Exhibit 4.3.g

Williams fills faculty and major administrative vacancies only after an extensive, nationwide search for qualified applicants. The College lists openings in such publications as The Chronicle for Higher Education and on the website of the Council for Christian Colleges and Universities. All job openings are also posted on the College's website. These efforts are made in order to reach prospective employees beyond WBC's geographical region and with the intention of attracting a diverse pool of applicants. Minority applications are always welcome at Williams Baptist College, and the institution has had some very modest success in recruiting minority faculty to fill adjunct vacancies.

The Williams faculty bring richly differentiated life stories to their classrooms and campus lives generally. Southerners (Arkansas, Louisiana, Georgia, Florida, and Mississippi) may predominate, but the Southwest, (Oklahoma and Texas), the Midwest, (Iowa, Missouri, Ohio, Michigan), and the North East, (New York, New Jersey, Pennsylvania) are also represented. Moreover, faculty are well traveled; some have had long -- years-long -- experience in Asia, South America, Europe, and the Middle East. Graduate work, academic research, missions, or personal enrichment have compelled faculty members to travel to, sometimes to live in, Australia, Korea, Colombia, Israel, Canada, the Bahamas, Mexico, England, Scotland, Wales, Germany, France, Holland, Luxembourg, Switzerland, Thailand, Norway, Greece, Spain, Jordan, Bolivia, Peru, Argentina, Paraguay, Brazil, Venezuela, Yemen, and New Zealand. The Williams faculty is not insular or parochial in its experiences or interests. It should also be understood that Williams faculty are drawn from complex socio-economic environments; some have known serious deprivation and struggle, others were raised in comfortable circumstances marked by ample cultural and educational opportunity. These disparate paths to their current service at Williams make the faculty competent in preparing students for life in a complex world.

In addition to guiding and encouraging student scholarship, in its various permutations at Williams, the WTEP faculty engage in their own research, attend academic conferences, participate in professional events, and organize campus events to assure a vibrant learning atmosphere. The College assists faculty in their intellectual and academic engagement through an annual subvention of $500 for travel, conferences, and other related scholarly activities. Moreover, the College provides opportunity for all WTEP faculty to apply for Faculty Scholarship Funding to pursue more advanced research opportunities.

Periodically, the administration arranges workshops for faculty on specific academically-related topics. For example, workshops have been held to help faculty use the campus course management system, Moodle. General information (including discussions about educational trends, student learning, and similar issues) is regularly disseminated within faculty meetings, seminars, and departmental chair meetings. Beginning in the fall of 2011, faculty have also organized and subsequently led monthly (lunch-hour) discussions of issues in higher education; these discussions are open to all faculty and staff who wish to attend.

The Williams Faculty Handbook, Sections 2.02 – 2.09.04 and 3.00 – 3.01, outlines the governance and responsibilities of the faculty and staff. Specifically, it speaks to academic
freedom and responsibility, emphasizing the commitment of the College to academic freedom exercised responsibly within the mission of the College. Detailed descriptions of faculty responsibilities are presented in section 3.12 of the Faculty Handbook, and all faculty are expected to be familiar -- and compliant -- with these responsibilities.

Faculty are evaluated near the end of each semester using the Student Opinion Questionnaire (the SOQ is housed in the Office of Academic Affairs and can be examined upon request) Faculty Handbook, Section 3.05. This instrument allows non-intrusive oversight of classes; the Academic Dean consults with faculty when a pattern in the SOQ suggests a possible problem. (Other supplemental student surveys are employed by various departments as part of departmental outcomes assessment. SOQ results are also provided to the respective faculty members and to department chairs; department chairs are encouraged to discuss SOQ results with individual (departmental) faculty members. Positive areas can be recognized and plans of action can be formed to address areas of concern.

The Williams Faculty Handbook contains considerable additional discussion of appropriate conduct. Sections 3.12.14 and 3.12.15 describe appropriate conduct, including procedures for handling disputes and for dealing with complicated professional situations. Section 4.07 discusses the importance of an appropriate Christian life style consistent with the mission of the College. Standards of conduct are clearly stated, including discussions of the importance of refraining from alcohol and illegal drugs and refraining from sexual relationships outside of marriage (See Sections 4.07-4.07.01). The unlawful harassment policy is clearly explained on page 42. Appendices C and D, in the Handbook, provide additional information regarding the College’s sexual harassment policy, including grievance procedures related to that policy. The affirmative action position is explained in Appendix B, in the Handbook. New faculty are made familiar with campus policies through a new faculty orientation managed by the Office of Academic Affairs.