1. Is the student repentant and teachable? Have they shown the fruit of true repentance or does the ongoing pattern of their lives and their response to correction belie genuine life-transformation? Are they open to our help and are we able to help them by shaping their thinking?
2. Is the student's conduct or example damaging to other students? Does their presence within the student body further contribute to the mission of Foundation Baptist College or detract from it?
3. Does the student's identification with Foundation Baptist College positively undermine our own mission and identity? Does our choice to form a training partnership with the student raise credible concerns about our own biblical faithfulness?

Disciplinary measures will involve one of two responses:

1. Expulsion is for cases that raise credible concern about a person's spiritual state (parallel with issues that would be subject to church discipline). Expulsion is for one year. Re-enrolment is not guaranteed but will be subject to the discretion of the faculty and administration. Students that re-enrol at the end of this year will be automatically subject to disciplinary probation for at least one semester.
2. Disciplinary probation is for cases in which Foundation Baptist College needs to more carefully evaluate whether our training partnership truly fits our mission (generally parallel with issues that would require pastoral rebuke). Disciplinary probation can be for any specified period of time and will always involve informing the student's pastor of the issue. During the probation period, the student will be expected to make contact with a faculty member weekly for accountability and at the beginning of the next semester, the student's enrolment will be reevaluated.

Finally, our disciplinary involvement with students will be secondary to the choices of local churches, so long as those churches act within the reasonable parameters of biblical faithfulness.

Library Resources

FBC Physical Resources

The FBC library, located in room 204 of the main classroom, is a key resource for theological studies. With around 5,000 volumes, it focuses on theology and related fields such as historical theology, biblical studies, practical ministry, and Christian living. This collection aids students in building a strong foundation for ministry.

Access to the library is restricted to FBC students but books may be borrowed with special permission from faculty. The library is available for consultative use during the day by coordinating with the front office.

The FBC library serves as a crucial center for theological learning for all classes with a focus on theology.

Perlego

All students enrolled in general education courses or registered for more than 6 credit hours are required to pay a \$60 Perlego access fee each semester. Perlego is an extensive digital library offering access to over one million academic and professional books across a wide range of subjects including:

· **Languages & Linguistics:** 39,294 books

- **Science:** 179,401 books
- **Math:** 14,025 books
- **Politics and Sociology:** 193,748 books
- **English and Literature:** 177,964 books
- **Philosophy:** 42,218 books
- **Theology & Religion:** 83,700 books
- **Finance:** 117,249 books
- **Art, Media & Performing:** 68,897 books
- **History:** 105,618 books

Edmonton Public Library

Through a memorandum of understanding with the Edmonton Public Library (EPL) system, FBC students benefit from annual access to EPL librarians, who are available to guide and assist students in navigating the vast array of EPL resources. The Edmonton Public Library boasts a collection of over 16 million physical and digital items, covering books, journals, audiovisual materials, and specialized databases. Additionally, students can take advantage of the interlibrary loan service, which opens the door to millions more resources from libraries across Canada.

NEOS Library System

The NEOS Library Consortium is a network of academic, government, and health libraries in Edmonton and Alberta, offering students access to millions of books, journals, and digital resources. Students should bring their EPL card with a photo ID to a NEOS member library with photo ID. Once registered, students can borrow and return materials at any NEOS library.

Edmonton area NEOS libraries include: University of Alberta Libraries (including Rutherford, Cameron, and Scott branches), MacEwan University Library, Concordia University of Edmonton Library, NorQuest College Library, King's University Library, Vanguard College Library, and the Government of Alberta Libraries.

Using NEOS, students can visit any of these libraries, take advantage of their physical and online collections, borrow and return books, request materials from NEOS libraries using Inter Library Loan, access study spaces, research help, specialized collections, and use electronic databases and journals where licensing allows.

Academics

Assignments

Professors are at liberty to change due dates or assignments, with adequate notice. Students must satisfactorily complete all assignments (including participation assignments) in order to pass any course.

Academic integrity

Academic integrity is the natural result of Christian behavioral standards in an academic setting. Therefore, students are expected to exhibit every evidence of "true righteousness and holiness" in academic efforts,

including truthfulness and honesty (Eph. 4:24, 25, 28). Students should remember the value and comfort of a clear conscience (Acts 24:16) in all their academic efforts. Further discussion of expectations for students can be found on page 15.

Academic integrity is specifically defined as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, and respect the rights and property of others.

Dishonesty of any kind will not be tolerated. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and the situation will be discussed at a regular meeting of the College faculty for possible further action.

Grading Scale

Marking is based on a straight 10 point scale.

A 90%–100% superior

B 80%–89% above average

C 70%–79% average

D 60%–69% below average

F Below 60% failure

Late Work

Professors are at liberty to grant reasonable extensions when students make advance request. When an assignment is late, professors may deduct the final grade of the assignment as they see fit.

Participation and attendance

_Attendance is expected every class day. _Students should complete readings and assignments before class each day, and are expected to actively participate by listening, questioning, and speaking.

If a student must be absent, it is requested that they notify the professor in advance of class meeting. Even if absent, students must turn in assignments before the time when class meets. After the first two unexcused absences from class, the relevant portion of the course grade for the class may be lowered for each absence.

Academic probation

From time to time, students will begin their education at Foundation Baptist College on academic probation based on the quality and standing of their high school or transferred college transcriptions. Also, any student whose cumulative GPA drops below a 2.0 may be placed upon academic probation the following semester.

Academic probation includes the following limitations:

- A maximum load of 10 credits per semester. This restriction includes block classes and regular semester classes.
- A student under probation must meet with his/her academic advisor during Mid-Semester Break for a progress review.

- A student under probation may not preregister for the next semester until grades at the end of the semester have been reviewed. Once the grades have been reviewed:
 - If the student has a semester average of 70% or higher and no course grades lower than a C-, he or she may continue in their program.
 - Otherwise, the student may be dropped for poor scholarship at the discretion of the faculty. Although free to continue auditing courses, dropped students must re-apply to Foundation Baptist College if they wish to again take courses for credit.

S4.14 Faculty Role in Curriculum Development

Faculty have primary responsibility for the academic substance of FBC's curriculum. This includes course content, learning outcomes, pedagogy, biblical worldview integration, and the coherence of courses within each program. Faculty may propose new courses, revise existing courses, recommend deletions, and participate in program review and assessment. Adjunct faculty have a consultative role: they should be informed of proposed changes, invited to give input, and have that input considered by the Academic Council.

Curriculum development must remain faithful to Scripture, FBC's Confession of Faith, the College mission, institutional learning outcomes, and applicable accreditation expectations. Faculty should ensure that their courses avoid unnecessary duplication, progress appropriately in academic level, and contribute clearly to program goals.

Proposals for curriculum change should normally include the rationale for the change, connection to program and institutional learning outcomes, revised course descriptions or credit hours, assessment implications, resource or library needs, and an implementation timeline.

The usual approval process begins with faculty or departmental discussion, then moves to Dean review. The Dean evaluates alignment, rigour, coherence, feasibility, and accreditation implications. The proposal then goes to the Academic Council, made up of the President, Deans, and two elected full-time faculty representatives when available. The Council votes by simple majority; the President decides in the event of a tie. The President authorizes approved curriculum for publication and implementation. New programs, degrees, delivery sites, or major institutional changes require Board approval.

The Dean holds catalog authority for approved courses and programs in the division and ensures changes are sent to the Registrar. The Registrar maintains the official Curriculum Change Log, including dates, proposal titles, originators, approvals, and effective terms. Academic Council minutes serve as the official approval record.

Disagreements should be handled in Christian unity. If consensus cannot be reached, the Dean mediates. If unresolved, the President makes the final determination. The Board is involved only when matters rise to policy, fiduciary, or institutional-scope concerns.

Curriculum decisions should be informed by assessment evidence, including student learning outcomes, course evaluations, and program reviews. Each program undergoes comprehensive review every five years.

S1.3 Institutional Relationships, Concerns, and Conflicts of Interest

FBC expects institutional relationships to be governed by biblical principles of justice, order, impartiality, love, stewardship, and accountability. Faculty should understand that this policy applies to relationships among students, faculty, staff, administration, and board members. Its goal is to protect the College's mission by preventing favouritism, disorder, bias, and unresolved conflict.

Faculty are expected to relate to students with integrity, patience, kindness, and appropriate authority. Because teachers bear significant responsibility, faculty must avoid discouragement, misuse of authority, favouritism, or careless speech. Faculty should also model humility, brotherly affection, and respect toward colleagues, staff, administration, and the Board.

When concerns arise, FBC provides a formal written concern procedure. A concern may be submitted by a

student, faculty member, staff member, or board member using the Concern Form. The concern should include a clear description, relevant dates, people involved, supporting documentation, and the resolution being requested.

The concern is acknowledged within five business days. The President and Board Chair initially review the matter to determine whether it falls under this policy and whether informal resolution is possible. If the matter is not resolved informally, a formal review begins within ten business days. A review panel of at least two faculty and administration members may interview involved parties, review documentation, and request written statements. A written decision is normally issued within fifteen business days of the hearing.

Appeals must be submitted in writing within five business days of the decision. Appeals are reviewed by the next higher authority, normally a Board committee of at least two members. A final decision is issued within ten business days and is not subject to further appeal.

Concern records are stored securely for at least seven years. Access is limited to the President, Board Chair, and others specifically authorized.

The Conflict of Interest portion of this policy requires faculty, staff, board members, and key volunteers to disclose actual or potential conflicts. A conflict exists when a person may personally benefit from an institutional decision, or when an impartial observer could reasonably perceive a conflict. Conflicts may be financial, relational, or theological. Faculty must disclose conflicts upon appointment and whenever a new conflict arises. Disclosure is made in writing to the President. If needed, the College may require recusal, reassignment of duties, or another mitigation plan.

S1.4 Privacy, Safety, and Harassment

FBC affirms that every person is made in the image of God and must be treated with dignity, respect, holiness, and love. Faculty are expected to help maintain a safe, orderly, confidential, and respectful learning environment. The College has zero tolerance for harassment, abuse, violence, intimidation, bullying, sexual harassment, or violations of personal privacy.

Faculty must protect personal information according to Alberta's Personal Information Protection Act and applicable federal privacy law. Personal information includes student records, grades, enrolment status, tuition information, employee records, donor records, and sensitive counselling or pastoral-care information. Faculty should follow the principle of minimum access: only access, use, or share personal information when there is a legitimate institutional reason to do so. Written consent is required before sharing personal information outside the College or internally beyond those who have a right or reason to know. Physical records should be secured, and digital records should be handled through approved systems with proper authentication and care.

Faculty also share responsibility for campus safety. Emergency procedures for fire, severe weather, evacuation, and other incidents are posted and reviewed. Faculty should know the relevant procedures, cooperate with drills, and help students respond calmly and promptly during emergencies. Building access, visitor expectations, and after-hours access are subject to College procedures and the facility policies of Meadowlands Baptist Church and Meadows Christian Academy.

Harassment is any unwelcome verbal, physical, written, or digital conduct that demeans, threatens, offends, intimidates, or creates a hostile or unsafe environment. This includes sexual harassment, bullying, threats, coercion, humiliation, exclusion, inappropriate comments, abuse of authority, and digital misconduct. This policy applies to students, faculty, staff, administration, and board members.

Faculty are required to report incidents of harassment or safety concerns that come to their attention. Reports may be submitted through the Concern Form. Anonymous reports are permitted, though they may limit the College's ability to investigate. Reports are handled confidentially, promptly, and impartially. Unless circumstances prevent it, receipt is acknowledged within five business days, formal review begins within ten business days if needed, and a written response is issued within fifteen business days of the hearing.

Discipline may include warnings, probation, suspension, expulsion, termination, or removal from service. Support may include pastoral care, counselling referrals, modified duties, course adjustments, or no-contact directives. Faculty and staff receive annual training in privacy, harassment prevention, and emergency preparedness.

S4.16 Peer Evaluation of Teaching

Peer evaluation is one way FBC encourages teaching excellence, faculty development, and accountability. The purpose is not merely inspection, but constructive encouragement. Faculty should view peer evaluation as a collegial process designed to strengthen classroom instruction, theological faithfulness, student engagement, and overall teaching effectiveness.

A peer evaluation normally records the lecture observed, observer, course, and date. The observer identifies strengths in teaching, such as clarity, energy, organization, theological depth, effective illustrations, appropriate pacing, or strong engagement with students. Faculty should expect the review to affirm what is being done well, not only identify areas for improvement.

The evaluation considers classroom climate and student engagement. This includes rapport with students, attentiveness, participation, and the teacher's ability to foster a respectful and productive learning environment. The observer may rate this area as excellent, good, or needing improvement, with written comments.

The review also considers content and clarity. The observer looks at whether the main ideas were clear, whether the lecture was well organized, whether the material was accurate, and whether it fit the level and purpose of the course. Faculty should aim to make course content understandable, appropriately rigorous, and clearly connected to course outcomes.

Delivery and presentation are also reviewed. This may include voice, pacing, transitions, use of visual aids, board work, illustrations, and classroom presence. The goal is effective communication, not performance for its own sake.

Because FBC is a theological institution, the evaluation also considers theological and pedagogical depth. The observer may comment on biblical fidelity, integration of Scripture, depth of interpretation or analysis, and connection to real-life ministry or Christian application.

The final section invites suggestions for growth. These should normally be limited to one or two actionable recommendations so the instructor can realistically improve. The evaluation ends with an overall impression of teaching effectiveness, such as outstanding, strong, or developing.

Faculty should receive peer feedback with humility and professionalism. Observers should give feedback with charity, clarity, and a desire to help. Peer evaluation should contribute to a culture where faculty sharpen one another for the good of students, churches, and the mission of the College.

S4.17 Academic Freedom

FBC affirms academic freedom as a stewardship under the lordship of Christ. Faculty may pursue truth, ask serious questions, engage difficult issues, and teach with intellectual integrity. However, because FBC is a confessional Christian institution, academic freedom operates within clear doctrinal and institutional boundaries.

Faculty are expected to uphold and teach consistently with Scripture, FBC's Confession of Faith, and the mission of the College. Academic freedom is not permission to undermine the doctrinal commitments of the institution. Rather, it is the freedom to pursue truth faithfully, honestly, and rigorously within those commitments.

The policy distinguishes three doctrinal tiers. Tier 1 doctrines are core Christian doctrines essential to salvation and historic Christian faith, such as the Trinity, the deity and humanity of Christ, the atonement, bodily resurrection, justification by faith, and biblical sexual ethics. Faculty, board members, and graduates

must affirm these truths.

Tier 2 doctrines are institutional commitments necessary for FBC's practice. These include matters such as complementarianism, believer's baptism by immersion, not actively practising the sign gifts, and the historical Adam and Fall. Full-time faculty and staff must consistently uphold these positions in teaching and public communication. Adjunct faculty must uphold these positions within the content they teach for the College. Students are not required to agree with every Tier 2 doctrine, but they must remain teachable and avoid actively or disruptively promoting contrary views.

Tier 3 doctrines are matters where faithful believers may disagree charitably, such as eschatology, church polity, or differences along the covenantal-to-dispensational spectrum. Faculty and students may present strong arguments on Tier 3 issues, provided they do so with humility, respect, and confidence in Scripture.

Faculty may assign resources that do not fully agree with FBC's positions, but they should not positively promote views that directly contradict Tier 1 or Tier 2 commitments. They should model careful discernment, fairness, and pastoral sensitivity.

Concerns about academic freedom may arise from class content, assignments, public comments, or conduct. Concerns should be documented with specific evidence. Informal review is normally handled by the Academic Dean through respectful conversation. Formal review may occur when a concern involves Tier 1 or Tier 2 doctrine, remains unresolved, or appears contrary to institutional commitments. Possible outcomes include no violation, clarification, correction, retraction, mentoring, or discipline. Appeals must be submitted within thirty days, and the President and Board render the final decision.

Supporting Policies (Full Text)

S4.14 Faculty Role in Curriculum Development Policy (July 2026)

1. Purpose

This policy defines the respective roles of faculty, deans, the president, and the board in the development, review, and approval of academic curriculum at Foundation Baptist College (FBC).

It ensures that curriculum is developed in a manner that is faithful to Scripture and the College's Confession of Faith, aligned with FBC's mission and institutional learning outcomes, and compliant with recognized standards for higher education and accreditation (e.g., ABHE Standards 2–4).

2. Guiding Principles

1. **Confessional Fidelity** – All curriculum must be consistent with FBC's doctrinal statement and theological commitments.
 2. **Mission Alignment** – Courses and programs shall serve the College's mission to train future pastors and strengthen members of local churches for God's glory.
 3. **Collaborative Unity** – Faculty and administrators shall maintain collegial and charitable engagement. Disagreements must be handled according to the College's interpersonal conflict resolution policy.
 4. **Integration and Coherence** – The curriculum shall form an integrated whole, progressing appropriately in academic level and theological depth.
 5. **Accountability and Transparency** – All curriculum decisions shall be documented and reviewable within established governance channels.
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3. Scope

This policy applies to all credit-bearing programs, courses, delivery methods, and academic policies that appear in the official *Foundation Baptist College Academic Catalog* or affect degree completion requirements.

4. Definitions

- **Curriculum** – The planned and approved sequence of courses, learning outcomes, and educational experiences leading to a credential or degree.
 - **Substantive Change** – Any alteration in program purpose, learning outcomes, credit hours, delivery method, or location that may require internal and accreditor review.
 - **Catalog Authority** – The delegated responsibility to approve and authorize all academic content published in the official academic catalog.
 - **Faculty** – All full-time teaching personnel (teaching at least three courses in one school year) appointed by the College to teach or develop courses. Adjunct faculty have a consultative role—all changes will be communicated to them, their input will be requested, and that input will be considered by the Academic Council.
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5. Roles and Responsibilities

5.1 Faculty

- Hold **primary responsibility** for the content, learning outcomes, and pedagogy of courses and programs.
- Initiate proposals for new courses, revisions, or deletions.
- Participate in program-level curriculum review and assessment.
- Ensure integration of biblical worldview and FBC's doctrinal commitments in all instruction.
- Work collaboratively with the Dean and peers to ensure coherence and avoid duplication across programs.

5.2 Deans

- Provide **academic oversight and integrative coordination** within assigned divisions or departments.
- Ensure alignment with institutional learning outcomes, academic level expectations (Bloom's progression by year), and accreditation standards.
- Review all faculty curriculum proposals for consistency, rigour, and resource implications.
- Exercise **catalog authority** for approved courses and programs within their division.
- Maintain records of curriculum changes and ensure faculty receive updated documentation.

5.3 President

- Ensures that all academic programs align with the College's mission, resources, and strategic plan.
- Resolves disputes that cannot be settled at the Dean or faculty level.
- Presents new degree programs or major revisions to the Board of Directors for approval.

5.4 Board of Directors

- Holds **final authority** for approving new degree programs, delivery sites, or major institutional changes.
- Reviews policies to ensure theological and fiduciary integrity.
- Does **not** participate in internal academic content decisions.

6. Process for Curriculum Development and Revision

6.1 Proposal Initiation

- Curriculum proposals may originate from:
- Faculty members or departmental committees; or
- The Dean or President, when institutional assessment identifies a need.
- Proposals must include:
- Rationale linked to program learning outcomes (PLOs) and institutional learning outcomes (ILOs);
- Revised course descriptions and credit hours;
- Assessment implications and library/resource review;
- Implementation timeline.

6.2 Review Sequence

1. **Departmental Discussion** – Faculty within the relevant area review and refine the proposal to achieve consensus where possible.
2. **Dean Review** – The Dean ensures coherence, accreditation compliance, and financial feasibility.
3. **Academic Council Review** – Comprising the President, Deans, and two elected faculty representatives from the full-time faculty, the Council votes by simple majority.

- The president decides in the event of a tie.
 - In the event that two elected faculty representatives are not available, the president and deans comprise the academic council.
 - Faculty representatives are elected by a majority vote of the faculty and deans at the beginning of each school year, serving a one-year term.
- 4. **President's Authorization** – The President approves curriculum for publication and implementation.
- 5. **Board Review (if applicable)** – Only required for new programs, degrees, or substantive changes affecting institutional scope.

6.3 Catalog Publication

- The Dean exercises **catalog authority**, ensuring all approved changes are transmitted to the Registrar for inclusion in the next edition of the Academic Catalog.
- No course or program may appear in the catalog without dean-level approval.

6.4 Documentation

- The Registrar maintains an official **Curriculum Change Log** recording date, proposal title, originator, approvals, and effective term. Minutes from the Academic Council serve as the **official record of approval** for accrediting and audit purposes.

7. Conflict Resolution

- Faculty and administrators must address disagreements in a spirit of Christian unity.
- If consensus cannot be reached or disagreements are not in keeping with Christian unity according to the evaluation of the Dean:
 1. The matter is referred to the Dean for mediation.
 2. If unresolved, the President issues a final determination.
- The Board will only be involved if the dispute escalates to policy or fiduciary levels, not academic content.

8. Review and Assessment

- Curriculum decisions must draw upon **assessment evidence**, including student learning outcomes, course evaluations, and program reviews.
- Each program undergoes **comprehensive review every five years**, evaluating coherence, alignment, and effectiveness.
- This policy itself shall be reviewed **every five years** or as required by accreditation standards.

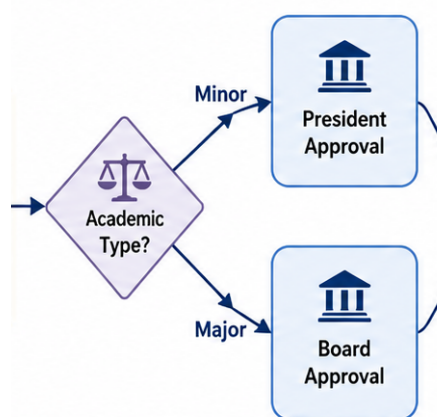
9. Implementation

- This policy takes effect upon approval by the President and Board of Directors.
- All faculty will receive a copy and participate in orientation to ensure understanding of process and authority lines.
- The Academic Council will oversee annual reporting on curriculum actions to the President and Board.

Summary of Authority Flow

Level	Primary Role	Type of Authority
Faculty	Propose and shape content	Content Authority
Dean	Integrate, approve, publish	Catalog Authority
President	Align mission and resources	Executive Authority
Board	Approve new programs / major changes	Fiduciary Authority

Appendix A – Curriculum Development Workflow Diagram



Academic Review Process

Institutional Relationships and Governance (Concerns and Conflicts of Interest, S1.3)

Effective Date: []

Approved By: Board of Directors

Next Review Date: (every 5 years)

Guarding Institutional Relationships

1. Policy Statement

Foundation Baptist College affirms that institutional relationships are to be governed by written policies rooted in biblical principles of justice, order, and impartiality. These policies are not merely administrative

tools but theological instruments designed to cultivate a culture of righteousness, accountability, and peace reflecting God's character and the gospel.

Many of the passages below reflect principles drawn from that biblical frameworks for the church. We recognize that the College is not a church. And yet we also recognize wisdom in God's design for the church that can also inform other institutional structures.

Institutional consistency and equity are essential for achieving the College's mission: **to train future pastors and strengthen members of local churches.** This mission is undermined wherever bias, favouritism, or institutional disorder persist. Therefore, all relationships—whether peer-to-peer or hierarchical—must be guided by principles grounded in Scripture and aligned with our institutional mission.

2. Biblical and Theological Rationale

General Principles

- **Impartiality and Justice** – God is no respecter of persons (Deut. 10:17; Acts 10:34; James 2:1–9), nor can FBC tolerate unjust partiality in its structures and decisions.
- **Order and Peace** – All things must be done “decently and in order” (1 Cor. 14:40), ensuring clarity, accountability, and edification in institutional life.
- **Ethic of Love** – All institutional relationships must be governed by love, which is the fulfillment of the law (Romans 13:10) and the defining mark of Christian community (John 13:34–35). Love requires that policies and procedures seek the honour of God and the good of others.
- **Stewardship and Accountability** – Institutional leaders are stewards (1 Cor. 4:1–2; Heb. 13:17) and will give account for their conduct, decisions, and care for others.

3. Theological Framework for Each Institutional Relationship

a. Student to Student

- *Philippians 2:3–4* – Humility and regard for others govern all peer relationships.
- *Ephesians 4:15–16* – Students are to speak the truth in love and build one another up as each part does its work.

b. Student to Faculty

- *Hebrews 13:17* – Respectful submission to academic and spiritual leaders.
- *1 Timothy 5:1–2* – Relating with honour and purity according to age and role.

c. Faculty to Student

- *James 5:1* – Teachers bear stricter judgment and must instruct with integrity and patience.
- *Colossians 5:21; Ephesians 6:4* – As leaders, avoid provocation and discouragement.
- *2 Timothy 2:24–25* – Faculty must be kind, able to teach, patient, and gentle in correction.

d. Faculty, Staff, or Board Members to One Another

- *Romans 12:10* – Genuine brotherly affection in all relationships.
- *Titus 1:7–9* – Leadership marked by integrity, hospitality, and sound doctrine.

e. Faculty/Staff to Board

- *Romans 15:14; Ecclesiastes 4:9–12* – Accountability to board oversight under Christ’s lordship.
- *Ex. 18:13–27; Deut. 19:15; 2 Cor. 13:1* – Delegation and clarity of roles for institutional health.

4. Mission Alignment

The theological and relational order described above directly supports the mission of Foundation Baptist College. Training future pastors and strengthening church members requires an institutional culture that mirrors the order, justice, and pastoral care modelled in Scripture.

When governance is equitable and impartial:

- Students experience formation in both doctrine and discipline.
- Faculty and staff exemplify servant leadership.
- Institutional credibility is maintained for churches that send and support students.

This policy framework ensures that all institutional actors are treated with fairness, held to account, and protected from arbitrary or partial treatment, thereby reinforcing the mission and gospel testimony of the College.

Concern Procedure

1. Purpose

To ensure due process, transparency, and biblical resolution of conflict, Foundation Baptist College provides a formal concern procedure accessible to all stakeholders—students, faculty, staff, and board members. This process upholds scriptural principles of justice (Deut. 1:16–17), impartiality (James 2:1–4), and accountability (Matt. 18:15–17), and supports the College’s mission of training future pastors and strengthening local churches by modeling godly conflict resolution.

2. Concern Procedure

Step 1: Submission of Concern

- Concerns must be submitted in writing. This is available as the “Concern Form (S1.3)” in the student and faculty form libraries.
- The written concern must include:
 - A clear description of the concern or complaint
 - Relevant dates and individuals involved
 - Any supporting documentation
 - The resolution sought

Step 2: Acknowledgment and Initial Review

- Within **5 business days**, the receiving authority will acknowledge receipt.
- The concern will be reviewed by the president and chairman of the board to determine if it falls within the scope of this policy and whether immediate informal resolution is possible.

Step 3: Formal Review and Hearing

- If unresolved informally, a formal review will begin within **10 business days**.
- A concern review panel, comprised of at least two faculty and administration will be convened in person, remote video, or by email.

- The panel may:
 - Interview involved parties
 - Examine relevant documentation
 - Request written statements or responses

Step 4: Decision and Notification

- A written decision will be issued within **15 business days** of the hearing.
- The decision will include findings, any remedial actions, and avenues for appeal.

3. Appeals Process

- An appeal must be submitted in writing within **5 business days** of the decision.
- Appeals will be reviewed by the next higher level of authority (Board Committee of at least two board members).
- A final decision will be rendered within **10 business days** and is not subject to further appeal.

4. Documentation and Communication

- All concern records will be documented and stored securely in a central administrative file.
- Parties involved will receive copies of all decisions and updates in writing.
- Communication will be clear, timely, and confidential.

5. Record-keeping Protocol

- Concern records are retained for a minimum of **7 years**.
- Records are stored securely, with access limited to the president, the chairman of the board, and individuals that they specifically agree together should have access. In these cases, the individual record will be marked with the names of the people who have been granted access.
- Reviews of concern patterns will be conducted every five years to inform policy revisions and ensure institutional health.

Concern Submission Form

Policy Reference: Form S1.3a

Date Submitted:

Section 1: Complainant Information

Full Name: _____

Role (Student, Faculty, Staff, etc.): _____

Phone Number: _____

Email Address: _____

Section 2: Nature of Concern

Please describe the issue in detail. Include dates, individuals involved, and the specific concern or offense.

Section 3: Resolution Sought

What outcome or resolution are you requesting?

Section 4: Supporting Documentation

Are you attaching any supporting documents?

- ☐ Yes
- ☐ No

If yes, please describe:

Section 5: Signature

I affirm that the information provided in this form is accurate and complete to the best of my knowledge.

Signature: _____

Date: _____

Submit completed form to the President or Chairman of the Board of Directors.

Conflict of Interest Policy (S1.3b)

1. Purpose

In alignment with biblical standards of impartiality and stewardship (James 2:1–4; 1 Cor. 4:2) as well as truthfulness (Eph. 5:8–15), the College requires all board members, faculty, staff, and key volunteers to disclose potential conflicts and to operate with transparency and accountability.

2. Definitions

A **conflict of interest** exists when a person in a position of authority within the institution may benefit personally—whether financially, relationally, or theologically—from a decision made in their institutional role. This evaluation follows a “reasonable perception” standard in most professional or ministry contexts:

Would an impartial observer, aware of the facts, reasonably perceive a potential conflict of interest? This includes, but is not limited to:

- **Financial Conflicts** – Direct or indirect monetary gain for the individual or their immediate family (e.g., business contracts, employment decisions, vendor relationships).
- **Relational Conflicts** – Situations involving family members, close friendships, or other personal connections that may influence judgment or create the appearance of bias. Relationship conflicts of interest also extend to decisions that compromise personnel decisions (e.g., hiring, curriculum decisions, disciplinary actions).
- **Theological Conflicts** – Decisions involving personal doctrinal positions that conflict with the institution's confessional standards.

Conflict of Interest Process

1. Disclosure Process

- All board members, faculty, and staff are required to promptly disclose any actual or potential conflicts of interest.
- Disclosures must be made:
 - Upon initial employment or appointment
 - For board members, at each AGM (held in August or September)
 - When a new potential conflict arises
- Disclosures should be submitted in writing to:
 - The President (for faculty and staff)
 - The Board Chair (for board members and President)
- The written disclosure must include:
 - A description of the relationship or interest
 - The parties involved
 - Any relevant financial or organizational connections
 - The nature of the potential influence on institutional decisions

2. Recusal Procedures

- Upon receipt of a disclosure, the responsible authority (President or alternatively Board Chair) will assess whether a real or perceived conflict exists.
- If a conflict is determined:
 - A written mitigation plan will be developed, which may include:
 - Exclusion from related decision-making or deliberations
 - Reassignment of duties or responsibilities
 - Divestment of financial interest
 - The individual may be required to formally recuse themselves from:
 - Voting on related issues
 - Participating in related discussions
 - Supervising or evaluating the involved parties
- A signed agreement outlining the recusal or mitigation terms will be retained in the college records.

Conflict of Interest Disclosure Form

Conflict of Interest Disclosure Statement

Policy Reference: Form S1.3b

Academic Year: 2025

Section 1: Statement of Understanding

By signing below, I affirm the following:

- I have received and read the Foundation Baptist College Conflict of Interest Policy (found on the Policy Hub).
- I understand my responsibility as a board or faculty member to avoid conflicts of interest and to disclose any actual or potential conflicts promptly.
- I understand that I am obligated to act in the best interest of the College and to recuse myself from decisions where I have a personal interest that could impair my objectivity.

Section 2: Disclosure

Please check **one** of the following:

- ☐ I affirm that I am not aware of any actual or potential conflicts of interest.
- ☐ I disclose the following actual or potential conflicts of interest (please describe below):

Section 3: Signature

I affirm that the information provided in this statement is true and complete to the best of my knowledge. I understand that failure to disclose conflicts of interest may result in disciplinary action or removal from the Board.

Name (Printed): _____

Signature: _____

Date: _____

Submit completed form to the Board Chair or College President.

Policy on Privacy, Safety, and Harassment (S1.4)

Effective Date: []

Approved By: Board of Directors

Next Review Date: (every 5 years)

I. Theological and Philosophical Foundations

Policy Statement on Privacy, Safety, and Harassment

Foundation Baptist College affirms the biblical teaching that every individual bears the image of God and must be treated with dignity, respect, and love (Gen 1:27; Matt 22:39). As a Christian institution committed to truth, holiness, and community, we uphold a **zero tolerance policy** toward all forms of harassment, abuse, violence, and violation of personal privacy, whether physical, verbal, sexual, emotional, or digital. These concerns rest on more fundamental theological bases:

- **Biblical basis for human dignity and respect:** All humans are created in the image of God (Gen 1:26–27), are commanded to love their neighbours (Lev 19:18), and to treat others as they wish to be treated (Matt 7:12). These principles form the foundation of how we view each individual within the learning community of Foundation Baptist College.
- **Institutional commitment to holiness, integrity, and care:** The Christian life is marked by a calling to walk in a manner worthy of Christ (Eph 4:1–3), bearing with one another in love and cultivating a culture of truth, accountability, and encouragement (Gal 6:2).
- **Ethic of Love:** Christ's command to love one another as He has loved us (John 13:34–35) establishes the relational ethic of the College. This ethic undergirds our expectations for conduct, especially as it pertains to the safeguarding of others' well-being, privacy, and safety (Rom 12:10; 1 Cor 13:4–7), and to fulfill our calling to live peaceably and righteously before God and one another (Rom 12:18; Eph 4:25–32).
- **FBC Mission:** Protecting students and staff supports the training of future pastors and strengthens the local church by cultivating a safe and accountable environment where learning can flourish, where character can be built, and where we can set an example for how future pastors and church members will function in their Christian and ecclesiastical environments. This culture of care, truth, and responsibility is integral to the biblical task of discipleship and spiritual formation.

We recognize, however, that in a fallen world, sin may manifest in relational breaches and personal harm. In such cases, the College commits to:

- Responding **impartially and promptly** to all credible reports;
- **Protecting all parties* from retaliation or further harm;
- Pursuing **truth and justice** through biblically principled investigation and disciplinary action;
- Encouraging **repentance, forgiveness, and restoration** wherever appropriate and possible;
- Ensuring that justice is served not only with integrity but also with compassion and pastoral wisdom.

FBC is also committed to being compliant with all formal obligations to the Association for Biblical Higher Education, the city of Edmonton, province of Alberta, and the nation of Canada. And yet our procedures are framed within a Christian vision of human responsibility, accountability, and grace. We aim not only to protect but to lovingly disciple those in our care.

II. Student and Stakeholder Privacy

1. Legal Framework

Foundation Baptist College upholds the protection of personal information in accordance with the **Personal Information Protection Act (PIPA)** of Alberta and, where applicable, the federal **Personal Information Protection and Electronic Documents Act (PIPEDA)**.

In practical terms, the College adheres to the **principle of minimum access** (or principle of least privilege): personal information is only accessible to individuals who have a legitimate right or operational reason to know, based on their institutional role.

2. Scope

This privacy policy applies to all personal and identifiable information held by the institution in the following contexts:

- **Student records:** including but not limited to academic transcripts, enrolment status, grades, tuition payments, and financial aid.

- **Employee records:** including hiring documentation, performance reviews, payroll, and contract information.
- **Donor records:** including names, contact information, donation histories, giving preferences, and any other data connected to financial contributions or philanthropic engagement with the College.
- **Counselling and pastoral care records:** including any notes or documentation arising from serious cases of personal counselling.

3. Access and Consent

In harmony with the College's ethic of integrity and transparency:

- **Written consent is required** before sharing an individual's personal information with parties outside the College, or internally beyond those who have a right or reason to access it.
- **Students have the right** to request access to their records and to request correction of inaccurate or outdated information.

4. Security Measures

To ensure the safety and integrity of all personal data:

- **Physical safeguards** include secure filing systems in locked offices and restricted access to sensitive documents.
- **Digital safeguards** include encrypted databases, secure user authentication, and network protections.
- All staff with access to personal data receive **mandatory training** in proper data handling, confidentiality, and breach response protocols using [resources from the Government of Canada](#). []

III. Campus Safety

As stewards of the lives entrusted to our care, we are committed to proactive, transparent, and principled campus safety measures that reflect both biblical wisdom and responsible governance (1 Cor 14:40; Prov 27:12).

1. Emergency Management

The College maintains clear and tested procedures for emergency scenarios, including:

- **Fire, severe weather, and evacuations:** Each emergency type is addressed with specific protocols that prioritize the protection of life, clear communication, and rapid response.
- **Posted and practiced regularly:** Emergency routes and instructions are visibly posted in all buildings, and drills are conducted annually to ensure readiness among students, staff, and faculty. []

These procedures serve both our duty of care and our commitment to operational excellence under God's providence.

2. Security Practices

To prevent harm and safeguard property, Foundation Baptist College implements the following ongoing security measures:

- **Building access control:** Entry to buildings is limited to authorized individuals during scheduled hours, subject to the policies of Meadowlands Baptist Church and Meadows Christian Academy.

Keys are distributed according to role and necessity.

- **Visitor policies:** All visitors must enter along with members of the college (students, faculty, staff, board) or report to the front desk of Meadowlands Baptist Church. Visitor logs will be maintained, and guests are expected to comply with the conduct expectations of Meadowlands Baptist Church and Meadows Christian Academy.
- **After-hours protocols:** Staff and students must receive prior approval to access facilities outside regular hours, subject to the access granted by Meadowlands Baptist Church. Lights, alarms, and supervision procedures are used to deter unauthorized presence and ensure accountability.

These practices foster a community of trust and vigilance, protecting our ability to study, and serve freely and without fear.

3. Crime and Incident Transparency

As an institution committed to truth and accountability:

- **Annual safety report:** The College compiles and publishes an annual campus safety report, modelled on the principles of the U.S. Clery Act, contextualized for Alberta's regulatory environment. This report includes summaries of reported incidents, preventative actions, and response outcomes.
- **Incident logs and statistical summaries:** Internal logs are maintained of all significant safety-related events, and statistical summaries are reviewed by administration and shared with the Board of Directors annually.

These transparency measures ensure that safety is not merely assumed but actively maintained and publicly accountable, aligning with our Christian calling to walk in the light (Eph 5:8–11).

IV. Harassment and Sexual Harassment

Foundation Baptist College is committed to fostering a learning and ministry environment marked by holiness, respect, and grace. As an institution training future pastors and strengthening local churches, we affirm the dignity of every person and uphold a **zero tolerance** policy for all forms of harassment, including sexual harassment, bullying, and intimidation. These behaviours are incompatible with our theological commitments and institutional mission.

1. Zero Tolerance Position

Harassment at Foundation Baptist College is defined as any **unwelcome conduct**—verbal, physical, written, or digital—that demeans, threatens, or offends another individual and creates a hostile or unsafe environment. This includes:

- **Sexual harassment** (e.g., unwelcome sexual advances, inappropriate comments, or coercion)
- **Bullying** (e.g., verbal abuse, humiliation, exclusion)
- **Intimidation** (e.g., threats, aggression, abuse of authority)

This policy applies to **all institutional stakeholders**: students, faculty, staff, administration, and board members, regardless of intent.

2. Biblical Foundation

The College's position flows from its biblical worldview:

- **Sanctity of the body:** The human body is not for sexual immorality but for the Lord (1 Thessalonians 4:3–7).

- **Exclusiveness of sex to marriage:** Sexual expression is reserved for the covenant of marriage between one man and one woman (Genesis 2:24; Hebrews 13:4).
- **Love for neighbour and a culture of grace:** All interactions are to be governed by mutual respect, humility, and the pursuit of peace (Romans 12:10; Galatians 5:13–14).

These principles call for relational holiness and institutional accountability.

3. Reporting Structures

- **Confidential reporting** is available to any community member who experiences or observes harassment. All reports are taken seriously and handled with discretion.
- Reports may be submitted using the [Concern Form \(S1.3\)](#) available in the College's Policy Hub.
- **Anonymous reporting** is also permitted, though it may limit the College's ability to fully investigate. This may be submitted by submitting Concern Form S1.3 in the Policy Hub. []

All staff and faculty are required to report incidents brought to their attention.

4. Investigation Procedures

The College commits to **prompt, impartial, and biblically informed** investigations:

- Investigations are **trauma-informed** and aim to protect all parties.
- The concern form may be received by any member of the faculty, staff, administration or board. These forms will be shared with the president and chairman of the board unless one of them are involved in which case the other member will handle the investigation. If both are involved, the concern form will be shared with the secretary of the board.
- Unless clear reasons make it impossible, responses will follow this timeline:
 - Within **5 business days**, the receiving authority will acknowledge receipt.
 - The concern will be reviewed by the president and chairman of the board to determine if it falls within the scope of this policy and whether immediate informal resolution is possible.
 - If unresolved informally, a formal review will begin within **10 business days**.
 - A written response will be issued within **15 business days** of the hearing.

5. Disciplinary Actions

If harassment is substantiated, the College may apply disciplinary measures that are:

- Proportionate to the offense
- Consistent with institutional values
- Aimed at both justice and, where possible, restoration

Possible actions include:

- Verbal or written warnings
- Probation, suspension, or expulsion (students)
- Termination or removal from service (staff, faculty, or board members)

Repentance and reconciliation are encouraged in line with Matthew 18 and Galatians 6:1.

6. Support Resources

Complainants are offered:

- **Counselling referrals** through trusted Christian counsellors

- **Pastoral care and spiritual support**
- **Accommodations or protective measures** (e.g., course changes, modified duties, no-contact directives)

VI. Governance and Oversight

Policy Review Schedule

- All relevant policies are subject to **formal review every five years**, or **immediately following a major incident**, regulatory change, or institutional concern.
- Reviews are led by the President in consultation with the administrative team and external advisors as needed.
- The review process ensures legal compliance, operational effectiveness, and alignment with the theological and educational mission of the College.

Training and Education

To maintain a well-informed and responsible campus community:

- **Annual staff training** is conducted on privacy, harassment prevention, and emergency preparedness. These sessions include both legal expectations and biblical principles of dignity, justice, and care.
- **Orientation modules for students** are delivered at the beginning of each academic year, introducing key institutional policies, community conduct standards, and procedures for reporting concerns.

These efforts foster a shared understanding of rights, responsibilities, and the distinct ethos of Christian education.

Board Accountability

- An **annual report** is submitted to the **Board of Directors**, providing:
- A summary of incidents and resolutions
- Participation in training
- Policy changes or recommendations
- The Board provides **spiritual and strategic oversight**, ensuring that the College's commitments to safety, privacy, and justice are implemented with consistency and theological integrity.

This governance framework reflects our conviction that safeguarding people and policies is a spiritual responsibility, grounded in love for neighbour, fidelity to Christ, and stewardship of the trust placed in us by churches, families, and students.

Appendix 1 — Template for Campus Safety Report

Reporting Period: September 1, 2025 – August 31, 2026

Published: August 31, 2026

I. Introduction

Foundation Baptist College is committed to cultivating a secure and God-honoring environment for all students, staff, and faculty. In keeping with biblical stewardship (Proverbs 27:12; Ephesians 5:11) and our mission to train future pastors and strengthen local churches, this report provides a transparent summary

of campus safety practices and incidents.

This document is modelled on the principles of the U.S. Clery Act, contextualized for Alberta’s regulatory environment. Though not required by law, it is offered in the spirit of institutional integrity and pastoral responsibility.

II. Scope of Report

- **Timeframe Covered:** July 31, 2025 – August 1, 2026
- **Locations Covered:** Main College Building (Edmonton)

III. Safety Policies and Procedures

- **Emergency Management:** Fire and evacuation procedures posted and drilled annually.
- **Security Access:** Controlled building access during business hours; after-hours access requires pre-approval.
- **Visitor Policies:** All guests must report to the church office and comply with conduct expectations.
- **Policy Updates:** Harassment and Sexual Harassment Policy issued May 2026.

IV. Incident Summary

Incident Type	Number Reported	Notes/Context
Physical altercations	0	NA
Sexual harassment claims	0	NA
Theft (internal)	0	NA
Fire drills conducted	0	NA

V. Response and Follow-Up

- All reported incidents were addressed through internal investigation in accordance with FBC’s disciplinary and pastoral care policies.
- One incident led to policy review and additional training for staff on boundary awareness.
- No police interventions or external legal actions were required.

VI. Training Summary

- **Emergency Training:** Delivered to all faculty and staff ().
- **Privacy and Data Protection:** Mandatory training completed by all employees with access to personal information (*).
- **Harassment Prevention Workshop:** Held for all students and staff (*).

VII. Governance and Oversight

- The President reviewed this report and presented it to the Board of Directors in August 2025.^
- Oversight of safety procedures remains with the designated Campus Safety Officer, in consultation with the Privacy Officer and Student Affairs.

VIII. Necessary Forms

The following forms are each available on the Policy Hub.

- Policy on Privacy, Safety, and Harassment (S1.4)
- Concern Form (S1.3)

- Student Handbook

To report a safety concern, contact:

Admin Office | Phone: 587.635.2756 | Email: info@foundationbaptistcollege.com

S4.16 Peer Evaluation of Teaching

Lecture being observed: _____

Observer: _____

Course: _____

Date: _____

1. Strengths in Teaching

Identify and affirm areas where the instructor demonstrated excellence.

☒ *Examples might include clarity, energy, organization, student engagement, theological depth, or effective use of examples.*

2. Classroom Climate and Student Engagement

Please comment on:

- Rapport with students
- Student attentiveness and participation

☐ Excellent ☐ Good ☐ Needs Improvement

Comments:

3. Content and Clarity

Please comment on:

- Clarity of main ideas
- Organization of the lecture
- Accuracy and appropriateness of material for the course level

☐ Excellent ☐ Good ☐ Needs Improvement

Comments:

4. Delivery and Presentation

Please comment on:

- Voice and pacing
- Visual aids or board work
- Transitions and illustrations

☐ Excellent ☐ Good ☐ Needs Improvement

Comments:

5. Theological and Pedagogical Depth

Please comment on:

- Biblical fidelity and integration of Scripture
- Depth of analysis or interpretation
- Connection of content to real-life application

☐ Excellent ☐ Good ☐ Needs Improvement

Comments:

6. Suggestions for Growth

Encourage one or two actionable ideas that would enhance teaching effectiveness.

7. Summary

- Overall impression of the teaching effectiveness:
☐ Outstanding ☐ Strong ☐ Developing

Additional comments:

Academic Freedom Policy (S.4.17)

Effective Date: []

Approved By: Board of Directors

Next Review Date: (every 5 years)

Policy Statement

Foundation Baptist College affirms that the pursuit of truth—particularly in theological education—is both a biblical mandate and a necessary foundation for developing godly leaders. As a confessional institution, FBC is committed to a doctrinal core that faculty must uphold and teach. Students are invited into the process of theological growth and discovery, with space to question, learn, and mature in a respectful and

guided environment.

We hold academic freedom as a stewardship—a trust granted to us by parents, churches, and students. Ideas are powerful, and education is formative. Our mission compels us to shape students with intellectual integrity and spiritual maturity while honouring the churches and families they represent.

We are persuaded that truth is not fragile and that rigorous, honest engagement with Scripture honours God. The Berean spirit (Acts 17:11) of examining the Scriptures to see if things are true should be encouraged, not feared. We believe that Christian maturity requires discernment and that academic freedom trains students to grow from inherited assumptions to thoughtful, biblically grounded convictions. However, such freedom must be exercised under the lordship of Christ, within the unity of the Spirit, and with pastoral sensitivity toward the church.

Academic freedom at Foundation Baptist College is governed by:

- **The sufficiency and authority of Scripture** in all matters of faith and practice.
- **The primacy of the local church**, especially in student formation.
- **Respect for spiritual authority**, including parents, pastors, and denominational traditions.
- **Commitment to Christian maturity**, evidenced in respectful dialogue and submission to godly leadership.

Institutional Commitments and Boundaries

1. Faculty Freedom and Responsibility

Faculty may explore and teach within the boundaries of our confessional identity. They must represent the College's doctrinal commitments with integrity and clarity, modelling how to handle disagreement and complexity without compromise.

2. Student Freedom and Formation

Students may question, probe, and wrestle with theological ideas in a space of safety and grace. The College supports their academic journey while affirming the authority of their sending churches and families. We encourage students to grow in confidence, not rebellion; in knowledge, not arrogance.

3. Culture of Humility and Love

Academic freedom must be exercised with a posture of mutual respect, love, and humility. Disagreements must never devolve into division or disrespect.

4. Institutional Oversight

The administration holds final responsibility for determining appropriate boundaries and responses to academic freedom issues. Faculty, administration, and then the Board provide layered accountability and support. All decisions shall aim to uphold the College's mission of strengthening churches and training future pastors.

Situational Concerns Specific to FBC

- **We hold a trust from parents and churches.** Ideas are powerful, and we intentionally shape our students through teaching. This shaping is a moral stewardship.
- **We are a confessional school.** Certain truths are so foundational that it would be unethical to teach contrary to them. Academic freedom at FBC operates within clear doctrinal boundaries.
- **We pursue truth with humility.** While we hold to essential truths, we recognize that faithful believers may differ on other matters. Academic humility requires engagement with a wide range of biblical perspectives.
- **We distinguish between college and church authority.** As an academic institution—not a church—we do not perform baptisms, ordain leaders, or administer discipline. Therefore, on some Tier 2 doctrines (necessary for church practice), we may allow greater openness than a church would.

- **We are committed to serving a broad range of churches.** In the Canadian context, FBC may be the best or only training option for students from a variety of confessional churches. We aim to serve more than just baptistic churches within our own tradition.

Doctrinal Tiers

Tier 1 — Core Doctrines (Essential for Salvation)

- These are foundational truths required for Christian faith and salvation, such as the Trinity, the full deity and humanity of Christ, the atonement, the resurrection, and justification by faith.
- All students, faculty and board members must affirm these doctrines. Examples include the Nicene and Apostles' Creed and the historic fundamentals of the faith.
- **Students in exploration:** A student who does not yet affirm these truths or lacks a clear salvation testimony may be permitted to study on probationary status for one year. Spiritual formation is a key commitment of FBC and so we offer such students the opportunity to grow in their apprehension of doctrinal truths. However, these students must fully understand that a salvation testimony and adherence to our doctrinal statement is an absolute condition of graduation.
- **Examples:**
 - Nicene view of the Trinity
 - Deity of Christ
 - Salvation by faith alone
 - Bodily resurrection
 - Clear biblical view of gender identity and sexual ethics

Tier 2 — Institutional Commitments (Essential for Our Practice)

- These doctrines are necessary for the distinct operation of Foundation Baptist College and are consistent with our role in supporting local churches. They are represented in official FBC policy statements which are affirmed by the president and the board and by at least a 50% vote of full-time faculty.
- Faculty and staff are required to teach and minister within these boundaries. Examples include:
 - Complementarianism (only men as pastors/elders)
 - Believer's baptism by immersion
 - Not actively practicing the sign gifts
 - The historical Adam and historical fall of man, bringing the curse on creation

Distinctions and Expectations

- **Full-time faculty and staff** must consistently uphold these views in both their teaching and public communication.
- **Adjunct instructors** are only required to uphold these positions in the specific content they teach for the College, recognizing they may serve in broader contexts.
- **Students:** Agreement with Tier 2 doctrines is not required for enrolment or graduation. However, students are expected to remain teachable and refrain from actively or disruptively promoting views contrary to the College's stated positions.
- **Academic resources:** We do not require that every assigned reading or external source conform to Tier 1 or Tier 2 doctrine. However, we ask that faculty do not positively affirm or promote views that directly contradict FBC's doctrinal commitments, even in how they affirm the sources they use.

Tier 3 — Charitable Disagreements (Permissible Diversity)

- These matters are important but not essential for Christian fellowship or College identity. Faithful believers and churches may rightly differ on these issues.

- We encourage respectful, thoughtful engagement on Tier 3 matters among students and faculty. Examples include:
 - Eschatology
 - Church polity
 - Spectrum of covenantal to dispensational hermeneutics

Conduct Guidelines

- Discussions on Tier 3 topics should model Christian charity and intellectual rigour.
- Students and faculty are free to present strong arguments for differing perspectives, provided these are expressed respectfully and in a spirit of unity.
- These conversations must honour the trust placed in us by families and churches, and contribute to —not erode—students’ confidence in Scripture and their home churches.

Procedures for Handling Academic Freedom Issues

These procedures ensure concerns are addressed with clarity, accountability, and grace.

1. Identification of Concerns

- Concerns may arise from class content, assignments, public comments, or conduct.
- May be raised by students, faculty, administration, alumni, or church leaders.
- Concerns must be documented with specific evidence.

2. Informal Review

- **Handled by:** Academic Dean or designate.
- **Action:** A respectful conversation clarifies intent, content, and doctrinal relevance.
- **Goal:** Resolve misunderstandings or confirm whether the issue requires formal review.

3. Formal Review Trigger

Initiated if:

- The concern involves Tier 1 (students or faculty) or Tier 2 doctrine (faculty).
- Informal steps fail to resolve the matter.
- The content or conduct appears contrary to institutional commitments.

4. Formal Review Process

- **Review Body:** Academic Dean, two faculty members, and one administrator.
- **Steps:**
 - Review of material.
 - Interviews with involved parties.
 - Assessment using doctrinal tiers.
 - Church consultation if applicable (especially with student concerns).
- **Possible Outcomes:**
 - No violation found.
 - Instructional clarification or correction.
 - Retraction or formal discipline (in serious cases, especially for faculty).

5. Appeals

- Appeals must be submitted within 30 days. The decision of the president and board will be returned in 30 days and is final.

6. Pastoral Follow-Up

- Aim is restoration, growth, and clarity.
- May include mentoring, peer dialogue, or theological coaching.
- Students are encouraged to engage their pastors and parents.

7. Documentation and Confidentiality

- All actions are documented securely.
- Confidentiality is maintained except where disclosure is necessary for resolution or integrity.