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Accreditation and Affiliations

Guilford College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Guilford College.

Guilford College is also affiliated with the Council on Post-Secondary Education. Guilford is on the list of colleges and universities approved by the American Medical Association, the business program is accredited by the Accreditation Council for Business Schools and Programs, and the teacher education program is accredited by the North Carolina Department of Public Instruction. Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teaching.

Guilford College holds membership in a number of organizations formed by colleges and universities: the Association of American Colleges and Universities; the American Council on Education; the North Carolina Adult Education Association; the National Association of Independent Colleges and Universities; the North Carolina Association of Independent Colleges and Universities; the North Carolina Honors Association; the National Collegiate Honors Council; the Friends Association for Higher Education; and the College Board.
Guilford College Statement of Purpose

Guilford College is an educational community which strives to integrate personal, intellectual, physical and spiritual growth through participation in several rich traditions.

These traditions include liberal arts education which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; career development and community service which provide students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and Quakerism, which places special emphasis on helping individuals to examine and strengthen their values. We believe that the wise and humane use of knowledge requires commitment to society as well as to self.

The Quaker heritage stresses spiritual receptivity, candor, integrity, compassion, tolerance, simplicity, equality and strong concern for social justice and world peace. Growing out of this heritage, the College emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close individual relationships between students and faculty in the pursuit of knowledge, governance by consensus and a commitment to lifelong learning.

Guilford College expects each student to develop a broad understanding of our intellectual and social heritage, and at the same time to develop a special competence in one or more disciplines. Flexibility in the curriculum encourages each student to pursue a program of studies suited to personal needs, skills and aspirations.

While accepting many traditional educational goals and methods, the College also promotes innovative approaches to teaching and learning. Both students and faculty are encouraged to pursue high levels of scholarly research and creativity in all academic disciplines. Guilford particularly seeks to explore interdisciplinary and intercultural perspectives and to develop a capacity to reason effectively, to look beneath the surface of issues, to understand the presuppositions and implications of ideas, and to draw conclusions incisively, critically and with fairness to other points of view.

The College desires to have a "community of seekers," individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution...
- a diversity of older and younger perspectives, a diversity of racial and cultural backgrounds, a diversity of beliefs and value orientations. Through experiencing such differing points of view, we seek to free ourselves from bias.

As a community, Guilford strives to address questions of moral responsibility, to explore issues which are deeply felt but difficult to articulate, and to support modes of personal fulfillment. The College seeks to cultivate respect for all individuals in an environment where considered convictions, purposes and aspirations can be carried forward. (Statement of Purpose adopted by the Guilford College Faculty and Board of Trustees, 1985)
The Guilford College Vision Statement

Guilford College's sustained commitment to teaching and to graduating leaders will strengthen its national and regional identity as the outstanding small, values-oriented liberal arts college in the American South. Guilford College will be a national model for excellence in values-based education grounded in both the liberal arts and career preparation. This is in keeping with the Quaker interest in "all things civil and useful" as well as our commitment to preparing our graduates to serve, to lead and to change the world for the better.

The Guilford College Mission Statement

Guilford College's mission is to provide a transformative, practical and excellent liberal arts education that produces critical thinkers in an inclusive, diverse, environment, guided by Quaker testimonies of community, equality, integrity, peace, and simplicity, and emphasizing the creative problem-solving skills, experience, enthusiasm, and international perspectives necessary to promote positive change in the world.

Toward that end the college provides:

Student-centered instruction that nurtures each individual amid an intentionally diverse community.

A challenging academic program that fosters critical and creative thinking through the development of essential skills: analysis, inquiry, communication, consensus-building, problem-solving, and leadership.

A global perspective that values people of other cultures and the natural environment in which we all live.

A values-rich education that explores the ethical dimension of knowledge and promotes honesty, compassion, integrity, courage, and respect for the individual.

Access to work and service opportunities that forge a connection between thought and action.

Guilford seeks above all to create a special kind of learning community. We are not perfect at this. Our goal of creating independent thinkers and change agents necessarily pulls against the needs of community, and our great diversity of backgrounds sometimes works against our professed acceptance of and equal
respect for all individuals. We are as a community at best in a perpetual state of becoming.

Nevertheless, in writing about Guilford in Colleges that Change Lives, Loren Pope describes how there is "a special sense of family here." He notes of the college that "it truly is a friendly place," while also being "a stimulating place where the teachers care, where they expect a lot, and where they provide the encouragement as well as the challenge to get young people to do things they had no idea they could do." Guilford, he concludes, is "a fine example of a college family that is doubling talents."

We intend to continue to work toward being that community: a learning community defined somewhat paradoxically by both challenge and nurture, a community which produces compassionate graduates who are independent thinkers, risk-takers, and change agents possessing a strong moral compass.
Introduction

The purpose of the Guilford College Faculty Handbook is to set out the guidelines by which the Guilford College Faculty carries out its responsibilities for the educational program at the college. The Bylaws of the institution charge the faculty with responsibility for instruction. Faculty also have responsibility for establishing faculty personnel policy and procedures to protect academic freedom and tenure. In the governance of the college, the faculty works in conjunction with the administration and the Board of Trustees. Final authority rests with the Board of Trustees but the faculty has primary responsibility for making and implementing the academic policies of the college.

This handbook contains the information regarding faculty procedures for conducting business as the faculty acts on its responsibilities. It contains matters contractual in nature such as those bearing on faculty appointment, reviews, appeals, and the providing of benefits specific to faculty, which relate to the terms and conditions of the employment relationship.

The Clerk's Committee will oversee the process of making changes in the handbook. Changes in The Faculty Handbook may be proposed by any individual member of the college community, or by any standing committee. Proposed changes will be reviewed by any committee whose responsibility relates closely to the proposed changes. These proposed changes will be forwarded to Clerk's Committee for approval, which will decide which items shall also go to the faculty meeting for approval. The Clerk's Committee will forward all proposed changes, together with faculty and committee recommendations, to the President. The President will forward any contractual matters to the Board of Trustees for final action. Changes will take effect on the August 1 following approval by the Board of Trustees. Other changes require the approval only of the President to the extent practicable. These, too, will take effect on August 1 following Presidential approval. These items will be inserted into the Faculty Handbook by the Academic Dean in consultation with the Clerk of the Faculty. Each new insertion will be headed by a bracket indicating the date of approval and the name of the approving body. Deletions will be removed without trace.
This document was approved by the faculty at its meeting on April 11, 2018, and by President Jane Fernandes in May 2018. The Board of Trustees approved the Guilford College Faculty Handbook on September 23, 1995.
Chapter I: Institutional Organization

1.1 THE BOARD OF TRUSTEES

The Board of Trustees is the governing body of Guilford College. It is the responsibility of the Trustees to determine and periodically review the College's mission and purposes, to establish the general policies necessary to accomplish these goals, and to manage the business and affairs of the College. The responsibility for implementing these policies and for managing the College's business and affairs may be delegated to the Board's standing committees, or the President, and, through the President, to other members of the administration and faculty. The Board of Trustees has the authority to appoint and remove the President of the College and to approve institutional policies bearing on faculty appointment, promotion, tenure, and dismissal, as well as personnel or anti-discrimination policies for other categories of employees. The Board of Trustees determines and sets the President's annual salary. The salary is reviewed annually by the Board, and may be increased at the sole discretion of the Board or its designees. Each year, the President informs the Board of salary and fringe benefit increases for Vice Presidents and Deans.

The Board of Trustees delegates much of its work to eleven standing committees: academic affairs; advancement; audit; buildings and grounds; executive; finance; investment; strategic planning; Quaker life and diversity; student affairs; and trusteeship and governance. The members of the standing and any ad hoc committees (with the exception of the executive committee) shall be members of the board and appointed by the chair of the board, with the concurrence of the board, at the annual or any regular meeting. In making appointments, the chair shall also designate the chair and vice-chair of each committee. The chair is expected to appoint committee officers and members so as to assure rotation, at reasonable intervals, of committee officers and committee members. The chair, with the concurrence of the board, may also designate non-trustee representatives to the committees, which representatives shall serve the committees in an advisory capacity only, and which representatives shall have no deliberation and decision making authority.

Only the Board of Trustees can adopt, amend, or repeal bylaws or the Charter, or review and approve proposed substantive changes in the College's degree programs.
programs and other major enterprises consistent with the College’s mission, and financial resources.

The Board of Trustees uses the Quaker process of seeking the sense of the meeting in its business meetings.

1.2 ADMINISTRATION

Job descriptions of those positions that report to the President are included in this section. Complete job descriptions of all administrative and staff positions are on file in the Office of Human Resources. The development of administrative job descriptions, except for those defined by the bylaws, and any changes in them, is the responsibility of the President.

1.2.1 President

The President is the chief executive officer of the College. It is the responsibility of the President to supervise and direct the business and affairs of the College. The President is charged by the Board of Trustees with the general oversight of the instruction, discipline, and physical property of the College and is responsible for reporting to the Board on the general condition and progress of the College. The President plays a leadership role in institutional advancement and represents the College in state and national higher education organizations.

In performing the appointed functions, the President may delegate authority and responsibility to certain administrative officers, and to the faculty of the College who are responsible to the President, either directly or indirectly, for the performance of their assigned functions.

The President makes the final recommendation to the Board of Trustees on matters concerning appointment, promotion, tenure, and salary of faculty and senior administrators of the College.

The President serves ex-officio on all Board committees and is authorized to call meetings of the Executive Committee.
1.2.2 Director of Friends Center and Coordinator of Campus Ministry

The Director of Friends Center and Coordinator of Campus Ministry reports directly to the President and works with the Friends Center Steering Committee. The Director is responsible for educational and outreach programs that involve cooperation with local, state, national, and international Friends organizations. The Director oversees programs on and off campus, the Friends Center budget, and fund raising for operations and endowment. The Director also serves as Coordinator of Campus Ministry who facilitates campus religious organizations, provides assistance for emerging ones, and aids community members in the process of spiritual discernment. The Director of Friends Center serves as administrative liaison for the Quaker Life and Diversity Committee of the Board of Trustees.

1.2.3 Vice President for Academic Affairs and Academic Dean

Reporting directly to the President, the Vice President for Academic Affairs and Academic Dean is the chief academic officer of the College. The Academic Dean is the primary educational officer of the College and has overall responsibility for the quality and operation of the academic program. Working with faculty committees and Academic Divisions, the Dean serves in a leadership capacity with respect to faculty personnel policies and their implementation, curriculum, academic budgets, teaching standards, faculty morale, student academic performance, faculty development, and all phases of campus life that bear directly on the academic program of the College. The Academic Dean interviews all candidates for faculty positions and works with academic departments in filling vacancies.

The Academic Dean serves as administrative liaison to the Academic Affairs Committee of the Board of Trustees.

1.2.4 Vice President for Administration and Finance

The Vice President for Administration and Finance reports to the President and is responsible for managing the financial assets and liabilities of the College. The Vice President for Finance has primary oversight of the financial operations of the College, supervises the Business Office staff, and assists in the carrying out
of its work. He or she oversees the collection of monies owed to the College, the preparation and control of the budget, the disbursement of budgeted funds, the insurance program of the College, the insurance of directors and officers, the oversight of special trusts and normal funds, and, with the advice and consent of the Trustee Budget, Audit and Investment Committee, the investment of restricted and unrestricted funds.

The Vice President for Administration and Finance oversees auxiliary services, conference services, human resources and payroll, postal services, and the consolidated mailroom/print shop. He or she supervises the College purchasing function, custodial services, grounds, landscaping, maintenance and facilities. The Vice President for Administration and Finance serves as the Assistant Treasurer of the Board of Trustees and is the administrative liaison for the Audit, Finance, Investment and Buildings and Grounds Committees of the Board of Trustees.

1.2.5 Vice President for Enrollment Management

The Vice President for Enrollment Services reports to the President and supervises the Office of Admission, the Center for Continuing Education, and the College’s financial services program through the Office of Student Financial Services.

Duties include identification and recruitment of qualified traditional applicants, interpretation of College programs and requirements to prospective students and their families, and the processing and monitoring of applications. Within policy guidelines determined by the Admission Committee, the Vice President for Enrollment is responsible for the admission of candidates to the college. Special emphasis is given to recruitment of Quaker, minority, honors, and international students.

The Vice President of Enrollment Management supervises the admission staff and coordinates staff development, assists the Office of Communications and Marketing in the preparation of recruitment publications, conducts research on marketing and student profiles, and makes regular assessments of the effectiveness of College recruitment efforts.
1.2.6 Vice President for Student Affairs

The Vice President for Student Affairs provides leadership for the residential life program, Athletics, Public Safety, Multicultural Education, and campus dining. She or he orients Student Campus staff, and leads the coordination of operations of other areas within Campus Life, including Student Activities/Events Planning, First Year Program, Student Health and Counseling, and Judicial Affairs. The central responsibility of the Vice President for Student Affairs is to direct collaborative efforts toward common goals, particularly as they relate to campus living conditions.

He or she leads the Campus Life staff in policy and program development and with long-range planning, including identification of useful research initiatives.

1.2.7 Vice President for Advancement

The Vice President for Advancement reports directly to the President and has the responsibility for planning and implementing the overall advancement program to include all college fund-raising and friend-raising activities, alumni and family relations programs and college relations; planning, organizing, and directing comprehensive campaigns; participating in the collegial process of institutional planning and priority-setting; and developing productivity guidelines in meeting fund-raising objectives. The Vice President oversees a staff of advancement professionals.

The Vice President for Advancement serves as administrative liaison for the Advancement and Trusteeship and Governance Committees of the Board of Trustees.

1.2.8 Vice President for Marketing

The Vice President of Marketing reports to the college president and is the chief administrator responsible for the external caretaking of the college’s vision. In fulfilling this vision, the VPM will be responsible for planning, organizing, staffing, training, and managing all marketing and communication functions in order to achieve the college’s objectives for enrollment, institutional growth and visibility while ensuring a marketing message and position consistent with Guilford’s strategic direction, and which enhances brand equity and awareness.
The Vice President of Marketing oversees the development, management and promotion of Guilford College through advertising, creative production, media relations, crisis management, digital media, promotional events, internal and external communication, market research, magazines and academic journals. This executive position maintains and sets high standards for college communications internally and externally. The vice president provides opportunities for the president to represent the college in various media and advises the president on matters related to college communications.

1.2.9 Vice President for Diversity, Equity, and Inclusion

[Need job description for this (6/28/2018)]

1.3 FACULTY

The faculty of the College consists of the President, the Vice President for Academic Affairs, the officers of the administration who also hold faculty rank, the professional librarians, and all teaching faculty classified as follows: Professor, Associate Professor, Assistant Professor, Instructor, and Lecturer.

The faculty shares responsibility with the administration and Board of Trustees for maintaining the academic standards and the general well-being of the College. The faculty establishes policies regarding curriculum, faculty personnel, degree requirements, methods of instruction, and educational issues related to campus life, subject to the authority of the President and the Board of Trustees.

The faculty participates in the decision-making process through meetings of the faculty; the Academic Dean; departmental chairpersons; faculty committees; faculty representatives to the Board of Trustees (including representatives to Board of Trustees standing committees), and collegewide committees. In the event that the administration or the Board of Trustees disagrees with a decision of the faculty on an academic matter, every opportunity will be afforded the faculty to communicate its views to the administration and the Board of Trustees.

1.3.1 Faculty Meetings

The faculty normally meets once each month during the academic year, ordinarily on the second Wednesday, the time to be determined by the Clerk’s
Committee. Special meetings may be called by the Clerk of the Faculty. The President, Academic Dean or any faculty member may request of the Clerk of the Faculty that a meeting be called. The Clerk presides at faculty meetings and, in consultation with the Clerk's Committee, is responsible for the agenda. Items for the agenda (e.g. committee reports and matters calling for a faculty decision) are to be communicated to the Clerk and placed on the agenda. The agenda is distributed to the faculty at least forty-eight (48) hours prior to the faculty meeting. This does not preclude the faculty meeting, as the final faculty authority, from choosing to make decisions about matters that emerge in the course of the meeting.

Faculty meetings are conducted according to Quaker business procedures. Meetings begin with silence in order to reach beneath individual preferences to a level of openness that will facilitate decision-making for the good of the whole and end in silence to affirm the unity of the whole. The gathering of a sense of the meeting normally involves two stages: a tentative exploration of the issue, raising questions of clarification and criticism, and a convergence toward decision, presenting considered judgments. As the tide builds, members add "I agree" or "I approve of that" in order to assist the Clerk in sensing how far the group has moved toward unity and to avoid repeating the same point just said by another.

In the process of reaching decisions, faculty members have the responsibility to share their concerns with their colleagues, to listen carefully to the views of others, and to be willing to lay aside personal or group interest in order to allow a harmonious sense of the meeting to emerge. It is crucial that objections be raised in a timely, respectful, and direct manner during the meeting. Decisions rest upon a general sense of the meeting. The sense of the meeting is not identical to unanimity, but implies a willingness of the group to go forward with the proposal. If a faculty member does not agree with the sense of the meeting, he or she may

1. "Stand aside" and allow the decision to proceed while not actually endorsing the action or policy,

2. Ask to be recorded as opposed but allow the group to go forward, or

3. Choose to delay the group's decision when the issue is a matter of deep personal conscience.
In the latter case, the Clerk will normally ask for further discussion or propose that a committee work with the dissenting member(s) to understand better the roots of the objection and continue discussion of the issue at another faculty meeting. The faculty may move forward despite an individual's objections if the Clerk senses that his or her concerns are not rooted in the best tradition of Friends’ practice or do not spring from deep conscience. Once an issue is resolved, the decision is read back to the meeting and recorded in the minutes. For further clarification, see Howard Brinton’s *Guide to Quaker Practice* and Michael Sheeran’s *Beyond Majority Rule: Voteless Decisions in the Religious Society of Friends*.

All faculty are permitted to attend faculty meeting, and regular attendance is considered a major responsibility of full-time faculty. In addition, academic staff and senior staff members of the administration may attend the meeting. All others must request and receive prior permission to attend from the Clerk’s Committee.

### 1.3.2 Faculty Forums

Clerk’s Committee may call for faculty forums to be held on designated Wednesdays. Faculty forums provide the opportunity for the following:

- Presentations from committees or individuals about draft proposals or ideas for proposals in order to gather feedback from faculty.
- Discussion among interested faculty of issues relevant to the corporate faculty.
- Presentations from faculty, administrators, staff or external speakers regarding issues involving faculty responsibilities and governance.

Requests to present at a faculty forum should be communicated to the Clerk of the Faculty. Clerk’s Committee approves both the time and topic for any faculty forum.

### 1.3.3 Clerk of the Faculty

The Clerk of the Faculty, recommended by the Nominating Committee and approved biennially by the faculty meeting, is its presiding officer who, according to Quaker business procedure, clerks the faculty meeting and presides over Clerk's Committee. In these capacities, the Clerk functions as a spokesperson for the faculty to the administration and serves on the Budget Committee and
Institutional Effectiveness Committee. The Clerk also sits with the Board of Trustees along with the designated faculty representative to the Board. Together with the faculty members serving on Budget, Institutional Effectiveness, and as representative to the Board of Trustees, the Clerk represents the concerns of the faculty in the governance of the College. The Clerk, working with his or her academic department and the Academic Dean, receives partial released time (one course per semester) from teaching responsibilities during the period of service.

**1.3.4 Recording Clerk**

The Recording Clerk, recommended by the Nominating Committee and approved biennially by the faculty meeting, keeps the minutes of the faculty meetings. These minutes constitute the official record of the actions taken by the faculty. Any subsequent confusion about faculty decisions that cannot be clarified by the minutes must be discussed and acted upon again by the faculty. The official minutes of the faculty are housed in the Friends Historical Collection of the library.

**1.4 COMMITTEE STRUCTURE**

The College Committee structure serves as an important vehicle through which issues are discussed and decisions affecting the College and its various constituencies are made. All committees use Quaker business procedure. (See 1.3.1 Faculty Meetings)

**Types of Committees** Standing committees, listed in the Faculty Handbook, meet regularly throughout the academic year; all faculty who serve on standing committees are recommended by the Nominating Committee and approved by the faculty meeting. (For the nomination process, see "Nominating Committee" 1.4.15.)

All standing committees in this handbook are designated as a faculty or collegewide committee. Faculty committees consider academic, curricular, faculty governance, and faculty personnel issues, and they can also act as liaisons to other College offices. Collegewide committees consider administrative issues that broadly affect the College community or that are specific to a non-academic area. Collegewide committees may or may not have faculty representation.
Standing committees (both faculty and college-wide committees) are listed in alphabetical order below, starting with section 1.4.1. Ad hoc or subcommittees may also be convened as needed. Faculty representatives on ad hoc search committees for senior administrators (defined as President, Vice President, and those reporting directly to the President) are appointed by the Nominating Committee. In cases where an administrator is conducting a search for an individual to fill a position other than those listed above, that administrator may invite faculty representatives to serve on the committee.

Non-search ad hoc committees that include faculty representation work with the Clerk's Committee and other parties as appropriate to determine a written charge for the committee. The Clerk's Committee or the administrator sponsoring the committee decides on an ending date for the ad hoc committee, to be determined by the nature of the work and the starting date, and requests a final report. Unless otherwise specified at the time the committee is created, non-search ad hoc committees are faculty committees.

**Decision-Making Process.** Major policy recommendations from collegewide committees go to the President for approval. Major policy recommendations from faculty committees go through the Clerk's Committee to the faculty meeting for approval (with the exception of changes in the Faculty Handbook for which the process described in the Introduction applies). All recommendations of the faculty meeting and the President will be accepted as binding upon the College unless determined otherwise by the Board of Trustees.

Recommendations regarding routine policy coming from College committees shall be distributed to faculty and/or staff by the Clerk of Faculty (for faculty committees) or other appropriate committee chair or college leader (for collegewide committees). Unless challenged within thirty (30) calendar days, excluding holidays and summer recess, by petition of one (1) or more faculty or staff members, the policies will be considered approved and binding upon the College.

However, one or more faculty or staff members may challenge a specific decision by petition to the Clerk’s Committee for decisions of faculty committees or the President for decisions of collegewide committees, Such challenges shall include a written rationale. Clerk’s Committee or the President, the originating committee, and the petitioner(s) should first attempt to find a resolution. If no resolution is forthcoming, Clerk’s Committee will address the challenge by bringing the issue to the faculty meeting, or first sending it to the appropriate committee or to a
special ad hoc committee; and the President will address such challenges by making a final decision or first sending the issue to the appropriate committee or to a special ad hoc committee.

**Changes in Committees.** All standing committees of the College shall be approved by the President in consultation with Clerk’s Committee and, for faculty committees, the faculty meeting before they become official or before they are laid down. If there is a proposal to change the duties or composition of a committee, that change shall be also approved by the President and the Clerk's Committee. All such changes must be published and made accessible to all community members, giving the rationale for the change.

**Selection of Committee Representatives.** Administrative representatives to committees are selected by the President. Student representatives serve one-year terms. Traditional students are selected by the Community Senate. CCE students are selected by the Student Government Association. If only one student or more than two students serve on a committee, the additional students are chosen alternately by Community Senate and CCE Student Government Association.

Faculty members serving on all standing committees, ad hoc committees, and task forces are recommended by the Nominating Committee and then approved by the faculty, except for the Nominating Committee whose members are recommended by the Clerk’s Committee and approved by the faculty.

In making its recommendations, the Nominating Committee normally appoints full-time faculty to one standing committee. Faculty who are in their first year of tenure-track employment are only required to serve if they enter the college with credit towards tenure. In consultation with department chairs and/or the Director of Hege Library and Learning Technologies, faculty with full-time, multiyear contracts and professional librarians are normally appointed to one committee per year beginning with their second year of employment at the College. Faculty serving in an administrative capacity (such as department chairs and program directors) may receive a release from their committee service obligations. The normal term of committee service is three years, and no faculty member shall serve more than two consecutive terms (six years) on a single standing committee.

For further details about the process of appointing faculty to standing committees, see section 1.4.15, "Nominating Committee".
If faculty on any committee believe that a faculty member of that committee has been negligent in his or her participation, they will first speak with the individual. If difficulties continue, they then inform the Clerk’s Committee of their concern and provide supporting evidence. The Clerk's Committee will consider the merits of the case and meet with the faculty member involved if he or she so desires. If the Clerk's Committee decides that the complaint has merit, it will declare the position vacant and ask the Nominating Committee to recommend a replacement to the faculty meeting for approval. It is acknowledged that the Academic Dean sits on the Clerk's Committee and could take responsibility for the delivery of the message to the faculty member that she or he is being replaced. If the individual believes he or she has been treated unfairly, s(he) may utilize the College grievance procedure (see Section 2.6.2).

**Responsibilities of Committee Chairs.** Each committee is chaired by a faculty member, staff member, or administrator, as noted in the committee description in this handbook. The chairs of those committees headed by faculty or staff members are selected annually--either at the end of the year preceding their term as chair with new members present or early in the new year--by achieving a sense of the meeting. Ad hoc committees select their chair by achieving a sense of the meeting.

All committee chairs are responsible for convening regular meetings of the committee, notifying the relevant student government leaders of the time and place of meetings, preparing agendas, arranging for minutes to be taken, approved and properly filed (see below), encouraging all members of the committee to attend regularly and to participate fully in the discussions, completing annual reports and, with the exception of the Faculty Affairs Committee, reporting committee recommendations to the community (see "Decision-making Process" above).

**Committee Files:** Files of the committees shall be preserved for the College Archives. At the end of each academic year, each outgoing chair of a standing committee will prepare minutes, numbered by meeting, essential documents, and reports for that year’s activities. These materials, excepting confidential information regarding personnel considerations, will be submitted to the President's Office (collegewide committees) or the Vice President and Academic Dean's Office (faculty committees). A copy of these materials will also be added to a cumulative file for that committee located in the Friends Historical Collection.
in the library. The files in the library are available for perusal by all members of the College community.

The chair of each faculty committee will also be required to file an annual report, provided to the Vice President for Academic Affairs.

1.4.1 Assessment Committee (faculty)

Assessment Committee is responsible for administration and oversight of the assessment of student learning with respect to the curriculum at the college, in order to continuously enhance and improve student learning in the general education curriculum and to assure compliance with academic standards for accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Assessment Committee conducts regular reviews of the curricular requirements of the academic program of the college. It provides reports and presents recommendations to those providing curricular oversight (such as division chairs, program directors and coordinators), to the Curriculum Committee, and to the Academic Dean. The Assessment Committee communicates with those providing curricular oversight in order to monitor actions to improve student learning in the curriculum (or academic program) and to maintain records that demonstrate compliance with standards established by SACSCOC. The Assessment Committee shares responsibility with the Curriculum Committee regarding proposals and revisions related to the general education learning outcomes of the college. When proposals and reports necessitate changes in the general education curriculum, a joint committee will be constituted with three members of the Assessment Committee and three members of the Curriculum Committee to review relevant assessment and create a formal proposal; this proposal will then be reviewed and approved by both Assessment and Curriculum Committees before being forwarded to Clerk's Committee.

Membership. Six faculty members, five representing each of the academic divisions. A tenured faculty member will chair the committee. The Academic Dean or a representative; Director of Institutional Research and Assessment; and one student representative at a junior- or senior-level are also on the committee.

1.4.2 Awards Committee (faculty)

The Awards Committee is charged with the following tasks:
Upon request from the Academic Dean’s office, the Awards Committee will review nominees and/or applications for various student and faculty awards. These may include:

- Charles A. Dana Scholarship
- George I. Alden Excellence Scholarship
- Edward Flud Burrows Scholarship
- Bruce B. Stewart Award for Teaching Excellence
- Bruce B. Stewart Award for Community Service
- Board of Visitors Award for Excellence in Academic Advising

If other college-wide awards need adjudication or consultation, Clerk’s Committee will assign them to this committee as needed.

Using the founding documents for endowed awards, past precedents for evaluating winners for these awards, and established best practices, the Awards Committee will develop and maintain consistent standards, procedures, and rubrics for award evaluations for each award that it oversees.

In cooperation with the Associate Dean for Academic Affairs and other appropriate offices on campus, the Awards committee will help manage the college awards evaluation process. This may include soliciting and collecting nominations for awards the committee oversees.

**Membership**

The membership of the committee will include 3-6 faculty members. The Associate Dean for Academic Affairs serves as an ex officio member of this committee. If the awards under review specify staff or student participation in evaluation, or if the committee decides such input would be useful, the chair of the Awards Committee will contact appropriate student or staff organizations or leaders to request additional members as needed.

If any committee member is nominated for an award under review, or if any committee member feels he or she has a relationship to an award nominee that could create the appearance of a conflict of interest, that committee member should request a replacement (selected by Clerk’s Committee or another appropriate organization) for deliberations about that award.
1.4.3 Benefits Committee (collegewide)

The Benefits Committee makes recommendations to the President and -- when necessary -- to the Budget Committee and to the Strategic and Long-Range Planning Committee. The committee has the responsibility for evaluating all policies related to employee benefits and recommending changes when appropriate. The committee is responsible for reviewing the cost of the benefit program and working with the Budget Committee to be sure that appropriate funds are allocated to support it.

Membership. Controller/Director of Budgets; one representative from the Facilities staff, one exempt administrative staff member (chosen by the Staff Association), one non-exempt administrative staff member (chosen by the Staff Association). Three faculty members, one of whom chairs the committee and one of whom also serves on the Retirement Oversight Committee; at least one faculty member must be tenured.

1.4.4 Budget Committee (collegewide)

Within parameters provided by the President, the Budget Committee serves an advisory role in formulating a clear realistic annual budget that aligns with core values and institutional goals. The committee is responsible for reviewing and recommending to the President any changes in the current operating budget during the fiscal year. The committee is also responsible for advising the President on multiple-year future budgets within projected available resources, including the major revenue and expense drivers of the budget (e.g. student fees, endowment spending, institutionally funded financial aid, debt service, reserves). The committee will review and discuss available budget information prior to each of the meetings of the Board of Trustees and throughout the year as needed.

The Budget Committee may also serve the community in the following ways:

- Report budget information to faculty and staff through presentations, writing, and at least one forum per semester.
- Conduct research on budget issues at the college, either under their own initiative or at the request of the President or campus community
- Monitor and recommend adjustments to the implementation of the Compensation Policy of the College
Membership. The membership of the committee is as follows (10 members):

- Three faculty members, one of whom is the Clerk or his/her designee
- Vice President for Finance and Administration, as co-chair
- Vice President and Academic Dean, as co-chair
- Three staff members
- Treasurers of the student government
- Recorder, who will be the Director of Budget and Planning

Members of the Senior Team and other staff will be invited to meetings of the Budget Committee, as needed. Beginning the March prior to assuming the Clerkship in August, the Clerk-elect will serve as an ex-officio member of the Budget Committee in order to provide transition and continuity. The Committee will report to the President.

1.4.5 Clerk’s Committee (faculty)

The Clerk's Committee, functioning as the executive committee of the faculty, has the primary responsibility for recommending to the President the allocation of faculty by department, although the final decision is made by the President. Discussion of requests for allocation normally occurs in the spring semester. Guidelines for making departmental requests are available from the Clerk of the Faculty. (See also "Allocation of Faculty Positions" 2.1.1.)

In the fall semester, Clerk's Committee reviews faculty study leave proposals, and makes recommendations to the Academic Dean. (See also "Faculty Study Leaves" 5.3.4.)

The Clerk's Committee also supervises, coordinates, and reviews periodically the structure and functions of all committees chaired by faculty. The Clerk's Committee and the faculty meeting recommend to the President the addition and deletion of all faculty committees. It recommends to the President the number of faculty and student representatives on any new collegewide committee. And it recommends to the President any change in the number of faculty and student representatives on any standing committee. (See "College Committee Structure" 1.4)

The Clerk's Committee assigns to the appropriate committee or committees any academic or faculty issue not already allocated as a regular function of an existing committee when consideration of such an issue has been requested by faculty, administration or students. It adjudicates disagreements arising between
two or more committees concerning responsibility for academic or faculty issues. The Clerk's Committee may appoint ad hoc faculty committees for special purposes. (For additional information on ad hoc committees, see "Types of Committees" 1.4)

The Clerk's Committee nominates faculty to the Nominating Committee. It confirms Faculty Development Associates who are appointed by the Faculty Development Committee. The Committee also names an alternate representative to the Board of Trustees if neither the appointed representative nor the Clerk of the Faculty is able to attend.

The Clerk's Committee considers all major changes in policy recommended by other committees prior to their submission to the faculty meeting. It assists the Clerk in planning the agenda for faculty meetings and in expediting the business of the faculty. The Clerk's Committee approves the topic and date for all faculty forums and the dates for all faculty development workshops and academic division meetings that are held during the Wednesday faculty meeting time.

The Clerk's Committee works with the Faculty Affairs Committee and Curriculum Committee to seek faculty and academic excellence. In conjunction with the Curriculum Committee, the Clerk's Committee concerns itself with long-range academic planning. The Clerk's Committee deals with matters of faculty and matters of faculty/student morale. It provides liaison between the faculty and the administration on matters of concern to the faculty meeting. Although it serves the administration as a forum for discussion of such matters, it may neither act nor speak as the official representative of the faculty in this respect.

If a member of the Clerk's Committee or the Clerk is a member of a department under consideration for a faculty position allocation or has another conflict of interest, that person will withdraw from the discussion of all faculty position allocations. The person will neither attend meetings of the Clerk's Committee nor receive meeting minutes until the discussion is completed. If this withdrawal results in one of the five academic divisions (Arts, Humanities, Natural Sciences and Mathematics, Social Sciences, or Business, Policy, and Sport Studies) not being represented, the Nominating Committee will name a faculty member from a department not under consideration in that division for a faculty position, preferably with previous experience on Clerk's Committee, to replace the excused member for the deliberations of all faculty position allocations. If the Academic Dean is a member of a department requesting a position allocation, he
or she will participate in the discussion because he or she has responsibility for oversight over the whole College but may step aside during particular parts of the discussion bearing on his or her department. Student representatives from departments requesting position allocations may remain in the discussions but may choose to step aside during all or some of the discussion.

**Membership.** Clerk of the Faculty, who presides over the committee; five tenured faculty members representing the five academic divisions of the College; Academic Dean; Recording Clerk; one traditional student and one CCE student. Beginning the March prior to assuming the Clerkship, the Clerk-elect will serve as an ex-officio member of the Budget Committee, the Institutional Effectiveness Committee, and Clerk's Committee in order to provide transition and continuity.

### 1.4.6 Curriculum Committee (faculty)

Curriculum Committee is responsible for evaluating and endorsing proposals to enhance and improve student learning at the college. A proposal may request a new major or program, change an existing major or program, or changes to the general education program of the college among many possible types of proposals. The Curriculum Committee will also propose changes to the general education program based on regular reviews conducted by the Assessment Committee. These recommendations are then forwarded to the Clerk’s Committee for consideration by the faculty. The Curriculum Committee shares responsibility with the Assessment Committee regarding proposals and revisions related to the general education learning outcomes of the college. When proposals and reports necessitate changes in the general education curriculum, a joint committee will be constituted with three members of the Curriculum Committee and three members of the Assessment Committee to review relevant assessment and create a formal proposal; this proposal will then be reviewed and approved by both Assessment and Curriculum Committees before being forwarded to Clerk’s Committee.

Whenever the catalog is revised, the Registrar should consult with the committee as needed and confirm that all changes proposed by academic departments and interdisciplinary programs have been approved by Curriculum Committee.

Curriculum Committee maintains, implements, and periodically updates a detailed set of procedures and rules for approval for courses to be included in the Course Catalog and to count for various curricular requirements. These
procedures and rules are made readily available to the community by Curriculum Committee and the Academic Dean.

**Membership.** Five faculty members representing each of the academic divisions and the Interdisciplinary Studies Division Chair or a representative. A tenured faculty member will chair the committee. The Academic Dean; Registrar; one representative from the CCE professional staff; one traditional student, and one student from CCE are also on the committee.

**1.4.7 Diversity, Equity, and Inclusion Advisory Council (collegewide)**

The Diversity and Inclusion Committee supports the College's commitment to cultural pluralism, diversity, equality, inclusion and anti-racism. It educates about the need for respecting these goals. It does so in ways that remind us of the need for a dynamic and pluralistic community, recognize the complexity and tension inherent in such a community, and work for its continuing creative development in a manner consistent with the mission of the College. It primarily serves as an advisory group to the College's Office of Diversity, Equity and Inclusion to address the College's commitment to diversity, equity and inclusion as it relates to representational diversity, curricular and co-curricular transformation, campus climate, institutional leadership and commitment; it informs itself and the larger community about issues, dilemmas, and approaches outside of Guilford, as well as within; it brings to the College's attention the needs of constituent groups and to constituent groups the needs of the College; it serves as a resource about local, as well as larger issues for the appropriate committees, organizations, and individuals, including those involved in recruiting; it serves as a place of connection for ideas and issues in one area of the College with other areas where those ideas and issues have impact; it reports from time to time on the nature of diversity, equality, and cultural pluralism at Guilford. It may use speakers, consultants, workshops, public forums, its own research, participation in regional and national meetings, interviews, focus groups, and publicly available reports (or reports made publicly available in the case of its own special reports) generated by College officials. It operates with a public agenda and minutes.

**Membership.** To be determined (6/28/2018)
1.4.8 Enrollment Committee (faculty)

The Enrollment Committee (a) facilitates communication between faculty and Enrollment, (b) supports Enrollment and helps coordinate faculty contributions to recruitment and persistence efforts, (c) communicate recent trends in prospective student audience with our academic colleagues, (d) creates a shared vision of expectations for incoming Guilford students, (e) shares information with Enrollment about Guilford’s distinctive and compelling academic programs and initiatives, and (f) shares information with faculty about the college search “market place” and what programs might be considered both distinctive and compelling. The Enrollment Committee will advise Enrollment in the development of an Enrollment Strategic Plan.

Membership. Three to six faculty members with a high degree of divisional representation, one of whom will serve as chair; one CCE and one TRAD student (preferably students who have recently gone through the admission process) - selected by the Student Government Association and Community Senate, respectively; the Vice President of Enrollment, and any designee of their choosing.

1.4.9 Faculty Affairs Committee (faculty)

Changes to parts of this section were approved by faculty in Fall 2017. Those changes have not yet been approved by the President and Board. They are described here: Fall 2017 changes to review process approved by faculty

The Faculty Affairs Committee (FAC) serves as a confidential advisory committee to the Vice President and Academic Dean and the President in the promotion, termination, reappointment and granting of tenure to members of the faculty, and in other issues related to faculty personnel. This committee develops and implements a system of faculty evaluation. (See "The Review Process" 2.3.)

The FAC also hears concerns about personnel matters from individual faculty members. This committee formulates and recommends, as necessary, policies for implementing its delegated responsibilities.

When 1) oneself, 2) a member's spouse or committed partner, or 3) a person in the same department as a member of FAC has been nominated for tenure or promotion, or is being evaluated for review, the faculty member will be excused
from the deliberations having to do with these persons’ leaves, evaluations, tenure, or promotion, whichever is relevant. Prior to the discussions of the person to be evaluated, a replacement should be arranged. In all of the above cases, the FAC will ask the Nominating Committee to provide a replacement from the same division as the person stepping aside, preferably someone with previous experience on the FAC.

The FAC review system is separate from the periodic, five-year reviews of tenured faculty (see 2.450 “Periodic Review of Tenured Faculty”). The FAC members should be knowledgeable about the Faculty Handbook (including how the parts directly relevant to faculty evaluation have been interpreted in previous years and why they were interpreted as they were) and the College Catalog.

**Membership.** Five tenured faculty members representing the major academic divisions of the College, one of whom chairs the committee; and the Academic Dean.

### 1.4.10 Faculty Development Committee (faculty)

The Faculty Development Committee establishes and promotes programs which encourage the intellectual and pedagogical development of the faculty, reviews applications for and makes decisions on Kenan faculty development grants, and determines the allocation of faculty development funds, although final authority for these allocations rests with the Academic Dean. The committee also assists newly appointed faculty in their orientation to Guilford life.

**Membership.** Director of Faculty Development and five members of the faculty, one of whom chairs the committee. Faculty Development Associates, appointed by the Faculty Development Committee and confirmed by the Clerk’s Committee, normally meet with the Faculty Development Committee during their two-year terms as associates.

### 1.4.11 Honors Council (faculty)

The Honors Council establishes and maintains standards of excellence for the Honors Program. It oversees and supports the activities and curriculum of the Honors program, ensuring sufficient offerings across divisions and in general
education for students to complete the requirements by graduation. This includes consideration of request for contract honors courses. They are responsible for organizing (and supporting the students who organize) activities and events for honors students. Finally, they advise students working on senior research projects and support students who present at local and national research conferences.

**Membership.** Three faculty selected from different divisions, one of whom chairs the committee, plus the Director of the Honors program and one administrative staff member (chosen by the Academic Dean).

### 1.4.12 Institutional Effectiveness Committee (collegewide)

The committee's primary responsibilities include the following functions:

1. Overseeing the measurement of activities designed to meet our strategic goals
2. Coordinating the evaluation of the achievement of those goals for the Guilford Community

In order to fulfill these responsibilities, the committee will pursue the following:

1. Foster a culture of inquiry across the institution:
   a. Develop assessment and evaluation expectations for all areas of the college
   b. Work with stakeholders to share expectations
   c. Identify opportunities for training and support of new processes as necessary
2. Coordinate the annual assessment and evaluation processes across the college
   a. Monitor goal setting and documentation
   b. Review of results of initiatives for improvement
   c. Report outcomes to community stakeholders
   d. Make appropriate recommendations for funding related to continuous improvement activities
3. Inform the Strategic Planning process as it develops and is implemented
4. Review and assess the Strategic Plan Dashboard to assure that the metrics we choose actually measure what we are trying to achieve, and are objective, measurable, realistic, and aspirational.
5. Organize and communicate information for accreditation requirements

Membership

- President, co-chair
- Director of Institutional Research and Effectiveness, co-chair
- 2 or more non-exempt staff members
- 2 or more exempt staff/administrators
- 5 faculty members with divisional representation
- A member of the Faculty Assessment Committee
- 2 students [one traditional, one adult]
- Membership will include representatives of all VP divisions
- Total membership should be less than 20, ideally around 10

Reporting

Because the pursuit of our Strategic Priorities, and our assessment of them, is an ongoing enterprise, the Institutional Effectiveness Committee will meet regularly throughout each semester. The President will provide a summary of the committee’s work at the end of each academic year to Faculty Clerk’s Committee, the Board of Trustees, and the campus.

1.4.13 Institutional Review Board (collegewide)

Persons conducting research involving human subjects have an ethical as well as a professional obligation to ensure the safety, protection and rights of participants. The Institutional Review Board (IRB) assists those engaged in human subject research to conduct their research along ethical guidelines reflecting professional as well as community standards. Guilford College recognizes its duty to protect the rights and welfare of human subjects of research and has an obligation to ensure that all research involving human subjects meets regulations established by the United States Codes of Federal Regulations (CFR).

The Guilford College IRB must review any human subjects research conducted at Guilford College regardless of outside approval. This includes all research with human subjects conducted at Guilford College including faculty, staff and/or...
students as research subjects or by Guilford College faculty, staff and/or students at any location.

Faculty members who teach regular courses that require all enrolled students to develop and implement research projects may elect to have their research protocol (training of students in human subjects considerations, review and approval of proposed projects by faculty) approved by the IRB so that the individual student projects do not require separate IRB approval.

Federal regulations define research as a systematic investigation, including testing and evaluation, designed to develop or contribute to generalized knowledge. A human subject is defined as a living individual about whom an investigator conducting research obtains personal data through intervention or interaction with the individual or identifiable private information.

The IRB has the authority to approve proposed research, to require revisions in proposed research to ensure it includes safeguards to protect subjects, or to refuse to approve proposed research if the applicant cannot or will not revise the protocol to prevent identified risks to the subjects. Once the research is approved, the IRB has the authority to monitor the research to ensure that research is conducted as approved.

IRB membership is specified by federal regulation. The IRB membership is a minimum of five members, at least three of whom are faculty, and with consideration to diversity of experience, expertise, race, gender, cultural background, and knowledge of vulnerable populations of interest to researchers. One member will be from physical, natural, or social science fields, one member will be from other academic areas, one member is not otherwise affiliated with Guilford College. The IRB will be chaired by the Director of Institutional Research and Effectiveness, who will facilitate the discussions and protocol of the board but participate in the decision only in the instance of a tie related to a full review of the board.

As the requirements above indicate, the committee could include from two to five (or possibly more) Guilford faculty members. Guilford faculty members are nominated by Nominating Committee and approved by the faculty. Non-faculty members and the external member (whether faculty or not) will be nominated by the Director of Institutional Research or the Academic Dean and approved by Clerk’s Committee.
Further policy and procedure information, links to documents related to the IRB proposal and review process, and links to other useful sites are available on the IRB site.

1.4.14 Learning Technology Advisory Committee (faculty)

Purpose:
The Learning Technologies Advisory Committee provides oversight and sets priorities for the use of learning technologies that support Guilford’s teaching, learning, and research environments. The Committee evaluates and makes recommendations regarding faculty and student learning technologies education, IT&S technical support, software and hardware investments, and related areas of support for learning technologies, including learning space design.

Objectives:

- Identify, on an ongoing basis, opportunities for improvement or innovation in teaching, learning, and research that can be enabled by learning technologies.
- Provide a forum where faculty can share their experiences in the use of teaching and learning technologies.
- Develop a common vision for institutional teaching, learning, and research systems and services that can provide broad campus benefit.
- Support the development of policies regarding the use of learning technologies.
- Inform the identification, selection, adoption, and deployment of major learning technologies at the institutional level.
- Liaise with and provide recommendations to the College’s space planning processes regarding the design of both formal and informal learning spaces.
- Provide ongoing guidance and recommendations regarding any significant issues that may arise with the use of learning technologies by students and faculty.
- Provide direction to prevent, where appropriate, unnecessary redundancy or non-sustainable learning technologies implementations and their resulting inefficiencies and risks.
Membership:

- 3-5 faculty representing a wide variety of academic programs
- Instructional Technology Librarian (ex-officio)
- Director of Hege Library and Learning Technologies (standing - advisory)
- Director of Information Technology and Services (standing - advisory)
- Two student representatives – one traditional, one adult
- As needed, such other individuals representing other areas of the College as the committee may wish to engage and/or consult.

Chair:

The chair is determined by the Committee from among the faculty members on the Committee.

Records:

The Committee keeps written minutes of meetings and makes a formal report to the full faculty at the end of the academic year, or more often due to special circumstances.

1.4.15 Nominating Committee (faculty)

Nominating Committee nominates faculty members to serve on standing committees, ad hoc committees, and task forces at the college. It also nominates the faculty representative to the Board of Trustees and nominates individuals to fill the positions of Clerk of the Faculty and Recording Clerk; these two positions are then approved by the faculty meeting. If the position of Clerk will be open in the coming year, Nominating Committee will solicit nominations from faculty for a new Clerk. A week in advance of the first Faculty Meeting of the spring semester, Nominating Committee will announce the faculty nominee(s) to serve as the next Clerk of the Faculty. At the first spring semester Faculty Meeting, Nominating Committee will also accept nominations for Clerk from the corporate faculty. In addition, nominations for Clerk will continue to be accepted by Nominating Committee up to two weeks prior to the second spring semester Faculty Meeting to determine availability. The Clerk of the Faculty for the next two-year term will be approved at the second spring semester Faculty Meeting. If there are several candidates, Clerk will be approved by ballot. If a ballot is necessary, it will be published a week before that Faculty Meeting.
Beginning the March prior to assuming the Clerkship in August, the Clerk-elect will serve as an ex-officio member of the Budget Committee, the Institutional Effectiveness Committee, and Clerk’s Committee in order to provide transition and continuity. Unless the Clerk-elect currently serves on the Faculty Affairs Committee, s/he may withdraw from current committee assignments for the months of March and April.

During the academic year the committee also fills vacancies as they arise and names faculty representatives to ad hoc search committees for the President and those administrators reporting directly to the President. Advisory positions to student organizations do not count for any of the standing committee assignments. (See "Committee Service" 3.4.2.)

Full-time faculty, with the exception of the Clerk, normally serve on only one committee at a time. Full-time faculty may volunteer to serve on a second committee, an ad hoc committee, or a special project approved by Clerk’s Committee. In cases where there are not enough volunteers, the Nominating Committee, in consultation with the Clerk’s committee and the Academic Dean, may assign full-time tenured faculty to take on a second committee, ad hoc committee, or special project. In such cases, Nominating Committee will start by asking those serving on less-demanding committees or those who would best broaden representation on the respective committee. Faculty serving on Clerks Committee, Curriculum Committee, or Faculty Affairs Committee will not be asked to serve on a second committee.

Participation on a task force, special project, or other group(s) created by administrators or non-faculty parties may count towards committee service requirement if such service is approved in consultation with the Academic Dean, Nominating Committee, and Clerk’s Committee.

Faculty serving as department chairs or directors of interdisciplinary programs normally receive a committee release for that service. In some cases where leadership duty is more taxing, the Academic Dean may offer chairs or directors (1) a stipend, or (2) granted a course release. This applies to departments that meet at least two of the following criteria:

- Higher than the median number of student majors
- Higher than the median number of faculty
● Unusually complex duties or obligations, such as lab sections or supplies, a high number of adjunct faculty to oversee, significant accreditation requirements, or special programs or partnerships to manage.

The Nominating Committee should attempt to balance the workload of service among all tenured and tenure-track faculty. The Nominating Committee is obligated to assign divisional representation on three standing committees: Faculty Affairs, Curriculum, and Clerk’s. For all other standing committees, the Nominating Committee will strive to reach divisional representation as best as possible.

Early in the spring semester, the Nominating Committee asks faculty for their preferred committee assignments and then submits a tentative list of nominees for the subsequent academic year to the entire faculty. It is customary for the Nominating Committee to review proposed faculty assignments with the Academic Dean, although the Dean has no veto power over committee recommendations. Once the tentative list of nominees has been circulated, there will be an opportunity to express individual concerns at an open meeting of the Nominating Committee. Following the open meeting, a revised list of nominees is prepared for faculty approval. Approval of the final list of nominees is through a sense of the meeting of the faculty meeting.

**Membership.** Four faculty members; one of the tenured members chairs the committee. Candidates for the Nominating Committee are recommended to the faculty by the Clerk’s Committee at the March or April faculty meeting; additional nominations may be made from the floor. In presenting candidates for the Nominating Committee, the Clerk’s Committee should attempt to formulate a balanced slate based on considerations such as gender, length of service, and academic discipline. The number of candidates may be greater than the number of positions to be filled. When there are two candidates for any single position, the selection will be made by secret ballot.

**1.4.16 Policy Committee (college-wide)**

Each Policy Committee member’s primary responsibilities include the following:

1. Review proposed changes to the current employee handbooks. Provide feedback and recommendations to the Senior Team. Participate in communication about the changes to the campus.
2. Ensure that policies are aligned with institutional mission, goals, and priorities.
3. Coordinate the policy review and approval process per the Guidelines for Policy Development.
4. Review all proposals for new and/or revised policies and assure appropriate feedback/input from affected constituencies.
5. Ensure that policy development, review, and revision, as recommended by the Policy Guidelines, is taking place within their own department.
6. Ensure a broad-based and comprehensive review of new policy drafts and policy revisions.
7. Foster college-wide communication regarding policy.
8. Foster a campus-wide culture of accountability and compliance with established policy.

Membership
- Committee Chair: Special Assistant to the President, ex officio
- The Vice President for Academic Affairs, ex officio
- The Director of Human Resources, ex officio
- One or two staff members appointed to staggered terms by each Senior Team member so that all College divisions are represented, and to ensure adequate representation from non-exempt staff, participants from diverse backgrounds, shorter-term and longer-term employees, etc. Subsequent members will be appointed to three-year terms and may be re-appointed for no more than two consecutive terms; they may be re-appointed after a break in service of at least one year.
- Clerk of Faculty

Human Resources and the President’s Office will support the Committee, providing any necessary research, guidance and support.

Role of Committee Members
Policy Committee members each participate as individual employees of Guilford College and do not represent any group, department, or category of employee. It is their role to take the College view and to recommend what they believe will serve the greater good. They are responsible for providing meaningful input to the Committee, which requires reviewing materials in advance of each meeting, actively participating in committee discussions and recommending the best ways to keep the staff and faculty informed about the work of the committee. They also
serve as informal resources to the campus, sharing non-confidential information about the work of the committee. The President’s Office will provide updates to the campus as policies are added, amended or deleted.
Chapter II: Faculty Employment

2.0 ACADEMIC FREEDOM

Freedom to search for truth and to teach without fear of arbitrary interference is central to a community of learning and to the common good of the larger society. Guilford College is fully committed to the preservation of this freedom.

Guilford College affirms that the academic freedom of its professors is respected and protected regardless of tenure. Newly appointed members of the faculty without tenure enjoy the same privileges and responsibilities of academic freedom as tenured professors.

Guilford College affirms a set of values which seek to guarantee and protect the dignity of each individual. Unjustified profanity or racial, ethnic, sexual and other slurs violate those values and strain the limits of academic freedom. (See Statement of Nondiscriminatory Policy and Policy on Harassment and Intimidation 2.8.)

Academic freedom involves responsibilities as well as privileges. (For other faculty responsibilities, see Chapter III.) Teachers are entitled to freedom in the classroom in discussing course subject materials, but should be careful not to introduce controversial matter which is irrelevant to the subject taught. Although they may speak and write freely as private citizens without institutional censorship or discipline, professors should make every effort to indicate in such cases that they are not speaking for the institution.

Freedom of research and publication of results are assured; however, the College's provision of the time and facilities necessary for research presupposes that care will be taken to perform thoroughly and carefully other assigned duties. Research for pecuniary return (beyond the scope of normal scholarly books, articles, papers, presentations and the like, which may involve royalty or honorarium payments) should be based upon prior understanding with the department chairperson, the Academic Dean, and the President.

2.1 FACULTY ALLOCATION AND RANKS

2.1.1 Allocation of Faculty Positions

The Clerk's Committee has the primary responsibility for recommending to the President the allocation of faculty positions by department. The Academic Dean,
department chairpersons, or interdisciplinary program coordinators who seek to have tenure track faculty positions assigned shall make proposals to the Clerk's Committee and the Academic Dean, who sits with the Clerk's Committee. During the spring semester the Clerk's Committee examines all position requests to determine whether they should be added, deleted, remain in the same academic department, or be allocated to another department, or not be filled. The position requests should carefully address how the proposed position will meet the "position of the College" guidelines. The Clerk's Committee will request from the interdisciplinary program coordinators and the Interdisciplinary Studies Division Chair assessments of their program needs and requests for participation in specific faculty searches. The Committee uses the following criteria in making its recommendations to the President:

1) Long-range planning;
2) Institutional curricular goals;
3) Course loads and faculty student loads in programs of the college, major, service to other majors and to interdisciplinary programs and general education requirements;
4) Institutional and departmental educational goals and thus the types of courses needed for programs of the college, major, service to other majors and interdisciplinary programs and general education requirements;
5) Minimum size for departmental effectiveness; and
6) Advising load.

Specific guidelines and deadlines are available from the Clerk of the Faculty. When recommendations under consideration would have significant new curricular or financial implications, the Clerk's Committee shall consult with the Curriculum Committee and the Academic Dean. Final decisions are communicated to departments and program directors no later than the end of the academic year.

Often, allocated faculty positions will reside within one department or interdisciplinary program to provide the faculty member with a clear administrative home and to ensure our faculty has strong disciplinary background and skills. Less frequently, the Clerk's Committee will approve positions that hold joint appointments in two related departments or programs. Given the need to support our interdisciplinary programs in a more deliberate manner, the Clerk's
Committee will recommend to each approved position an interdisciplinary area that should participate in the new position. A representative of this chosen interdisciplinary program will serve on the search committee (See Section 2.210 New Faculty Appointments: Search Process) The Clerk's Committee encourages the requesting department to meet with related departments and interdisciplinary programs to discuss possible joint appointments before submitting a position request. While the Clerk's Committee will generally attempt to honor these joint requests, its decisions must reflect broad institutional goals and highest program needs.

2.1.2 Allocation of Joint Faculty/Administrative Positions

Requests for the allocation or reallocation of appointments involving substantial responsibility in the instructional program of the College in addition to administrative responsibility are considered as follows:

Requests for positions should include a detailed position description, a rationale for the position, an analysis of the anticipated workload, and designation of the reporting structure and budgetary implications.

Requests are presented simultaneously to the President, the Academic Dean, and the Clerk of the Faculty (or in the case of the President, the Board of Trustees).

The President, Academic Dean and Clerk screen requests to be sure that the allocation discussions are handled appropriately and represent positions which are not otherwise clearly within the designated procedures for either faculty position allocations or administrative position allocations described in this Handbook.

Requests are examined by Clerk's Committee.

Requests for joint faculty/administrative appointments are submitted on or before March 15 for appointments to begin June 1 of the following year. It is recognized that, in some cases, requests may have to be considered during the fall as well.

In cases involving joint faculty/administrative appointments, the College's guidelines for carefully controlling growth within the faculty and administration will be maintained unless there are unusually convincing reasons why a special
exception should be granted. Granting an exception would involve the concurrence of both the Clerk's Committee and the President.

Full-time faculty (tenured or tenure-track) who hold the positions of Clerk of the Faculty, Associate Dean for Academic Advising and Retention, Director of the Writing Program, Director of the Honors Program, Director of Intercultural Studies, Director of Institutional Research, Director of Study Abroad Programs, as well as faculty who are assigned part-time to The Learning Commons, accrue leave time at a full-time rate, are eligible for faculty travel funds, and may apply for faculty development grants and research funds.

Normally, only tenured faculty assume these positions, but if the faculty member is untenured and in a tenure-track position, credit toward tenure is accrued at the full-time rate.

2.1.3 Faculty Ranks

Full-time tenured or tenure-track teaching faculty members are assigned the faculty ranks of Instructor, Assistant, Associate, or Full Professor. The modifier "Visiting" is used to denote a full-time faculty member who is teaching on a temporary basis.

- Instructors typically have an earned master's degree, previous teaching experience (including experience as a teaching assistant), and evidence of potential for growth as a teacher and scholar

- Assistant professors typically have a doctorate or other relevant terminal degree, previous teaching experience, and strong evidence of potential for growth as a teacher and scholar

- Associate professors have a doctorate or other relevant terminal degree, completion of at least five years in an assistant professor appointment, demonstrated excellence in teaching, demonstrated scholarly and/or creative achievement, and demonstrated service to the College and/or the profession

- Professors have a doctorate or other relevant terminal degree, completion of at least five years at the rank of associate professor, demonstrated continuing excellence in teaching, demonstration of continued scholarly and/or creative accomplishment, and demonstration of sustained service to the College, including leadership roles
Part-time faculty members are assigned the rank of Lecturer, either "temporary" or "continuing." Normally, part-time faculty will have a graduate degree in the appropriate field. See "Part-time Faculty Status" (2.221).

Adjunct faculty status is a courtesy appointment in a department for administrators or persons within the wider community, normally without tenure, which recognizes the person's ability to contribute to the College's academic program. The appointment will be made upon recommendation of the department, the FAC, and the Academic Dean with the written consent of the President.

2.2 FACULTY SEARCH AND HIRING

2.2.1 Search Procedures for Recruiting Faculty to Guilford College

I. Preface

A. The College is committed to the recruitment and retention of a diverse faculty as an important way to add value to the educational experiences we seek to offer our students. As a community of scholars, therefore, we are committed to the "Educational Principles and Realities Underlying the Need for a Diverse Faculty at Guilford College," which is incorporated herein by reference.

B. As discussed in the aforementioned "Educational Principles," the College has adopted the following statement:

Statement on Diversity

At Guilford College, we believe strongly that having a faculty representative of people of diverse backgrounds, experiences and perspectives is central to our heritage and to the mandate we have to prepare our students for the society in which they will live and the vocations they will pursue. The faculty is convinced that having a diverse faculty reflects the College's stated values of guaranteeing and protecting the dignity of each individual, while pursuing the common goals of our larger society. Therefore, the faculty views its commitment to providing an education animated by these values as an important expression of its right to academic freedom.
We define diversity broadly to include group differences (based on age, race, gender, sexual orientation, disabilities, ethnicity, religion and national origin) as well as individual differences, including career and life experiences, socioeconomic background, geographic roots, and other variables.

Our heritage and our history call us to focus on improving the diversity among our faculty. Consequently, we will aggressively recruit, and seek to hire and retain faculty role models representative of the diversity that we and other educators believe is necessary to provide an educational experience for Guilford College students that is in keeping with our Quaker traditions and relevant to the 21st Century. At the same time, our legacy also compels us to continue to seek to hire Quaker faculty as a way of maintaining the College's heritage and core educational values.

C. Because of its role in faculty recruitment, the faculty can be the single most important component in helping the College pursue the faculty diversity necessary to provide an excellent education for our students. The Clerk's Committee has therefore approved the following search procedures as a necessary part of the College's diversity recruitment efforts. They apply to all tenure track searches. In cases where a position changes from temporary to tenure track, the College shall carry out a national search that follows these guidelines.

II. Monitoring the Search Process:

A. The Academic Dean is responsible for monitoring the faculty search process to ensure that searches are conducted in compliance with these procedures. Search Committees are required to report formally to the Academic Dean at three steps in the search process as outlined herein.

B. Advertising and Contacting Potential Candidates.

The Search Committee shall submit to the Dean's Office a list of sites/publications where the ad will be posted before the ad is placed.

C. Interim Report to the Academic Dean's Office.

i. The Search Committee shall submit to the Dean's Office a short list (6-10 files) of candidates whom they consider to be the top applicants for the position before inviting anyone for interviews.
ii. Each Search Committee shall submit with the short list of candidates a full report on search steps 1-6 below, along with dates showing when the department accomplished each of the required tasks for the search.

iii. If the list of the three candidates whom the Search Committee proposes to invite for campus interviews does not include a candidate who would promote the College's goal of hiring diverse role models for our students, the committee must request permission of the Academic Dean to invite any candidates to campus. In making their request, the Committee shall describe in detail their search process and the steps taken to include candidates representing diversity in their selection pool.

D. Conclusion of the Search.

Following the conclusion of a search, each Search Committee shall submit a report of the search process, including a list of those candidates invited to campus and the hiring decision.

III. Search Committee and Administrative Support:

A. The Search Committee will consist of members of the relevant academic department and a representative from the IDS major/program(s) which is/are included in the ad. The IDS representative is a regular member of the committee and is expected to read files and participate in interviews that are conducted at conferences.

B. The Dean's Office will identify a secretary who is (or becomes) familiar with all aspects of the search process who will be available to assist with each search.

IV. Language Used in Publicizing the Position:

Each ad as part of a search shall contain Guilford’s statement on diversity and EOE/AA as provided by Human Resources.

V. Details of the Search:

A. Introduction: The search committee must know in detail the nature of Guilford's curricular commitment to multicultural and diversity issues, so that it can be absolutely frank and accurate about Guilford's situation -- both points that may appeal and points that may not. It must have similar
knowledge about the commitment of Student Life and Admissions to students of diverse backgrounds and the issues that are unique to them. The committee must also be knowledgeable about what life in Greensboro might be like for a faculty member who will contribute to Guilford's diversity, and to his or her family.

The search committee should be adept in recognizing details in a cover letter, resume or recommendation letter that indicate great ability. It should also be able to imagine why a person of great ability might have followed an unusual route toward and through graduate school and through the early stages of a post-doctoral career.

B. Each academic department conducting a search must follow steps 1-6 below. The department chair (or faculty member in charge of the search) shall record the date(s) these items are accomplished in the blank in front of each task. The additional steps listed in C. are encouraged, if possible and relevant to a particular search.

i. place ads (to the extent affordable) in journals oriented toward the diversity Guilford seeks. (See section VIII);

ii. use directory of associations (maintained by the Academic Dean) to obtain names of all associations connected to field of search, and request that these associations post the announcement in appropriate places, including websites, if available;

iii. identify schools granting a large percentage of their degrees to students representing diversity and request that they post the announcement on their web sites and in other relevant media (See section VIII);

iv. seek listings of scholarship and award recipients who would contribute to Guilford's diversity and send letters to potential candidates encouraging them to apply for a position at Guilford (See section VIII);

v. post job-opening ads on Guilford's web site;

vi. review all directories of candidates who would contribute to Guilford's diversity (See section VIII); and send letters to potential candidates encouraging them to apply for a position at Guilford.
C. The following are additional ways in which a diverse pool of candidates may be identified. Departments are encouraged, but not required, to implement whichever actions are feasible.

- attending sessions on diversity issues at national higher education association meetings;
- getting into the habit of attending diversity caucus sessions at field specific professional association meetings;
- working with our own existing contacts to discover strong potential candidates; developing new contacts;
- being on the lookout at professional meetings for strong graduate students, even those just advancing to candidacy, and faculty at other institutions for whom Guilford might be appealing, for future reference; doing the same in perusing professional journals;
- visiting graduate schools and department placement officers at graduate programs that appeal to candidates who would contribute to Guilford’s diversity;
- being attentive to prospects in the consortia in graduate programs that strive to attract and graduate candidates who would contribute to Guilford’s diversity;
- seeking nominations from colleagues in the field, and contacting nominated candidates:
- contacting Guilford College alumni representative of the diversity we seek;
- connecting with Board of Trustees to advise them of openings;
- seeking helpful information for different departments from various Higher Education associations;
- contacting graduate schools in the British West Indies;
- locating and contacting graduate schools in London, Paris and other foreign cities that are sites of candidates who would contribute to Guilford's diversity;
- seeking Fulbright scholars;
• contacting major university student associations of groups which would contribute to Guilford's diversity;

• determining e-mail addresses of web sites for students who would contribute to Guilford's diversity;

• contacting sororities and fraternities whose membership would contribute to Guilford's diversity;

• searching through the file in the Dean's Office of possible candidates who have been identified as representative of diversity.

VI. Campus Visit

During their campus visit, candidates for faculty positions should meet with the following people:

- President
- Academic Dean
- Members of the department to which the candidate will be appointed
- Representatives from IDS major(s) which is (are) involved in the job description
- Representatives of additional departments, if applicable (e.g., in case of a joint search)
- Especially, where appropriate, African-American, Latino, Asian, and other faculty groups (e.g., Quakers, gay and lesbian faculty) with shared backgrounds and interests
- Students who are majoring in the discipline and the IDS program
- Director of Faculty Development
- Director of Human Resources
- A representative of the Clerk's Committee

All candidates shall be required to teach a class or give a scholarly presentation that is directed at an undergraduate audience.

VII. Assessment
Each year the Academic Dean and Clerk’s Committee will assess the effectiveness of the Search Procedures and report on the progress made during the year on improving the diversity of the faculty.

VIII. Resources

The office of the Academic Dean will compile and regularly update resources to provide support for search committees.

_These "Search Procedures for Recruiting Faculty, Guilford College" are not a guarantee or contract of employment, nor do they operate to impose any hiring quotas on faculty hiring decisions._

### 2.2.2 Part-Time Faculty Hiring Procedure

Part-time employment is contingent upon departmental enrollment being sufficiently large to justify additional staff. The Academic Dean determines needs and allocation of funds available to employ part-time personnel. In the selection of part-time faculty, the Academic Dean consults with the department chairperson concerning the job qualifications required. The chairperson reviews available candidates with department faculty members and makes a recommendation to the Academic Dean. The Academic Dean, as appropriate, may conduct an interview. Search processes and selection criteria are different for part-time and full-time positions; and regular, long-term service as a part-time employee does not qualify an individual for special consideration for full-time appointment.

Up-to-date vita, certification of credentials by the Director of Human Resources, and letters of recommendation, where appropriate, for all part-time faculty members are required and are kept in the Academic Dean’s office.

The title assigned to part-time faculty is lecturer. Part-time faculty are employed on a semester or (rarely) yearly basis. Compensation is adjusted for teaching a four-credit course enrolling fewer than ten students. Forty students is the maximum for one course, unless otherwise jointly approved by the teacher and the Academic Dean.

Compensation for part-time faculty will be reviewed annually by the Academic Dean in consultation with the department chairperson.
Department chairs will acquaint part-time faculty with the College in an appropriate orientation session. The department chairperson, working with the Academic Dean and the Business Office, will see to the physical arrangements (office, telephone, etc.) for part-time instructors.

For adjunct faculty, see “Faculty” (2.1.3)

2.2.2.1 Continuing Part-time Faculty Status

The College has adopted a two-tiered structure for part-time faculty members. The first group, "temporary" part-time faculty members, are individuals recently hired or filling slots which are designated temporary. A second group, "continuing" part-time faculty members, are individuals who have taught at the College for a substantial length of time and for whom future assignments appear likely. "Continuing" part-time faculty are eligible for faculty travel funds and may apply for faculty research and faculty development funds. Both "temporary" and "continuing" part-time faculty normally have a graduate degree in the appropriate field, with any exceptions approved by the Academic Dean.

Each "temporary" part-time faculty member shall be reviewed by the department chairperson at the end of each of the first two semesters in which he or she teaches at the College and every two years thereafter. The chairperson will review the student evaluations and discuss them with the instructor. A brief summary of the conversation will be included in the departmental files and a copy sent to the Academic Dean.

An individual may be nominated for "continuing" part-time status by his or her department after teaching at least one course per year during three consecutive academic years. Nominations go to the FAC and the Academic Dean. Departments should be prepared to document a solid continuing need for the part-time position to be filled for several years in the future. The FAC and Dean will review the applications on the basis of two criteria: first, the strength of the statement for continued need for the part-time position; second, the teaching record, at Guilford, of the individual proposed to determine the desirability of long-term instructional assignment. "Continuing" part-time faculty are expected to participate in institutional and departmental responsibilities in consultation with the department chair. These activities may include advising, supervising independent studies, serving on one committee or attending departmental meetings.
"Continuing" part-time faculty shall be reviewed by the FAC three years after gaining the status of "continuing" and every five years thereafter. The employment of "continuing" part-time faculty may be terminated under any of the following conditions: after a negative review by the FAC; if a drop in student enrollment below the required number or a change in the departmental curriculum necessitates the elimination of courses taught by "continuing" part-time faculty (See 3.1.1); other reasons for termination as given in 2.7. Following a negative review a "continuing" part-time faculty member will teach no longer than the semester following the semester in which the review occurred.

2.2.3 The Faculty Letters of Agreement

Employment for full-time faculty at the College is based upon a letter of agreement between faculty members and the institution. Every effort is made to issue letters of agreement for the academic year in early March. However, faculty members in their first year in a tenure track position must be notified by March 1st, and faculty members in their second year of a tenure track position must be notified by December 15 (six months' notice) of the College's intent not to renew their employment; faculty who have been at Guilford for more than two years are entitled to a full year's notice.

The period of service under the faculty letter of agreement is for the academic year, August 15th through May 15th, exclusive of College holidays (Fall Break, Thanksgiving holiday, Winter Break, Martin Luther King Day and Spring Break). In addition to classroom and other College duties (one standing committee assignment, departmental work, advising, and the like), faculty members must be available for first-year student orientation and opening faculty meeting, FYE planning and advising sessions both before and after the classroom year, graduation, and similar important institutional events. From May 15th to August 15th individuals are free to carry out personal and professional activities which do not conflict with obligations as noted above.

Letters of agreement are issued on an annual basis for those faculty members not on tenure track. Annual letters, which record base salary, are also issued to tenure-track faculty members; however, their chief purpose is to indicate changes in rank and salary. Salary raises normally involve across-the-board cost of living increases. When possible, a fund is allocated for equity raises. Merit raises are given regularly to faculty who are promoted to associate or full professor. Other merit raises, recommended by the Academic Dean in consultation with
departmental chairpersons, are given only if the faculty salary pool is sufficient to do so. Salary averages of base pay for the various professorial ranks at Guilford College are published annually, both nationally in Academe: Bulletin of the AAUP and Chronicle of Higher Education, and locally in the Dean's and President's annual reports. Annual full-time salaries for continuing faculty are paid in twelve monthly increments for nine months of service after the first year of service, for which the full salary is paid in fewer monthly increments based on the fiscal year schedule.

Any questions about letters of agreement should be discussed with the Academic Dean, who will consult as necessary with the President.

2.2.3.1 Renewal of Letters of Agreement--Second- and Fourth-Year Reviews

Normally, a newly appointed tenure-track faculty member may expect to receive a second annual letter of agreement. Exceptions can be made that necessitate a review in the first year; in such a case, a decision not to continue employment is communicated to the faculty member before March 1st of the current year. Appointments that are clearly temporary in nature are so identified at the time of appointment.

In summary, except in the case of temporary appointments, any decision not to renew the appointment of a non-tenured full-time faculty member requires a full review, which requires written recommendations to the President from the FAC and the Academic Dean. Such reviews are normal prior to the sixth year tenure review: one in the second and one in the fourth year of service. See "The Tenure Review Process" (2.4.)

2.2.3.2 Non-renewal of Non-Tenured Tenure-Track Faculty

Until tenure is granted, the College may choose not to renew a faculty member's appointment with due notice.

If the faculty member is not to be renewed, the College will notify him or her according to the schedule described in Section 2.2.3.1 (“Renewal Letters of Agreement – Second- and Fourth- Year Reviews”). Non-tenured tenure-track faculty members may appeal non-renewal decisions through the appeals process (see 2.6.1 “Appeals for Review, Tenure, and Promotion”).

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2.3 THE REVIEW PROCESS

The review process outlined in this section applies to second-year, fourth-year, tenure, promotion and other reviews undertaken by the Faculty Affairs Committee (FAC). For all reviews, the Academic Dean will meet with faculty coming up for review prior to their submitting materials. The FAC reviews are undertaken with priority given to those requiring earliest notification. Normally reviews occur in the following order: second-year, tenure, fourth-year, special, and promotion. The College will comply with the 1970 “Interpretive Comments” of the AAUP’s 1940 “Statement of Principles” regarding notification of non-renewal deadlines: no later than March 1st of the first academic year of service; no later than December 15th of the second academic year of service; at least twelve months before the expiration of appointment after two or more years in the institution.

During the fall semester of the faculty member’s second year the FAC conducts a formal evaluation and review of each tenure-track faculty member’s performance. This process is known as the second-year review and its purpose is to determine retention or non-retention. If the review is negative, the decision not to extend a third letter of agreement is communicated to the faculty member before December 15th of the second year.

In some cases, along with a positive second-year review, the FAC, the Academic Dean, or the President may stipulate that a subsequent evaluation and review will be held within the next twelve months. Any such review will follow the same procedures as other reviews. Any negative review other than the second-year review will be communicated on or before May 15th, so as to provide a full twelve months’ notice of termination.

During the fall semester of the fourth year, the FAC will conduct another review of tenure-track faculty performance. The purpose of the fourth-year review will also be to determine retention or non-retention and to communicate areas in which improvement is needed in the faculty member’s performance if tenure is ultimately to be granted. As in the second-year review, the FAC, the Academic Dean, or the President may mandate an additional review the following academic year.

During the fall semester of the sixth year of teaching at the College, the FAC will conduct a tenure review of a tenure-track faculty member’s performance. Prior to the FAC’s beginning the tenure review process, it is required that the faculty
member has completed the appropriate terminal degree. Written evidence from the degree granting institution must be received by the Academic Dean before the opening faculty meeting in the fall of the year the person is scheduled to come up for tenure.

Any reduction of the probationary period is agreed upon at the time of initial appointment as is stated as part of the first letter of agreement to a tenure-track appointment (See Section 2.4 Tenure Process).

2.3.1 Information-Gathering Responsibilities

The Academic Dean is responsible for maintaining current personnel files of all faculty members and for distributing and keeping any specific instruments of evaluation adopted by faculty action (e.g., student evaluations of classes and a standardized advisor evaluation). Each file shall include an official transcript and an up-to-date vita of the faculty member. The Academic Dean is also responsible for notifying in writing all faculty members scheduled to be reviewed. Such notification shall take place on or before October 1st and will provide at least a thirty-day notice before which materials must be submitted for review. Through appropriate College media, the Dean will announce the names of faculty to be reviewed and issue an invitation to all members of the community to write letters concerning the person to be reviewed. The chairperson of the FAC will work with the Academic Dean to assure timely collection of all additional material relevant to any individual review. Confidential materials collected for reviews can be seen only by the FAC, the Academic Dean, the President, the Appeals Board (if convened), and the Board of Trustees.

The faculty member under review is responsible for preparing the following materials and submitting them to the Office of the Academic Dean:

1. A written self-evaluation by the faculty member under review. Although there is no set standard for length, a self-evaluation is typically 8 to 12 pages single-spaced. The faculty member should be as concise as possible while still addressing the four criteria outlined in 2.340 (“Review Criteria”).

2. An updated vita

3. Course syllabi for all courses taught during the period of review
4. Other teaching materials, such as examples of assignments, alternative course evaluations, grading rubrics, or other materials to illustrate teaching excellence and growth

5. Copies of publications, reviews, documentation of exhibitions, performances, or lectures

6. Documents that support excellence in advising or service

NOTE: Faculty members may update or add material in the file under the following circumstances: (a) written request by the FAC or Academic Dean, or (b) new information about publication or presentation of scholarly or creative accomplishments. There is no guarantee that materials submitted after the due date will be incorporated into the review.

The Office of the Academic Dean will collect the following materials and make them available to the FAC:

1. Copies of all standardized course evaluations for all classes taught at Guilford during fall and spring semesters since the previous FAC review or for the last two academic years at the College, as well as the individual, college, and division averages of numerical summaries for the semesters under review.

2. The previous FAC review letter and any written response submitted by the faculty member after the review. Supporting documents and other material considered for prior reviews are not a part of a current review.

3. Confidential letters of evaluation from all full-time tenured or tenure-track departmental faculty members. The letter will include an analysis of the faculty member's qualifications and work relating to the four criteria outlined in 2.340 (“Review Criteria”). Colleagues who write letters may look at syllabi, have conversations about pedagogy, and observe classes according to the guidelines set by the Faculty Development Committee. Non-tenure-track and first-year faculty members may choose to abstain from submitting letters.

4. Confidential letters from two to three extra-departmental colleagues, nominated by the candidate. These letters shall include an analysis of the faculty member’s qualifications and work relating to the four criteria outlined in 2.340 (“Review Criteria”). Colleagues who write letters may look at syllabi, have conversations about pedagogy, and observe classes according to the guidelines set by the Faculty Development Committee.
Members of the Faculty Development Committee who have participated in annual departmental reviews of the faculty member since his or her previous FAC review, and members of this committee or faculty development associates who have mentored the faculty member since the previous FAC review may only write a letter if requested to do so by the faculty member.

5. Confidential letters solicited from thirty-five (35) randomly selected students who have worked with the faculty member over the past two academic years, including at least twenty-five students from class lists (majors and non-majors when possible), and up to 10 advisees (new students and major advisees when possible). The prompts from the Dean’s office will ask the student to comment on the faculty member’s teaching and advising.

6. Confidential letters from three students, to be named by the faculty member, who have taken a class from or been advised by the faculty member during the period under review.

7. Results of standardized advisor evaluations. A standardized advisor evaluation is one component used by the FAC in assessing “evidence of effective advising” (see section 2.343).

8. Other letters received as a result of invitations posted through the appropriate College media or additional items requested by the FAC or the Academic Dean.

Note: The failure of any individual or group to provide any or all of the above material in no way invalidates the deliberative conclusions of the FAC. Required material submitted by the faculty member under review or by others after the announced deadline will not be considered as part of the review.

2.3.2 Deliberative Process

[Revisions approved by the faculty, April 2, 2014 and the President, April 22, 2014]

Each member of the FAC and the Academic Dean shall review all the materials described above, prior to Committee discussion. The Academic Dean shall provide any relevant administrative information in such a manner as to protect the confidentiality of those concerned. All discussions of the Committee are confidential. After the FAC has reviewed the written material and initiated its
discussion, the chairperson may invite the faculty member under review to meet with the Committee for open discussion of the Committee's and the faculty member's perceptions. If the faculty member desires, a faculty colleague may be invited to appear as an advocate before the Committee. Should the faculty member under review choose not to appear before the Committee, the deliberative process shall continue according to routine. If the FAC deems it necessary, other individuals may be invited to discuss the candidate's performance. The FAC will keep a written, confidential summary of any meetings with the faculty member under review. The faculty member will have the opportunity to review and respond to such a summary. The summary and any response becomes a part of the review record.

[The inserted paragraph approved by the Teachers, Officers and Curriculum Committees of the Guilford College Board of Trustees, January 28, 2000]

The members of the FAC shall work toward a sense of the meeting separately from the Academic Dean. Afterward, the FAC and the Academic Dean will confer and if there is a clear sense of the meeting they will communicate their recommendations to the President of the College. If there is not a clear sense of the meeting, then two or more recommendations reflecting the different positions will be written, recorded, and transmitted to the President. The President makes the final decisions about positive and negative second and fourth year reviews, and about negative tenure and promotion reviews, reporting these decisions to the Board of Trustees. The President takes positive recommendations for tenure and promotion to the Board of Trustees who make the final decision. In tenure or promotion reviews where the President’s recommendation is positive, but where there are unresolved differences among the President, the Dean, and/or the FAC, the President, the Academic Dean, and a representative from the FAC should convey to the Board of Trustees the nature of the unresolved differences.

The Academic Dean shall present in writing a detailed summary of the committee’s recommendation(s) to the faculty member, the department chairperson, and the President. The President will communicate his or her decision regarding this review to the FAC through the Academic Dean. The President of the College makes the final decisions about positive and negative second and fourth year reviews, and about negative tenure and promotion reviews, reporting these decisions to the Board of Trustees. The President’s positive decisions about tenure and promotion are presented as recommendations to the Board of Trustees who make the final decision. The
President provides reasons in writing for positive and negative final decisions through the Academic Dean to faculty members under review.

A faculty member who is denied reappointment, promotion or tenure, or who receives a negative review, may invoke the College's Appeals Process set forth in section 2.6.1.

2.3.2.1 Tenure Decisions

Tenure is granted by action of the Board of Trustees, subsequent to the completion of the College's formal review process. In all cases where the FAC, the Academic Dean, and the President have recommended in favor of granting tenure, the President will ask the Board to approve tenure. When differences of opinion exist, the President will meet with the FAC and the Academic Dean to try to resolve them. If unresolved differences remain and the President's recommendation is affirmative, the President, the Academic Dean, and a representative from the FAC should convey to the Board of Trustees the nature of the unresolved differences, along with the President's recommendation to grant tenure. In cases where the President recommends against granting tenure, the Board will be informed of the issues and judgments formed throughout the review process and of the negative recommendation, but the Board only takes action if the Appeals Process is invoked.

Immediately following the decision of the Board of Trustees, the President shall inform the faculty member in writing of the decision to grant or withhold tenure. A faculty member who is denied tenure may invoke the College's Appeals Process set forth in section 2.6.1 (“Appeals for Review, Tenure, and Promotion; see also 2.4 “Tenure). Faculty members who are not granted tenure will be granted a one-year terminal appointment.

2.3.3 Review Criteria

The most important criterion in any faculty review is teaching excellence. Other criteria considered, but not prioritized, are effective advising, growth as a scholar, and service to the College community.

2.3.3.1 Teaching Excellence

[Revisions approved by the faculty, January 2011 and the Board of Trustees, February 2011]
Continuing excellence in the quality of teaching is the first and foremost consideration in all faculty personnel decisions. The extent to which any teacher enables students to move towards a lifetime of self-education is a significant dimension of this quality of accomplishment. Guilford is in some ways like other schools, but it also has a specific mission and set of academic principles. Each teacher will articulate how her or his courses reflect the particular mission of the school and the 5 academic principles.

The College believes that the ability to involve students effectively in the learning process can be demonstrated in many ways. However demonstrated, it is excellence, rather than the potential or the hope for excellence that is sought. The College believes that established patterns of strength or weakness are more relevant to faculty evaluation than are short-term successes or failures in the classroom.

Criteria and Assessment

Excellence in teaching manifests itself in four general categories: content expertise, instructional design skills, instructional delivery, and course management. The following paragraphs describe these categories in terms of criteria and in terms of assessment.

Content expertise includes the faculty member’s education and experiences that directly support the teaching of a particular subject. Content expertise is not static and includes ongoing expansion of one’s disciplinary and interdisciplinary knowledge base. At Guilford, in addition to teaching courses in a specialty area, faculty teach courses that serve both the needs of their department and the general education requirements of the college.

When assessing content expertise, reviews may consider, among other things, the faculty member’s education, professional background, scholarship specifically related to teaching, and reflections mentioned in the self-evaluation. The most fundamental consideration is the completion of the appropriate terminal degree. However, content expertise may also be assessed by disciplinary peers at the college and may be supported by an evaluative letter from a peer outside the college solicited by the faculty member under review. This outside letter should demonstrate knowledge of the teacher’s intellectual grounding in the subject and current teaching practices. Faculty members may further demonstrate growing expertise by such activities as participating in conferences, attending faculty development workshops, or taking classes.
Instructional design includes creating courses that are organized around clear objectives, and strategically sequenced to build named abilities over the course of the semester through specific assignments and exercises, all of which can be assessed for demonstrable skill. Good design is appropriate to the level and topic and also addresses the 5 academic principles as appropriate to the disciplines and subjects of those courses. It may also involve the use of information technology in ways that effectively support a course's objectives and desired outcomes.

When assessing instructional design, reviewers may consider, among other things, course syllabi, course materials (including assignments), peer reviews, and the faculty member’s self-evaluation.

Instructional delivery includes the ability to create an environment that engages and stimulates diverse students to reflect on complex issues, think critically (in a disciplinary and/or interdisciplinary manner), to nurture imagination and creativity, and to communicate clearly the methods of one’s academic discipline or subject.

Excellent teaching contributes to comprehension of material by students. Excellent teachers communicate enthusiasm about the subject matter that they teach. They organize their courses and class meetings in advance, but also demonstrate a willingness to adjust the course in response to their ongoing assessments of their students’ comprehension and development of skills. They treat their students with respect, and they demonstrate a willingness to listen and respond to student concerns.

Instructional delivery may be assessed by student evaluations, peer reviews of teaching, course materials (e.g., rubrics, feedback sheets, etc.), and the faculty member’s self-evaluation.

Course management skills include how the classroom and assignments are managed throughout the course. Skills required are record keeping: maintaining accurate grades, noting absences in accordance with course syllabus, and submitting grades (mid-term and final grades) on time in accordance with instructions from the office of the Academic Dean. Other skills include noting and accommodating students’ documented special learning needs. Course management also includes timely grading and return of graded materials, maintaining office hours, timely processing of add/drop forms and incomplete forms.
When assessing course management reviewers may consider, among other things, syllabi, student evaluations, peer reviews, and self-evaluation. Information regarding compliance with grade submissions and related grade forms may be obtained from the office of the Academic Dean.

2.3.3.2 Scholarship and Creative Activity

The College believes that there is an inherent connection between teaching excellence and the faculty member’s continuing scholarship and creative activity. Making one’s efforts public among professional peers and more general audiences brings with it mutual benefits from the exchange of insights and critiques. Both the College community and the wider network of professional colleagues elsewhere serve appropriately in the nurturing of the faculty member’s scholarship and creative work. In considering the connection of the faculty member’s scholarship and creative expression both to the teaching mission of the College and to professional peers, the College strives to balance the internal worth and external merit of that work.

Criteria and Assessment

The faculty member’s self-evaluation and supporting documentation are the primary means of assessment of scholarship and creative activity. Because teaching excellence is the primary focus of faculty members at Guilford (and the main criterion for tenure and promotion), the faculty member under review should describe their scholarship and reflect on the connection between their scholarly and creative activity and continued teaching excellence. The self-evaluation provides a description of the connection between the faculty member’s teaching and scholarship. Demonstration of this connection may include effects of the faculty member’s scholarship on the content of existing or planned courses, on pedagogical methods, on the mentoring of student research or creative works, or other salutary effects on student learning. Peer review of the results of continuing scholarly activity is essential and is broadly construed. Publication, presentations or exhibits inside and outside the college, and reviews and application by others of one’s work are some of the ways that a faculty member can demonstrate peer review of scholarly and creative work.
The College recognizes and evaluates a wide variety of scholarly and creative activities consistent with the College’s mission. Drawing on Boyer’s taxonomy in *Scholarship Reconsidered* (1990), a faculty member’s scholarship is demonstrated in one or more of the categories of discovery, integration, application, or teaching. Many activities and products can be classified as more than one type of scholarship. The faculty member may describe other activities that provide evidence for continuing scholarship that do not fall into the categories described below. The *Summary of Scholarship Elements* (below) summarizes criteria that the Faculty Affairs Committee will consider as it evaluates scholarship. The College does not expect all pieces of scholarship to meet all these standards.

The **scholarship of discovery** refers to original research or creative work within the faculty member’s discipline(s).

Evidence of scholarship of discovery is assessed through scholarly activities such as publication or presentation of original work within one’s discipline or public exhibits of creativity such as art shows, concerts, and dramatic performances. Peer reviews and application of the faculty member’s scholarship by others may also be used to demonstrate the scholarship of discovery.

The **scholarship of integration** speaks to the analysis, interpretation, and synthesis of research and creative work from one or more disciplines. It speaks to the College’s emphasis on interdisciplinary studies (although interdisciplinary scholarship can be placed in any of these categories of scholarship).

Evidence of scholarship of integration is assessed through publication or presentation of theory, literature reviews, meta-analyses, multidisciplinary research, creative work, or other appropriate work for specialist or non-specialist audiences. Peer reviews and application of the faculty member’s scholarship by others may also be used to demonstrate the scholarship of integration.

The **scholarship of application** refers to professional activities outside or within the College that require the use of knowledge in the faculty member’s discipline(s). Such activities often reflect the College’s commitment to Principled
Problem Solving (PPS), although the scholarship of application is not limited to PPS.

Evidence of scholarship of application is assessed by publications, presentations, consultations, or the development of intellectual property in which the faculty member applies their disciplinary knowledge. Evidence includes but is not limited to developing and/or assessing programs for community agencies, original or creative work geared toward a general audience, shaping public policy, and consultation to schools, courts, businesses, and other institutions.

The scholarship of teaching specifically refers to the development and assessment of pedagogical methods in the faculty member’s discipline(s) with the purpose of informing and influencing academic peers.

Evidence of scholarship of teaching is assessed by publication or presentation of research and theory relating to pedagogy as well as reviews and applications of the faculty member’s scholarship of such work by others.

**Summary of Scholarship Elements**


**Clear Goals**

Does the scholar state the basic purposes of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?

**Adequate Preparation**

Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?

**Appropriate Methods**
Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does s/he modify procedures in response to changing circumstances?

**Significant Results**

Does the scholar achieve the goals? Does the scholar’s work add consequentially to the field? Does the scholar’s work open additional areas for further exploration?

**Effective Presentation**

Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?

**Reflective Critique**

Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?

### 2.3.3.3 Effective Academic Advising

Good academic advising is both an element and an extension of instruction: it enables the student to benefit more fully from the classroom and it can be an occasion for learning itself. Through the advising process, students can define and redefine goals and make intermediary plans to move towards them, evaluate and integrate past experiences, and come to productive assessments of their current status.

Individualized guidance for students is an integral component of a faculty member's responsibilities. Each student merits careful direction to the educational resources of the College as well as thoughtful assessment and development of his/her interests and abilities.

**Criteria**

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Effective academic advising includes the accurate and timely provision of information to one’s advisees about academic policies, graduation requirements, courses of study, co-curricular programs, and post-graduate opportunities. As much as possible, effective academic advisors are regularly available to their advisees, work to establish a respectful and cordial rapport with them, and provide information that is relevant to their specific interests and needs. Effective academic advisors keep abreast of available on-campus offices, programs, and resources in order to give referrals to their advisees. As much as is possible and appropriate, effective academic advisors are in contact with their advisees' instructors, coaches, and other relevant college staff in order to be aware of their advisees' progress (both shorter- and longer-term) and in order to be able to serve as advocates for their advisees.

**Assessment**

Effective academic advising is assessed by a faculty member’s self-evaluation and written evaluations from major advisees, non-major advisees, students who seek and receive advising but are not that faculty member's advisees, and faculty and staff colleagues.

**2.3.3.4 Service**

All faculty are expected to participate in the governance of the College by attending faculty meetings, serving their department, and serving on a committee or chairing a department or division. Such service is essential to the life of the College.

**Criteria**

Service includes departmental service, committee work, and other activities sponsored by the College. Faculty may also demonstrate service by activities such as helping to develop or direct programs, working on accreditation or reaccreditation, participating in colloquia and other College events, facilitating faculty development projects, initiating helpful contacts with alumni, advising student organizations, participating in or directing College organizations, and participating in extracurricular or co-curricular student activities.
Faculty may make the case that service activities beyond the immediate college community should also be considered as service. Examples here include uncompensated service to professional or community organizations, service on a review panel for a funding organization, or other instances of the utilization of one’s disciplinary or professional skills in service of an organization.

**Assessment**

Service is assessed by a faculty member’s self-evaluation and supporting documentation and letters from faculty and staff colleagues.

**2.3.4 Evaluation of Full-time Non-tenure-track Faculty**

Full-time non-tenure-track (visiting) faculty members will be evaluated at the beginning of their second year and, if they are employed long enough to warrant it, every two years (so, at the beginning of their fourth year, their sixth year, etc.). The review will be conducted by the Division Chair and one other tenured faculty member selected by the Division Chair (preferably this person should be from the same department as the faculty member under review, and, if appropriate, this could be the department chair). Their review will follow the general guidelines for second-year reviews of tenure track faculty: the faculty member should be asked to write a self-evaluation that focuses on his or her teaching but does not exclude other work if appropriate, the two faculty doing the review will look at the person’s student evaluations, and the person under review will be asked to name as many as three colleagues from his or her department, including the chair, to write letters of recommendation supporting his or her work. Their written report will go first to the Academic Dean; after consultation with the Academic Dean, a letter will be sent from the Division Chair and the Academic Dean to the faculty member under review. This letter will go in the person’s file. The expectations for this evaluation will be spelled out in the initial hiring agreement. If the appointment might extend to an additional year, or beyond, every effort will be made to inform the faculty member if in fact it will continue into the next year with as much advance time as is possible.

**2.4 TENURE PROGRAM**

It is recognized that a tenure program is a vital aid in attracting and retaining instructional personnel of the high quality which Guilford College seeks. The
purpose of tenure is to protect the academic freedom of its members while providing the teaching faculty with a reasonable degree of economic security.

2.4.1 The Tenure Timeline

The probationary period for a pre-tenure member of the faculty hired into a full time tenure-track position is six years, with tenure review in the sixth year of appointment. This section describes all exceptions to this probationary period and the process for granting those exceptions. The tenure review is conducted only once for each faculty member, during the final year of the probationary period.

Faculty members must have completed the appropriate terminal degree prior to the tenure review. An official transcript or other authorized documentation from the degree granting institution must be received by the Academic Dean no later than August 15 (the first day of the annual period of service for faculty) of the year the person is scheduled to be reviewed for tenure. If the faculty member has not completed the appropriate terminal degree and submitted appropriate documentation for completion by this deadline, the faculty member will not be reviewed for tenure, and will be given a terminal letter of agreement for the following year.

2.4.2 Reductions in Probationary Period

Any reduction of the six-year probationary period is agreed upon by the College and the faculty member at the time of initial appointment and is stated as a part of the first letter of agreement to a tenure-track appointment. Occasionally, new faculty may be granted one or two years of credit toward tenure for prior college-level teaching. In rare cases, three years of credit may be given. To earn credit, the faculty member must have completed an appropriate terminal degree, typically will have taught on a full-time basis at a four-year college or university within the past two or three years immediately prior to the date of consideration, and will have shown evidence of excellence in teaching. A reduction of the probationary period will accelerate the review process; the accelerated schedule will be described at the time of appointment. At the time of extending the initial appointment, the Academic Dean, in consultation with the department, recommends to the President that teaching credit be given. The decision as to whether to grant such credit is made by the President.
In rare situations, senior faculty and administrators may be hired with tenure or at rank above assistant level. Such a decision shall be approved by the academic department, the FAC, Academic Dean and President before proceeding to the Board of Trustees for a final decision.

2.4.3 Extensions of Probationary Period

Faculty members who wish to request an extension of the probationary period must apply for an extension no later than April 15 (the deadline for faculty to return their signed letters of agreement) in the year preceding that in which the faculty member is scheduled to be reviewed for tenure. Extensions of the probationary period may be granted for personal or medical reasons. No extension may be granted without application by the faculty member to the Academic Dean, and approval by the President upon recommendation of the Academic Dean.

A faculty member who adds a child or children to their family through birth or adoption during the probationary period will be granted an automatic one-year extension of the probationary period following notification about the adoption or birth to the Academic Dean. Faculty members may request a waiver of this extension if they do so in writing to the Academic Dean.

Extensions of the probationary period based on approved leaves described in Section 5.2 ("Leave Policy") will also be granted automatically to faculty during the probationary period. If the faculty member provides reasons other than approved leaves for applying for an extension, the Academic Dean will consult with the department chair (or, if the individual is the department chair, with a senior departmental colleague) before making a recommendation to the President. While multiple extensions of the probationary period are permissible, under no circumstances may the total extension of the initial probationary period be greater than three years.

Unless otherwise explicitly stated, only full-time annual teaching letters of agreement are considered as a part of the period of employment that must pass before tenure can be granted. This specifically excludes part-time, summer school, one-semester or other limited teaching agreements, as well as leaves of absence, unless specific agreements have been reached with the Academic Dean and recorded in the annual teaching letter of agreement.
When a probationary faculty member is appointed to a full-time administrative position, the administrative work is not counted as a teaching letter of agreement. Full-time faculty whose teaching load is reduced by some administrative responsibility may still accrue years toward tenure. Such accrual should be established in the annual letter of agreement.

Time spent on research grants or fellowships that take the faculty member away from the institution normally does not count for time accrued toward tenure. Any exceptions will be determined by the Academic Dean. Faculty who receive grants to work on campus with students during the academic year normally must teach at least half time in order to accrue time toward tenure.

Under extraordinary circumstances, after a successful pre-tenure review, the faculty member may request that the tenure review be conducted at an earlier time than established in the faculty member’s initial letter of agreement. This request is sent to the FAC and the Academic Dean. The FAC and Academic Dean will make a recommendation to the President. If the President’s decision is to proceed with the review, the College will follow the normal procedure for a tenure review in the following year.

2.4.4 Preparation of FAC members and others conducting faculty reviews

Through its policies and decisions, the FAC has a direct effect on both the short- and long-term makeup of the Guilford faculty. Thus, in addition to being conscientious, the members of the FAC and anyone conducting faculty reviews should receive appropriate preparation and training each academic year, before conducting any faculty reviews.

1. As part of the preparation, the Academic Dean and FAC chairperson are responsible for ensuring that all reviewers (1) have a clear shared understanding of current scholarship on topics relevant to the faculty evaluation process and (2) understand how our standards and criteria are applied at Guilford and of how the review process functions. At the beginning of fall term, the Dean and FAC chair will assemble a meeting of all faculty reviewers. At least two members of the Faculty Development Committee will also attend this training.
2. For example, reviewers could explore current research on the psychology and sociology of group decision making; the interactions of biases (especially ones based on ethnicity or gender); and the interpretation of student and peer evaluations. The FAC’s applications of these findings to its own work can occur in any of several ways, including through attendance at workshops or conferences on faculty evaluation; through presentations to the FAC by scholars in the field of faculty evaluation; and through discussions involving the full faculty.

3. If substitute members will be needed for FAC during the year, where possible they should be selected from former FAC members who have participated in these trainings and discussions.

2.4.5 Tenured Faculty with Administrative Status

If a tenured member of the faculty accepts an administrative appointment, the tenured status does not apply to the administrative position, but will be in force at any future date that administrative duties are relinquished and teaching duties are resumed. Tenure is not affected by a leave of absence when such leave is officially approved by the President; however, tenure is relinquished by the faculty member upon resignation from the College.

2.4.6 Periodic Review of Tenured Faculty

In a process separate from faculty reviews for contract renewal, tenure, and promotion that are conducted by the Faculty Affairs Committee (FAC), the Academic Dean, in conjunction with the Director of Faculty Development, will conduct periodic, five-year reviews of all tenured faculty in order to

1. Support the efforts of tenured faculty members to renew, deepen, and strengthen their pedagogical skills;

2. Encourage continuous professional and personal growth and service to the community; and

3. Facilitate the use of Faculty Development resources by tenured faculty members.

Post-tenure, five-year reviews will address the same four areas as FAC reviews: teaching, advising, community service, and scholarly growth, but the outcome of
these five-year reviews will have no impact on the tenured status of faculty members. Grounds for dismissal of tenured faculty remain unchanged, and Guilford College continues to adhere to the American Association of University Professors (AAUP) Statement of Principles.

The first five-year review will be conducted four years after promotion to associate professor, and will serve as a formative evaluation of the faculty member’s progress toward promotion to full professor. Subsequent reviews will be conducted on a five-year cycle, and the last review within five years of retirement. The Academic Dean may grant requests to alter the review schedule to accommodate study leaves, imminent promotion reviews, or other contingencies. No more than two post-tenure reviews will be conducted per semester.

A Faculty Development Associate for Tenured Faculty will be appointed by the Director of Faculty Development and approved by the Clerk’s Committee and the Academic Dean to coordinate the review procedure. This Associate will serve for at least two, and no more than three, consecutive academic years, at the end of which she or he will be compensated with a course release within two years of his or her last year of service. Associates may only be reappointed after a three-year lay-off.

The Academic Dean and Director of Faculty Development will establish a rotating schedule for the reviews. Within the first two months of the semester when the review will be conducted, the Associate will initiate the procedure by contacting the faculty member and the department chairperson. The Associate will explain the procedure to all faculty members involved and keep the process on schedule, assuring that each review is completed within one semester.

Two tenured faculty members and the Faculty Associate will constitute the three-member panel that will conduct the review. The faculty member under review will choose one member of the panel, either from members of the faculty member’s department, or if there are no other tenured members of the department, from among the faculty at large. If the faculty member under review chooses to do so, he or she may invite a tenured faculty member in her or his field from a department with a comparable discipline at another institution to participate in the review if the invited reviewer does not require financial compensation. The Academic Dean will choose the second panel member.
The three members of the review panel and the faculty member under review will establish a schedule for completing the review. The Associate will serve as clerk of the review panel and will collect and distribute copies of the review material to the panel. All material will be considered confidential, and except for the final report, will be destroyed when the review is completed.

The review will consist of the following components:

A self-evaluation that addresses the faculty member’s achievements and challenges in the four components of faculty responsibility: teaching, advising, community service, and scholarly growth. The self-evaluation should include copies of syllabi, abstracts, or examples of research or creative works. The faculty member will forward these to the Associate.

On at least two different occasions, two members of the panel will visit at least one class taught by the faculty member under review, according to a schedule established between the faculty member and the panel. Following these visits, panel members will summarize their observations about the teaching effectiveness of the faculty member and submit them to the Associate.

Panel members and the Associate will have access to advising evaluations and course evaluations for all courses taught by the faculty member during the four teaching semesters prior to the year of the review.

Using class lists secured by the Academic Dean’s office, the Associate will request letters from at least 25 students, chosen at random, who have taken classes from the faculty member under review within the previous two years. In addition, the faculty member under review will provide the names of three students of her or his choice from whom the Associate will also request letters.

After the Associate has gathered all the review material and the panel has reviewed the material, the Associate will submit a final, written report, including suggestions for Faculty Development, to the individual under review and to the Academic Dean. After a conference with the Academic Dean, the faculty member will discuss the review with the Faculty Associate and the Director of Faculty Development to determine if and how he or she should use Faculty Development Resources to address any issues raised in the review. The Academic Dean’s copy of the review will be kept in the faculty member’s confidential files in the Dean’s Office, along with any written response deemed appropriate by the faculty member who has been reviewed.
2.5 PROMOTION

Guilford College does not adhere to a system of automatic promotions after a specific time of service in rank. Neither is there a rigid quota system. Promotions are based on merit. In judging merit, the President, the Academic Dean, the FAC and the faculty as a whole have agreed to guidelines described in “Review Criteria” (2.340).

2.5.1 Promotion to Assistant Professor

Criteria for promotion to assistant professor include (a) a terminal degree appropriate to the teaching appointment, (b) previous teaching experience, and (c) strong evidence of potential for growth as a teacher and scholar/artist. Faculty are promoted from Instructor to Assistant Professor at the start of the first academic year after they have earned the appropriate terminal degree. The College recognizes that in some disciplines the appropriate terminal degree may not be the doctorate.

2.5.2 Promotion to Associate Professor

Minimum criteria for promotion to Associate Professor include a terminal degree and completion of at least five years of teaching at the college level. Additionally, faculty should have demonstrated (a) excellence in teaching, (b) scholarly or creative achievement, (c) high quality academic advising, and (d) service as described in the review criteria. Faculty are typically promoted to Associate Professor when they are awarded tenure, since the criteria and standards are the same for both.

2.5.3 Promotion to Full Professor

Faculty are promoted from associate professor to full professor when they are able to demonstrate substantial and sustained excellence in teaching, and marked or sustained achievement in at least two of the other areas set out in section 2.340 (“review criteria”), since the promotion to associate professor. Minimum criteria for promotion to full professor include (a) a terminal degree, (b) completion of at least five years at the rank of associate professor, although exceptions may be considered for equivalent experience in past academic appointments. Additionally, faculty should have demonstrated (a) sustained excellence in teaching, (b) continued record of peer-reviewed scholarly or creative activities, (c) excellent advising, and/or (d) excellent service to the college community, including leadership roles.
2.5.4 Endowed Professorships

Each endowment establishes its own criteria. Endowments require recommendations of the Academic Dean and President and approval by the Board of Trustees.

2.5.5 Emerita/Emeritus Status

On recommendation by the Academic Dean and President, Faculty who are retiring from Guilford may receive the designation “emerita”/”emeritus” as an addition to their rank at the time of retirement. Faculty eligible for those designations must have taught at Guilford for at least 10 years before retirement, and during that time have exemplified both the highest standards of the profession and distinguished service to the Guilford community.

2.5.6 Process for Promotion to Associate and Full Professor

Tenured faculty members may stand for promotion at any time when they have met the criteria for promotion. To be considered for promotion, the faculty member should notify the Academic Dean and their department chair in the spring semester prior to the FAC review. The information gathering, materials reviewed, and review process for promotion is the same as is described above. Any exceptions to the minimum requirements specified above must be approved by FAC and the Academic Dean.

2.6 APPEALS PROCESS (FOR REVIEW, TENURE, AND PROMOTION) AND GRIEVANCE PROCEDURES

Changes to parts of this section were approved by faculty in Fall 2017. Those changes have not yet been approved by the President and Board. They are described here: Fall 2017 changes to review process approved by faculty

2.6.1 Appeals for Review, Tenure and Promotion

The faculty member under review shall be notified by the Academic Dean and the FAC of their recommendation(s) to the President.
If the faculty member wishes to appeal a negative recommendation for second-year, fourth-year, tenure or promotion review, by the Academic Dean, or the FAC, a special Appeals Board will be created to consider questions of procedural correctness, claims of discrimination, and/or questions regarding the accuracy, appropriateness, or completeness of the data upon which the negative recommendation was based.

[Updated by the Teachers, Officers and Curriculum Committees of the Guilford College Board of Trustees, January 28, 2000]

It is not sufficient grounds for an appeal to purposefully withhold information from the FAC so that the Appeals Committee will have information the FAC did not have. The formal appeal shall be filed with the Academic Dean within thirty calendar days of the receipt of the letter concerning the negative recommendation. The Academic Dean shall notify the Clerk’s Committee immediately to constitute the Appeals Board.

From the time the faculty member files the appeal with the Academic Dean, the Appeals Board shall have forty calendar days to reach its conclusions and submit a recommendation to the FAC. The FAC shall have twenty calendar days from the receipt of the recommendation of the Appeals Board to write a response to the Appeals Board conclusion which will be sent to the President. The Appeals Board, chosen to hear just one case, will consist of three individuals, one of whom will be a former FAC member, selected by the Clerk’s Committee of the faculty, from among the tenured faculty of the College. The faculty member will have the right to disqualify summarily up to two individuals recommended for appointment. If an appointee is so disqualified by the faculty member, a replacement will be selected by the Clerk’s Committee. In all cases, the attempt should be made to select individuals who are both judicious and unininvolved in the earlier decisions of the specific case being appealed and who are generally representative of the population of the College, but specific constituencies are not required to be appointed. The Appeals Board will re-examine all materials relevant to the appeal, including the FAC review file and teaching evaluations, and will interview the candidate (who may be accompanied by a Guilford College faculty member), the Academic Dean, and the chairperson of the FAC, as well as any other individuals it believes may have information helpful in reaching a decision.
If the Appeals Board concludes that a significant error in process, accuracy, appropriateness, or completeness of data, or that discrimination has occurred, it will send its findings and recommendations to the President, Academic Dean, the FAC, and appellant faculty member. If the Appeals Board agrees with the negative recommendations, it will send its findings and recommendations to the President, Academic Dean, the FAC, and appellant faculty member. The FAC may write a response to the Appeals Board's conclusion and send it on to the President. The Academic Dean will then reconsider the original decision that is being appealed, the Appeals Board's findings and recommendations, and, if forthcoming, the FAC's written response to the Appeals Board's report and send his/her recommendation to the President within twenty calendar days of the Appeals Board's decision. The President reviews all reports and recommendations, and then forwards his or her recommendation to the Academic Affairs Committee for appropriate action.

If the faculty member remains unsatisfied with the recommendation(s) of the FAC or President in matters regarding procedure, the Board of Trustees, through its Academic Affairs Committee, will entertain a final appeal. In this appeal, the Board of Trustees will not consider any issues other than whether or not proper procedures were followed in reaching the recommendations in the earlier appeals process.

The work of the Appeals Board, and any materials it gathers for its hearing, will be kept confidential as far as is legally possible.

Summary Timetable for Tenure Appeals

<table>
<thead>
<tr>
<th>Example Date</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 15</td>
<td>The Faculty Affairs Committee (FAC) or the Academic Dean issue a negative recommendation on a Review decision, which is conveyed to the faculty member under review.</td>
</tr>
<tr>
<td>Jan. 20</td>
<td>The faculty member contesting the negative recommendation files a written appeal with the Academic Dean within 30 days of receipt of the letter stating the negative recommendation. The Academic Dean immediately requests that the Clerk's Committee set up an Appeals Board.</td>
</tr>
<tr>
<td>March 1</td>
<td>The Appeals Board submits its report and recommendations to FAC</td>
</tr>
</tbody>
</table>
within 40 days of the filing of the appeal.

April 10 FAC, if it so desires, responds to the Appeals Board recommendations within 20 days of the Appeals Board decision. The Academic Dean will then reconsider the original decision that is being appealed, the Appeals Board's findings and recommendations, and, if forthcoming, the FAC's written response to the Appeals Board's report and send his/her recommendation to the President within twenty calendar days of the Appeals Board's decision.

April 30 The President reviews all reports and recommendations and forwards his/her recommendation to the Academic Affairs Committee of the Board of Trustees.

May 15 Date by which the faculty member is notified of the final decision on the review.

2.6.2 Grievance Procedures

Guilford College wishes to provide the best possible working conditions for its employees. As part of its commitment to employees, the College encourages an open and frank atmosphere in which any problem, complaint, suggestion, or question can be discussed fairly and without bias. The College shall provide a grievance process that resolves problems quickly and effectively. This policy and the procedures that follow do not apply to the elimination of positions or to termination of employment (cf. with 2.720 and 2.721).

The grievance procedures that follow are written to supplement other procedures that have been designed to protect academic freedom and ensure fair treatment of all employees.

A grievance is any claimed violation, misinterpretation, or inequitable application of the policies, procedures, or work rules of the College.

Every employee will have the right to present her or his grievance free from interference, coercion, restraint, discrimination, or reprisal.

The formal grievance process at Guilford College involves several steps. The entire process is defined below. In most instances, however, a grievance can be satisfied through informal discussion between the employee and her or his immediate supervisor prior to setting in motion the procedures which involve the appropriate formal grievance committees.
PROCEDURES

Step One. All formal grievances pertaining to faculty will be presented to the Academic Dean in person, within fourteen days of the employee's becoming aware of the alleged violation, unless the grievance concerns the Academic Dean, in which case the faculty member may go directly to the President. The grievance is to be filed in writing by the person affected directly. The Academic Dean will take appropriate steps to respond to the grievance, provided she or he has the authority to take such action.

The Academic Dean in consultation with the Director of Human Resources will handle any grievance that relates to an established policy, procedure, or work rule unknown to the faculty member or that relates to an incident which, for legal or other reasons, must be handled outside the Guilford College community. The Dean will explain this fact to the faculty member. The explanation will assist the faculty member in improving and increasing her or his awareness of the issue so that the faculty member understands that it is not a grievance that can be handled through the grievance process of the College.

(For appeals process dealing with termination of academic position or program see 2.720 and 2.721.)

The Academic Dean's response to the grievance will be provided within five business days and will be one of the following:

Referral to another department. The faculty member is advised by the Academic Dean in writing that she or he does not have the authority to resolve the grievance. The faculty member is advised as to which department and department manager the grievance should be forwarded.

Resolution. The issue is resolved, and the faculty member is given an explanation of the resolution in writing.

Denial. The faculty member is told that nothing can be done about the grievance and is given reasons why in writing. A referral to the appropriate manager or to the Office of Human Resources is offered, should the employee want to receive further information or consideration.

Step Two. If the faculty member believes that the action taken is insufficient or unsatisfactory, the faculty member may meet with the President if he or she has not done so already. A copy of the grievance will be forwarded to the President for review, if the President has not previously seen the grievance.
The President will schedule a meeting within five working days of receiving the written notice of the grievance. Attendees at the meeting will include the faculty member, the Academic Dean, and any other individuals the President believes should be in attendance based on discussions with the faculty member who has filed the grievance.

A written response to the faculty member will be made within five working days of this meeting unless it is determined that more time is needed so that additional investigation and consultation can occur, in which case the faculty member will be so informed. Copies of this response will be furnished to the Academic Dean. A copy of the response will also be filed in the Academic Dean's personnel file for faculty.

Faculty members are encouraged to exhaust other administrative remedies prior to setting in motion the procedures which involve the appropriate grievance committees. However, this is not a requirement of the policy.

Step Three. In the event that the grievance is still not resolved, a Grievance Committee will be established to consider and resolve the issue.

A Grievance Committee is an ad hoc committee chosen to hear just one case.

The Faculty Grievance Committee will consist of tenured faculty members, three regular members and an alternate, appointed by the Nominating Committee on an as needed basis. No grievance committee members shall be serving on Clerk's Committee or Faculty Affairs Committee during the appointment. The Committee will be responsible for appointing its own chairperson.

Training in conflict resolution will be provided to each participant. Committee members will be required to treat all proceedings as confidential and will observe the confidentiality of all documents and statements presented to it. Any violation of confidentiality shall be deemed a breach of trust and of professional ethics. Appropriate disciplinary action and removal from the committee will be immediate, should violation of confidentiality occur.

The Grievance Committee will consider the written grievance, all written responses to the grievance, a brief written explanation by the President of the earlier steps taken, and any other relevant materials, and will interview the persons directly involved in the grievance, the Academic Dean, the President, and any other individuals it believes may have information helpful in resolving the
issue. The committee will immediately seek to mediate and to resolve the issue to the satisfaction of those directly involved.

If mediation fails, the matter will be reported to the President. All relevant materials and a brief report by the Grievance Committee of its efforts to resolve the issue will be forwarded to the President. The President shall determine and set forth the College’s position and any requisite action with respect to the grievance. The President will respond to those directly involved within two weeks of receipt of the grievance from the chairperson of the grievance committee.

(See appeals policies for Harassment and Intimidation [2.800], Tenure and Promotion [2.600], and for Termination [2.700].)

2.6.3 Record Keeping

A confidential record of complaints and their resolutions will be maintained by the Office of Human Resources.

2.7 TERMINATION

A faculty member wishing to terminate an appointment at the end of an academic year must do so in writing on or before April 1, or thirty days after receiving notification of the terms of appointment for the coming year, whichever date occurs later.

2.7.1 Faculty and Committees Involved in Cases of Termination Because of Financial Exigency

If the Board of Trustees believes a situation of financial exigency exists or is imminent, it will ask for a review of the financial situation of the College by the Budget Committee and then the Board will make a final determination whether financial exigency exists. If the Board determines that financial exigency exists, it will ask SLRP, working in conjunction with Clerk's Committee, FAC, and Curriculum Committee to develop a solution to the financial problem that preserves the academic integrity of the college. This solution will be presented to the faculty meeting for approval. In the absence of approval the recommendations of SLRP and the Minutes of the faculty meeting will be forwarded to the President, who will make a recommendation to the Board of Trustees.
If the administration issues notice to a particular faculty member of an intention to terminate the appointment because of financial exigency, the faculty member will have the right to a full hearing before an Appeals Board. This Appeals Board will be selected on a case by case basis and will consist of three individuals selected by the Nominating Committee of the faculty from among the tenured faculty of the College. The faculty member will have the right to disqualify summarily up to two individuals recommended for appointment. If an appointee is so disqualified by the faculty member, a replacement will be selected by the Nominating Committee. In all cases, the attempt should be made to select individuals both judicious and uninvolved in the earlier decisions of the specific case being appealed who are generally representative of the population of the College, but specific constituencies are not required to be appointed.

If the College terminates appointments because of financial exigency, it will not at the same time make new appointments except in extraordinary circumstances where a serious distortion in the academic program would otherwise result. The appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result.

Before terminating an appointment because of financial exigency, the College, with faculty participation, will make every reasonable effort to place the faculty member concerned in another suitable position within the College.

In all cases of termination of appointment because of financial exigency, the place of the faculty member concerned will not be filled by a replacement within a period of three years, unless the released faculty member has been offered reinstatement and a reasonable time in which to accept or decline it.

2.7.1.1 Faculty and Committees Involved with Cases of Discontinuance of Program or Department Not Mandated by Financial Exigency

The decision to discontinue formally a program or department of instruction will be decided by SLRP in consultation with the Curriculum Committee. It will be based essentially upon educational consideration and will include discussion with and careful evaluation of the department or program, with appropriate documentation. The decision will go to the faculty meeting for approval. In the absence of approval by the faculty meeting, SLRP and the Curriculum
Committee may choose to forward their recommendations and minutes from the faculty meeting to the President for final decision.

Before the administration issues notice to a faculty member of its intention to terminate an appointment because of formal discontinuance of a program or department of instruction, the College will make every reasonable effort to place the faculty member concerned in another suitable position. If placement in another position would be facilitated by a reasonable period of training, financial and other support for such training will be proffered.

A faculty member may appeal a proposed relocation or termination resulting from a discontinuance and has a right to a full hearing before an Appeals Board (see 2.720 for Appeals Board structure).

**2.7.2 Dismissal of Tenured Faculty**

In cases of dismissal of tenured faculty, the burden of proof is upon the institution. Except for situations involving financial exigency and program discontinuance, tenured faculty shall not be dismissed except for cause. Dismissal for cause is defined as moral turpitude, incompetence, or negligence. Such dismissal will be related, directly and substantially, to the fitness of faculty members in their professional capacities as teachers or researchers. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.

Dismissal of a faculty member with tenure, or with a special appointment before the end of the specified term, will be preceded by discussions between the faculty member and appropriate administrative officers seeking a mutually satisfactory solution, and if the faculty member so desires, informal inquiry by the FAC which will determine whether in its opinion dismissal proceedings should be undertaken if discussions do not result in resolution. The FAC’s opinion is not, however, binding on the President.

Dismissal for cause shall be accompanied by a statement of reason by the President. The faculty member will have the right to be heard by the selected Appeals Board. (See Chapter II, 2.600 for selection and procedure.) Under extraordinary circumstances, where immediate harm is threatened, the Dean or President may suspend a faculty member from teaching duties and/or assign the
faculty member to other duties while pay continues until a formal review process can be accomplished.

In cases of suspension, the administration will consult with the FAC concerning the propriety, length, and other conditions of the suspension. Normally, salary will continue during the period of suspension.

### 2.7.3 Sanctions Other than Dismissal of Tenured Faculty

If the administration believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service (with or without pay) for a stated period, the administration may institute a proceeding to impose such a severe sanction; the procedures outlined above will govern such a proceeding.

If the administration believes that the conduct of a faculty member justifies imposition of a minor sanction, such as a reprimand, it will notify the faculty member in writing on the basis of the proposed sanction and provide the faculty member with an opportunity to persuade the administration that the proposed sanction should not be imposed. A faculty member who believes that a major or minor sanction has been unjustly imposed may initiate an Appeals Process (similar to the Appeals Process described in 2.600).

### 2.7.4 Process for Appeal of Dismissal or Other Severe Sanctions

The Appeals Board may, with the consent of the parties concerned, hold joint pre-hearing meetings with the parties in order to

- Simplify the issues,
- Effect stipulations of facts,
- Provide for the exchange of documentary or other information, and
- Achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.

Service of notice of hearing with specific charges in writing will be made at least twenty days prior to the hearing. The faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. If the faculty member does not wish to appear before the Appeals Board but denies the
charges or asserts that the charges do not support a finding of adequate cause, the Appeals Board will evaluate all available evidence and rest its recommendation upon the evidence in the record. The committee, in consultation with the president and the faculty member, will exercise its judgment as to whether the hearing should be public or private. During the proceeding the faculty member will be permitted to have a Guilford colleague of his or her choice.

At the request of either party or the Appeals Board, a colleague will be permitted to attend the proceeding as an observer. A verbatim record of the hearing or hearings will be taken and a hard copy will be made available to the faculty member without cost, at the faculty member’s request.

The burden of proof that cause exists rests with the institution and will be satisfied only by a preponderance of evidence in the record considered as a whole. The Appeals Board will grant adjournments to enable either party to investigate evidence as to whether a valid claim of surprise is made.

The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the Appeals Board in securing witnesses and making available documentary and other evidence. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses, disclose their statements, and if possible provide for interrogatories.

In the hearing of charges of incompetence, the testimony will include that of qualified faculty members from this or other institutions of higher education. The Appeals Board will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available. The findings of fact and the decision will be based solely on the record of the Appeals Board.

Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers will be avoided until the Board of Trustees has turned in its report. The President and the faculty member
will be notified of the decision in writing and will be given a copy of the record of the hearing.

If the Appeals Board concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the President. If the President rejects the report, the President will state the reasons for doing so, in writing, to the hearing committee and to the faculty member, and provide an opportunity for response before transmitting the case to the Board of Trustees. If the Appeals Board concludes that adequate cause for a dismissal has been established, but that an academic penalty less than dismissal would be more appropriate, it will so recommend with supporting reasons.

If dismissal or other severe sanction is recommended, the President will, on request of the faculty member, transmit to the Board of Trustees the record of the case. The Board of Trustees' review will be based on the record of the Appeals Board hearing, and it will provide opportunity for argument, oral or written or both, by the principals at the hearings or by their representatives. The Board of Trustees will make a final decision.

2.8 POLICY ON HARASSMENT AND INTIMIDATION

As has been stated in the Nondiscriminatory Policy Statement, it is the intent of Guilford College to prevent discrimination affecting any job applicant, employee or student based on race, creed, color, religion, national or ethnic origin, gender, sexual orientation, age or disability. The College further intends for the environment of this community to be free of any intimidation or sexual or other discriminatory harassment of job applicants, employees or students. The College views discriminatory conduct as a very serious matter, and any employee or student who violates this policy will be subject to disciplinary action, up to and including dismissal, whether such conduct occurred on or off-campus.

Sexual or other discriminatory harassment is prohibited by federal and state law. Sexual harassment of job applicants, employees or students at Guilford College is defined as unwelcome sexual advances, requests for sexual favors or other physical or verbal conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
• Submission to or rejection of such conduct is used as a basis for academic or employment decisions or assessments affecting the individual; or

• Such conduct has the purpose or effect of unreasonably interfering with an individual’s academic or work performance or creating an intimidating, hostile, offensive or demeaning work or educational environment.

• In third-party situations, the third party is offended by the conduct or communications that occur between others that a reasonable person would find offensive.

Prohibited acts of sexual or other discriminatory harassment may take a variety of forms. Sexual or discriminatory harassment can range from subtle pressure for sexual activity to physical assault. Examples of the kinds of conduct prohibited by this policy include, but are not limited to:

• Verbal or physical sexual advances or threats or intimidation for sexual relations or sexual contact that is not welcome; sexually explicit derogatory statements or verbal abuse of a sexual nature, including graphic commentaries about a person’s body, placing sexually suggestive objects or pictures in the work or study area that may embarrass or offend an individual, using sexually degrading words to describe an individual, or propositions of a sexual nature;

• Threatening or suggesting that a person’s employment, grades, wages, promotional opportunities, classroom or work assignments, other conditions of employment or academic life may be adversely affected by not submitting to sexual advances;

• General exploitation of the individual for private advantage; and

• Physical or mental abuse or racial, ethnic or sexual insults, jokes or slurs.

• Consensual sexual relationships outside the marital or committed partner relationship are inappropriate when they occur between members of the teaching staff or administrators and students or between a supervisor and an employee. A professional power differential exists in these situations in terms of the influence and authority that the one can exercise over the other.
Ignoring harassment does not make it go away. Any employee or student who believes that he or she has been the victim of sexual or other discriminatory harassment should report the incident immediately. The College cannot take steps to solve the problem if it is not reported.

All complaints and related information will be investigated promptly. To the fullest extent practicable, the College will keep complaints and the nature of the resolution of complaints confidential. However, under the College’s policies and procedures, such complaints may be subject to review by an appropriate hearing committee. Any form of retaliation against an employee or student who has complained about sexual or discriminatory harassment is strictly prohibited.

Any employee who believes that he or she has been the victim of sexual or discriminatory harassment should report the conduct to his or her supervisor or the appropriate person under the College’s grievance procedure. (See 2.6.2.)

In cases involving faculty or professional staff members, any complaints regarding violations of these policies should be brought to the appropriate senior administrator: President, Academic Dean, Dean for Campus Life, Vice President for Finance and Administration, or Vice President for Advancement.

Other staff members who wish to seek redress may do so through the Director of Human Resources.

Cases involving students are brought to the Dean for Campus Life (who may, if the case involves faculty members, refer it to the Academic Dean. If it involves an administrator or staff person, the Dean may refer it to the Senior Administrator.) Students are encouraged to select an advocate from fellow students, faculty or staff if the advocate can be supportive to the student in the process.

If the complainant is not satisfied with the response to the complaint, she or he should report the problem to a higher-level manager or administrator.

The charging party in a harassment complaint may withdraw his or her complaint if it is determined during the initial phase of the investigation that no harassment has occurred. The charging party will be strongly discouraged from withdrawing the complaint if there is sufficient information presented to cause the individual(s) hearing the complaint to believe that harassment has occurred.

In the event that the situation is not resolved during the process which is described above, the individual is entitled to file a formal complaint. A complaint filed against a student will be heard by the appropriate judicial board as is
outlined in the Student Handbook. A complaint filed against a faculty member will be heard by an appointed committee composed of three faculty members and an alternate. The Nominating Committee of the faculty will have responsibility for appointing this committee on an as needed basis. All grievance committee members must be tenured faculty members, and they shall not serve on Clerk’s Committee or Faculty Affairs Committee during the appointment. The Committee will be responsible for appointing its own chairperson. A complaint filed against a staff member other than faculty will be heard by a hearing committee composed of five individuals appointed by the President and convened by the Director of Human Resources.

Parties involved in such hearings shall be entitled to bring with them a Guilford student, staff or faculty member to aid in the presentation and defense of their positions.

Documentation of matters involving alleged sexual or discriminatory harassment shall be maintained as follows: all records involving faculty members will be maintained in the Office of the Academic Dean; all records involving professional or other staff will be maintained in the Office of Human Resources; records involving students will be maintained in the Office of the Dean for Campus Life.

Harassment or intimidation of job applicants, employees or students will result in disciplinary action which may include verbal or written warnings, probation, suspension or dismissal. The severity of the discipline will be determined by the seriousness of the incident.

**2.9 ALCOHOL AND DRUG POLICY STATEMENT**

The Drug-Free Schools and Campuses Regulations Act requires that, as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education must certify that it has adopted and implemented a drug and alcohol prevention program and has established policies and procedures to support that program.

Guilford College encourages an enlightened viewpoint toward alcohol, drug, and other dependencies as treatable behavioral and medical problems. However, the College also intends to provide an alcohol and drug-free, safe environment and expects all employees to report to work fit to do their jobs. Any employee who is unfit for work because she/he is under the influence of alcohol or drugs will be
subject to certain appropriate disciplinary action by the College which may include rehabilitation programs, probation, or termination.

All new employees of the College are given a booklet entitled "Alcohol and Other Drug Awareness/Prevention." All new employees are also given the College policy and procedure statement regarding drug and alcohol abuse among employees and are required to read that statement and acknowledge by their signatures that they have done so. All signed acknowledgements are retained in the personnel files of these individuals.

The use, possession, manufacture, sale, or transfer of illegal drugs or alcoholic beverages on college property, in college vehicles, or while engaged in college work or other official college activities is strictly forbidden. Being under the influence of drugs or alcohol while engaged in college work or other official college activities, while on college property or while in college vehicles also is prohibited.

The one exception to this policy relates to college sponsored business functions where the use or possession of alcohol for a specified event has been authorized by the President. (See Student Handbook for student related alcohol policies.)

Employees who must possess and consume drugs prescribed by a doctor for medical purposes may be asked to submit a physician's statement that explicitly states that the use of the drug will not impair the individual from doing her/his work.

Employees' use of alcohol while conducting business away from campus, attending a college sponsored business or social function away from campus, or otherwise representing the College at outside functions is permitted only to the extent that it does not lead to impaired performance, inappropriate behavior, endanger the safety of any individual, or violate applicable law.

The College considers alcoholism and drug addiction to be medical problems and treats them as such. Any employee may voluntarily seek help for a drug or alcohol problem from the Office of Human Resources. All such requests for information will be treated as confidential. Employees will be referred to appropriate counseling or medical facilities for assistance and may submit bills for payment in accordance with the employee health insurance plan. Employees seeking in-patient rehabilitation or intensive out-patient treatment may take
college sick and/or disability leave to cover the treatment time away from the office.

In certain situations, the College may require medical evaluation and treatment of the employee as a condition of continuing employment if the employee's drug or alcohol problem is significant enough to be affecting her/his work performance or is creating a dangerous, intimidating or unprofessional work environment for others. In some cases, the College may require that the employee take a leave of absence from the College in order to seek treatment.

As with other types of medical leave, the College will require documentation from the physician or treatment center to support the employee's absence and will require a medical release when the employee returns to work.

In accordance with federal law and regulations governing the receipt of federal monies, an employee must notify the College of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction. Moreover, the College must notify the appropriate federal granting agency within ten (10) days after receiving notice from an employee or otherwise receiving official notice of such a conviction. Within thirty (30) days of a conviction, the College will take appropriate personnel action regarding the employee, up to and including dismissal, or require such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement or other appropriate agency. In addition, when there is suspicion of illegal activity, repeated serious offenses or denial of violation on the part of the employee, the College will cooperate voluntarily with local law enforcement personnel who seek information concerning an employee's illegal involvement with drugs.

Definitions: For purposes of this policy, ALCOHOLIC BEVERAGES include any beverage that may be legally sold and consumed and has an alcoholic content in excess of 3 percent by volume. DRUGS refer to substances other than alcohol that are capable of altering an individual's mood, perception, pain level, or judgment. PRESCRIPTION DRUGS are substances prescribed for the individual's consumption by a licensed medical practitioner. ILLEGAL DRUGS include any drug or controlled substance the sale or consumption of which is illegal.
Chapter III: Faculty Responsibilities

3.1 INSTRUCTIONAL RESPONSIBILITIES

3.1.1 Teaching Load

Full-time faculty normally teach the equivalent of twelve instructional hours (usually three four-credit classes) each semester. The Academic Dean may make certain exceptions for those faculty who have heavy administrative responsibilities. See "Joint Faculty/Administrative Positions" (2.120). Attention will be paid to the total student load of the instructor involved, with an annual minimum load of 90 FTE students in six classes (360 credit-hours) as the institutional expectation. Normally, instructors will have a student load of 45-75 FTE students per semester and 90-150 per year.

Normally, a class exceeds ten students in order to justify a part-time faculty addition. When classes for full-time faculty within the department do not enroll at least ten students and the full-time faculty members' enrollment for the semester is fewer than forty five, it is expected, whenever possible, that such full-time department members will assume responsibility for courses previously projected for part-time faculty.

A class (other than 260, 290, 460, 470 or 490 offerings) enrolling fewer than ten students will be canceled unless it is specifically approved by the Academic Dean. Forty students is the maximum for one course, unless otherwise agreed upon by the teacher, the departmental chairperson, and the Academic Dean. Normally, no faculty member will teach an overload.

As a part of their regular course-load, all members of the full-time faculty must be available to teach in the First-Year Experience program and evening classes.

Full-time faculty members are given teaching credit for instructing independent projects and internships. Guidelines for credit are as follows:

- Credit toward a course-load reduction is awarded for each student supervised in internship/independent study if the instructor teaches at least 45 students during the semester the internship is supervised. Records for credit are maintained in the Registrar’s Office.
• For every 18 students supervised in internship/independent study, full-time faculty are entitled to a one-course reduction in their teaching load in some future semester.

• Internship/independent study credit is awarded on courses numbered 260, 270, 290, 460, 470, 480, 481, 490, and Theatre Studies practicum.

• Credit for internship/independent study supervision is allowed only if the internship or independent study is completed.

• The maximum yearly accumulation of faculty internship/independent study credits is 8.

• Faculty must consult with their department about the timing of their course reduction and must notify the Academic Dean in writing of their intention to take a course reduction. Faculty could be asked to postpone their course reduction if the course reduction is inconsistent with departmental or College needs.

3.1.2 Concurrent Employment

Faculty employment at Guilford College is considered full time (August 15 - May 15) unless otherwise explicitly provided in salary arrangements. Concurrent regular employment may be undertaken by full-time faculty only with the prior written approval of the department chairperson and the Academic Dean. This regulation is not intended to discourage such activities as research, consulting, or public address. It seeks rather to ensure that College responsibilities are fulfilled and to safeguard the primary obligations of Guilford College to its students.

3.1.3 Summer School

Guilford College operates its own summer school. In assigning faculty for summer school teaching, the Director gives preference to full-time Guilford faculty, part-time Guilford faculty, and outside instructors respectively. Every effort is made to design a curriculum which meets student needs and to distribute summer teaching opportunities broadly and fairly throughout the faculty. Normally, the summer school load for any faculty member will be restricted to no more than two four-credit courses per summer. Salary is contingent upon an enrollment of three students (excluding auditors) and increased per student on a scale approved by the Academic Dean. Independent study and Internships are compensated on a per credit hour basis.
3.1.4 Text Selection and Library Reserve

Professors select their own textbooks. Required texts are to be ordered through the College Bookstore. In order for textbooks to be available for class use when needed, faculty members shall observe deadlines for orders set by the Bookstore: books should be ordered before the mid-semester break of the previous semester.

Books and copies of articles may be placed on library reserve. Each faculty member may place a total of ten items on reserve for each course taught by him or her during the semester. Reserve forms, available at the circulation desk, need to be filled out for each book (personal copy or library book) or article placed on reserve. The library staff requires one week for processing each reserve item. Books from other libraries cannot be put on reserve. The library staff recommends that faculty members keep a copy of any article or other reproducible item in case of damage or theft. All articles and books are removed from the reserve shelves at the end of the semester and stored, unless otherwise instructed or picked up by the instructor.

3.1.5 Course Syllabi

Professors shall prepare a syllabus for each course taught, including 250 and 450 courses, study abroad seminars, and courses offered for credit during summer school. A primary purpose of the course syllabus is to provide the student with exact information about what is expected in the course. Syllabi shall include a description of the course, an explanation of course objectives and general procedures, required and suggested readings, examination and paper requirements, all major assignments, the course attendance policy, and the instructor’s grading policies.

For courses not specifically described in the catalog (such as 250 and 450 courses), a description similar to those appearing in the catalog shall be prepared, with a copy of the description filed with the Registrar. All new 250 and 450 courses require approval by the department prior to scheduling the course and filing the description with the Registrar. Curriculum Committee approval must be secured if the course is to count as part of the required liberal arts degree requirements.

Each student must receive a copy of the syllabus. Copies shall also be deposited in the office of the Academic Dean for accreditation purposes.
3.1.6 Class Hours and Class Attendance

Faculty members shall consider carefully and responsibly the needs of their disciplines and of their students in determining how many hours per week their classes should meet in order to fulfill the objectives of the course. According to the Curriculum Committee, credit units are assigned to courses on the ratio of one credit unit per semester for each three hours of consistent effort per week expected from the typical student. The amount of time the student spends in the classroom as compared to the amount spent in outside study may vary from course to course, according to the needs of the material and the style of work the instructor or department deems most desirable. This flexibility in the number of class meetings will be maintained as long as classroom space is available. The standard course in the curriculum is a four-credit-course, assuming twelve hours study per week, including class, by the typical student.

Guilford bases course credit hours on student effort outside, as well as inside, the classroom. This policy stems from the College’s Quaker heritage that encourages students to be active partners with faculty in the learning process. One of Guilford College’s five academic principles, “student-centered learning,” means that Guilford expects faculty members to “serve less as lecturers and more as tutors, resource persons, and critics.” As a result, the College considers student interaction with faculty, other students, community members, and organizations outside the classroom as vital to the learning experience. In addition to standard reading, research projects, and papers, Guilford faculty members who teach courses that yield four credit hours and meet the standard 2.5 hours per week in classroom time are expected to include in their courses active learning activities which may include, but are not limited to, the following:

- Conferences and workshops
- Experiential and serving learning incorporated into courses
- Fieldwork and field trips
- Foreign language conversation tables
- Group work or cooperative work
- Journaling
- On-line discussion groups
• Related labs
• Required attendance at lectures, performances, and film showings
• Research projects that require substantial work outside of class
• Sketch groups in the visual arts

All syllabi should contain the number and types of such projects or assignments and should describe how they will be evaluated. Department chairs and/or Division Chairs will periodically review syllabi and recommend adjustments in course content to assure adequate active learning experiences when appropriate. In addition, courses will be reviewed to assure adequate content as part of the regular program reviews conducted on a rotating basis for all academic programs.

Attendance and interaction during class are integral to the education provided at Guilford, and College policy fundamentally emphasizes individual instructors’ rights to set limits on the number of absences allowed in a given course. In further support of individual instructors, however, the College grants the Associate Dean for Academic Advising and Retention the right, following a consultation with the faculty member of record, to withdraw a student administratively from any course in which he or she has reached the number of absences listed below. Faculty are encouraged to inform students ahead of time if they are approaching the limits indicated below, but since class attendance is absolutely the responsibility of the student, faculty are not required to do so. In no way should these limits be interpreted by students as maximum allowable absences. Instead they represent the point at which College policy authorizes administrative withdrawal; a student with this number of absences will have missed twenty percent of a given course, and fairness to other students dictates the administrative withdrawal.

Courses meeting once per week, full semester: three absences
Courses meeting twice per week, full semester: six absences
Courses meeting three times per week, full semester: nine absences
Courses meeting four or five times per week, full semester: twelve absences
Courses meeting once per week, Fast Track: two absences
Courses meeting twice per week, Fast Track: four absences
Summer school courses, five-week session: four absences
Summer school courses, ten-week session: four absences
If this withdrawal occurs prior to the published last day to withdraw with a W grade, the student will be awarded a grade of W. If this withdrawal occurs after that day, the faculty member will award the student either a WP (withdrawn passing) or WF (withdrawn failing) grade, the former of which has no effect on the cumulative grade point average but the latter of which is figured into the cumulative grade point average as a zero. No tuition refunds will be granted for administrative withdrawals other than those allowable under policies published in the College catalog.

Teachers and/or academic departments are free to set their own more stringent attendance policies for their classes. Students on academic probation are permitted no unexcused absences. When students are absent from class for as long as a week, faculty members shall inquire into the reason and notify the Associate Dean for Academic Advising, the Director of the First Year Program, or the Director of Retention in the Campus Life Office, who will determine whether the student is in need of counseling.

3.1.6.1 Vacation Breaks
Teachers shall not adjust class schedules or course requirements to accommodate students’ travel plans that conflict with scheduled tests, exams, classes, labs or assignments. Teachers shall not modify class meeting times the week prior to vacation without permission of the department chairperson.

3.1.6.2 Bad Weather Procedures
Classes can be canceled for the entire institution only by the President or Academic Dean. When such a suspension of activity occurs, either for all classes, or just for night classes, faculty, staff, and students will be notified via text, email, and local media outlets.

Individual instructors can cancel their classes if they reasonably believe they are unable to come to campus safely. In such cases, individual faculty should notify their students and department chair. It will normally be necessary to make arrangements to make up work missed on such occasions later in the term.

If commuting students reasonably believe that safety considerations prevent attendance at classes which are not canceled during bad weather, they should
refrain from undue risk and will receive an excused absence. Whenever possible, students should send a message to the relevant faculty person. These procedures regarding bad weather days should be announced to the students at the beginning of the semester by the faculty member.

No departments, administrative or academic, shall undertake departmental cancellations. All decisions regarding early termination of the work day for staff will come only from the Academic Dean or the President's Office in order to ensure fairness and institution-wide coordination.

3.1.7 Responsibility for Making Up Missed Classes

Intellectual development is the central concern of a liberal arts college. Extracurricular activities offer a wide variety of opportunities for enrichment of undergraduate experience, but established academic priorities must be maintained. Guilford College students must attend all classes and meetings, which are part of their course work, according to the class attendance policy. Those representing the College in departmentally or institutionally sponsored extracurricular activities which cause them to miss classes, labs, or meetings should, with the approval of the professor, make up that work, including examinations. In cases where make-up work is impossible because of the nature of the instructional experience, students must assume personal responsibility for choosing between their academic obligation and the extracurricular activity. At no time will students be excused from curricular responsibilities such as classes, labs, field trips or meetings to participate in extracurricular practices, rehearsals, or meetings, but must arrange with coaches and/or sponsors to make up missed work.

3.1.8 Office Hours

Because Guilford College strongly values personal contact between faculty and students, faculty members are responsible for holding weekly office hours. Normally, full-time faculty shall be available to communicate with students outside of class a minimum of five hours per week. These times shall be clearly posted and staggered throughout the week on at least three different days. Faculty teaching full time shall hold at least three of their required weekly office hours on campus and may hold the remaining office hours virtually, via electronic means. Weekly on-campus office hours shall be scheduled on at least three different days. When posting virtual office hour schedules, faculty shall make
clear how students can contact faculty during these times. Faculty teaching part
time shall hold on-campus and virtual office hours as above, pro-rated to their
teaching load and as approved by their department chair. All faculty members
may hold more than the minimum required number of weekly office hours and
these additional meeting times may be held on campus and/or remotely.
Additionally, when holding office hours on campus, faculty may work with a
student who is located elsewhere.

**3.1.9 Academic Advising**

Tenured and tenure-track faculty members, following their first year as a faculty
member at Guilford, serve as academic advisors for traditional age and adult
students, including first year and transfer students. Under some circumstances,
first year tenure-track faculty and faculty not on tenure-track serve in this advising
capacity as well.

So that they may effectively advise students, faculty members shall be familiar
with the information provided in the college catalog and be aware of academic
deadlines provided by the Registrar’s office. Faculty members shall respond in a
timely manner to appropriate requests from faculty and college offices associated
with advising and student status.

Faculty members serving as academic advisors are expected to participate in
academic advising workshops to maintain and further develop their advising
knowledge and expertise.

(See also 2.3.3.3: Effective Academic Advising.)

**3.1.10 Special Academic Events Period, Reading Day,
Final Examinations, and Course Grades**

*Revision approved by the faculty, March 2008*

The Registrar sets the final examination schedule and this schedule may not be
changed. Under exceptional circumstances, however, final examinations for
individual students may be adjusted at the sole discretion of the course
instructor. The college calendar will include, at the end of each (fall and spring)
semester, one Special Academic Events Period (SAEP) and one Reading Day
(RD). During SAEP, special academic events may be scheduled between 8:30
a.m. and 5 p.m. The normal class schedule will be observed after 5 p.m. Special
academic events include those academic events that could not otherwise be
scheduled during regular class time (e.g., recitals including students from different class sections, combined meetings of related classes that meet at different times, or extended meeting to view student presentations or watch a film). For an event to be scheduled during SAEP, the instructor must (a) receive approval from her/his department chair prior to the beginning of the semester; (b) receive approval from her/his division chair, via her/his department chair, prior to the beginning of the semester; and (c) include in the course syllabus a complete description of the event including the start and end times and the responsibilities of the student. In the event of a schedule conflict with another course-required special academic event, the student must, within one calendar week of the receipt of the conflicting course syllabi, initiate a discussion with the relevant instructors to find a suitable solution to the scheduling conflict. A student may schedule her/his own thesis defense to occur during SAEP. No other events may be scheduled on SAEP and no assignments other than those required by a special academic event may be due on SAEP.

RD will immediately follow SAEP. RD is allotted for student preparation for final examinations and papers. Except for Fast Track II and Intensive classes, no day or evening classes may be scheduled on RD, no events may be scheduled on RD, and no assignments may be scheduled or due on RD. Instructors may offer optional review sessions on RD and instructors are expected to hold their regular office hours on RD. A student may schedule her/his own thesis defense to occur on RD. The days following RD are to be used for students to prepare for and take final exams and/or complete remaining course work. A student's final work, such as a final exam or research paper, may not be due before the time that course final exam is scheduled to end as listed on the Registrar's final exam schedule. In addition, no course assignments may be due between the end of the last scheduled class before SAEP and the time that course final exam is scheduled to end as listed on the Registrar's final exam schedule. In addition, no course assignments may be due between the end of the last scheduled class before SAEP and the time that course final exam is scheduled to end as listed on the Registrar's final exam schedule. Students have the right to review all written work prepared by themselves. If papers, including examination papers, are not returned to the students, instructors must keep these papers on file by for one calendar year. Students have the right to review their papers at any time within this time period.

Final grades must be carefully calculated and reported to the Registrar within forty-eight (48) hours after the final examination. Once posted, final grades cannot be changed unless a faculty member discovers a computation or clerical error and the Associate Dean for Academic Advising and Retention grants
approval for such a change, or an official grade appeal results in an approved change. No grades for graduating seniors may be changed after transcripts are sealed prior to graduation.

Normally, a student’s performance in a course is measured by a letter grade: A, B, C, D or F. Plus (+) and minus (-) additions to letter grades may be assigned and will be shown on the student’s permanent record and used in the calculation of GPA. The grade for auditing is AU. The possible grades for credit / no credit classes are CR and NC, respectively. The grade of A represents exceptional achievement and is awarded for original insight, sound reasoning and the ability to evaluate the scope of the materials studied. The grade of B is granted for superior work and reflects interpretive skill on the part of the student and a clear understanding of the meaning and interrelatedness of the course materials. A grade of C is given for average work and indicates thorough familiarity with the basic facts and concepts considered in the course, even though underlying principles may not have been grasped. Although D is labeled a passing grade, it reflects a lack of fundamental knowledge of the subject. The grade of F is assigned for failing work.

Faculty shall use provisional (“X”) grades only when a student is unavoidably prevented from completing the work in a given course. Unavoidable circumstances are defined as cases of extended personal illness, death or serious illness in the family, significant accident, or other grave circumstances beyond a student’s control. Students must request approval for a provisional grade from her/his instructor as soon as possible and, for unavoidable circumstances that occur before the Friday before the last week of classes, no later than this date. If the instructor approves this request, the instructor must complete and submit the college on-line provisional grade request form. The generated e-mail will notify the student’s primary advisor of this request and submit the provisional grade request directly to the Registrar’s office. However, beginning students (those with less than 32 Guilford College credits) and students on academic probation must also obtain the approval of the Associate Academic Dean for Advising and Retention. The Registrar’s office will be responsible for forwarding requests that require such approval to the Associate Academic Dean for Advising and Retention. Instructors must calculate provisional grades under the assumption that the student will complete no additional work (i.e., by awarding zeros on all outstanding assignments). Provisional grades may only be replaced with a better mark upon the student’s
completion of the work. Because provisional grades may only consist of two characters (XB, XC, XD, and XF) and may not be lowered, faculty must be careful to award the student the appropriate provisional grade. For example, if a student had otherwise earned a provisional grade of C-, a faculty member would be required to instead award a provisional grade of XD, the next lowest possible provisional grade. It is the responsibility of the faculty member awarding the provisional grade to evaluate promptly additional work completed by the student and to replace the provisional mark with a permanent grade by the deadline set by the instructor that is no later than interim of the next regular semester. Provisional grades become permanent grades after this deadline. Graduating seniors may not receive a provisional grade.

Students may withdraw from a course with a grade of W up through the published last day to withdraw from a course with a W grade. After that, the regular grade shall be given unless (a) the Dean for Campus Life authorizes a medical withdrawal (which would result in a grade of W), (b) the student is eligible for a grade of WP or WF as described below, (c) the student never attended the course (which would result in a grade of WN, see section 3.150), or (d) the Associate Dean for Academic Advising and Retention or Dean of Students authorizes an administrative withdrawal for some extraordinary reason. A grade of WP, which does not affect a student's grade point average, shall be used only to indicate withdrawal while passing when a student (a) withdraws completely from the College or (b) is administratively withdrawn for poor attendance (see section 3.150). A grade of WF, which affects a student's grade point average as if it were an F, may be used to indicate withdrawal while failing when a student (a) voluntarily withdraws or is administratively withdrawn completely from the College, (b) is administratively withdrawn for poor attendance (see section 3.150), or (c) voluntarily withdraws or is administratively withdrawn from a class after the published last day to withdraw with a W grade and before the end of classes for that semester. The grade of WN, which does not affect a student's grade point average, is given when a student registers for a course but neither attends nor withdraws (see section 3.150).

Certain programs, seminars, and workshops offered by the Center for Continuing Education do not carry academic credit. However, when such projects are sponsored and approved by the Academic Dean in conjunction with the appropriate department, one Continuing Education Unit (CEU) is granted for each ten hours of satisfactory participation. All CEUs are recorded on CEU forms.
permanently maintained in the Registrar’s Office. CEUs are not convertible to academic credit at any time.

3.1.11 Grade Appeals Procedure

Grade appeals may not be made simply because a student wants a better grade or because of a disagreement over a subjective evaluation of submitted work. In addition, once posted, grades may not be lowered.

Grounds for grade appeals are:

- Clerical error by the instructor (e.g., misplacing an assignment that had been submitted properly by the student, mistyping a grade in a spreadsheet, or “clicking” on the wrong grade in BannerWeb);
- Computational error by the instructor (e.g., combining individual grades incorrectly); and
- Deviation from the grading scheme provided in the syllabus so significant as to affect a student’s grade (e.g., assigning a different weight to an assignment than stated in the syllabus so as to change the final grade).

The following procedures are followed by the Academic Dean’s Office in cases of student protests of final course grades.

- In all cases, the appeal of a final course grade must first be made to the instructor within 10 business days* after the official due date for final grades at the close of any given grading period. In the event that the instructor is unavailable, the student must, within the 10 business day period, initiate contact with the department chair or Associate Academic Dean (e.g., by sending an e-mail message) and, in this correspondence, describe her/his attempt to reach the instructor and state her/his intent to appeal a particular final course grade. Either the student or the professor may contact the Conflict Resolution Resource Center to request assistance in their communication, or each may invite one individual from within the Guilford Community to attend the discussion. If the student and/or the professor are uncomfortable with meeting face-to-face, even with the assistance of others, it is possible to have this discussion in writing. Note: Because transcripts are sealed and may not be changed for any reason after a student graduates, graduating seniors have only until 5 pm two days before the graduation date to appeal final regular, intensive,
If the student remains unsatisfied, she or he must then discuss the situation with the chairperson of the academic department involved, unless the instructor is the department chair. If the instructor is the department chair, the student must instead discuss the situation with the chair of the division in which this course was taught. For the grade appeal procedure, for First Year Experience and Adult Transition courses, the department chairs are the First-Year Experience Coordinator and the Adult Transitions Coordinator, respectively. The student shall bring all relevant materials and information to this meeting, including papers, tests, syllabi, etc. The student must contact the department chair, or the division chair if instructor is the department chair, within 5 business days of having finished discussing the matter with the instructor.

If still unresolved, the case may be appealed to the Office of the Academic Dean, where the Associate Academic Dean will continue to try to achieve an appropriate resolution. The student must contact the Associate Academic Dean within 5 business days of having discussed the matter with the department chair and present to the Associate Academic Dean a complete, written account of the facts and an argument that explains the justification for a grade change.

If the student wishes to appeal the decision made by the Associate Academic Dean, he or she must submit this appeal in writing to the Academic Dean within 5 business days of the date of the Associate Academic Dean’s decision. This appeal must include a discussion of the grounds upon which the Associate Academic Dean's decision should be reviewed; such grounds could include the discovery of additional information or a procedural irregularity so substantial as to have compromised the student's right to a fair hearing. The Academic Dean will review the matter and make a determination whether or not the appeal warrants calling together a special hearing board. If the Academic Dean decides there are no grounds on which to proceed further with the appeal, the decision of the Associate Academic Dean will be considered final. If the Academic Dean decides otherwise, a special hearing board will be constituted.

fast track II, and Saturday course grades and have them corrected. * A “business day” is a weekday that the college is open for business regardless of whether classes are in session.
At the discretion of the Academic Dean, a special hearing board will be instituted, composed of Guilford faculty and professional staff. The student and the instructor will each be asked to submit a list of requested faculty the Academic Dean might appoint to such a committee. Utilizing each list, the Academic Dean will appoint a group, drawing one individual from the student list, one from that of the instructor, and nominating a third. Both the student and the instructor will have the opportunity to reject up to three proposed members of the projected hearing board, until a group of three individuals satisfactory to the Academic Dean, the faculty member, and the student have been chosen and have agreed to serve.

The hearing board may meet with the student, the instructor, and anyone else appropriate and examine all relevant documentation. It will then make a final recommendation to the Academic Dean.

After receiving the recommendation of the hearing board, the Academic Dean will make the final decision regarding the student’s grade.

3.1.12 Provisions for Students with Disabilities

Guilford College recognizes the special needs and opportunities provided by college students with physical and/or learning disabilities. When a student requests, with appropriate support, an individualized learning plan, the College will attempt to develop an individualized learning plan for such students through the Office of the Academic Dean. The plan will utilize, where called for, such adjustments of the normal instructional process as untimed exams, oral reports and examinations, etc. The Academic Skills Center will act as a coordination and referral resource for these students. Normal non-discriminatory admissions standards and processes will govern the entrance of these, as of all, students to Guilford. As is the case with all students, the usual and full graduation requirements apply.

3.2 INSTRUCTIONAL TRAVEL

As part of the instructional program, faculty members may plan departmental field trips or may be asked to accompany students on off-campus seminars. In such cases, faculty expenses are reimbursed. Normally, however, the expenses of only one faculty member will be covered for either a field trip or an off-campus seminar unless the student enrollment exceeds twenty.
Off-campus seminars and departmental field trips are charged to either institutional or departmental budgets. The process by which faculty seek reimbursement utilizes the same form used for reimbursement of expenses for travel to professional meetings, and receipts for expenses must be attached. Eligible for reimbursement are out-of-pocket faculty expenses for meals, lodging, and travel. In the case of travel, it is assumed that faculty will accompany the students rather than use more expensive transportation. On a field trip or an off-campus seminar, the supervising faculty member shall make every reasonable effort to maintain the safety and well-being of students.

**3.3 ACADEMIC REGULATIONS**

In addition to the following regulations (3.310-3.340), additional academic information, policies, and regulations are to be found in the most recent editions of the Guilford College Student Handbook, the Advisers' Handbook, and the Guilford College Catalog.

**3.3.1 Academic Honor Code**

[Updated June 1, 2007, changes approved by the Clerk and the Associate Academic Dean]

To foster responsibility, the College operates under an honor system. Faculty members and students shall insist upon high standards of honesty and integrity in their classes. Faculty members shall call the Honor Code to the attention of their students, and may require that the Honor Pledge, "I have been honest and have not observed any dishonesty," be written on all academic work and may refuse to extend credit for work on which it does not appear. Academic honesty and integrity represent central elements of the liberal arts education at Guilford College. As scholars pursuing knowledge and truth, informed by the Quaker testimony on integrity, we seek a community where each member acts responsibly and honorably in all activities and at all times.

Acts of dishonesty represent a serious offense at Guilford College. Specific academic violations for which there are penalties include:

**3.3.1.1 Plagiarism**

Guilford College defines plagiarism broadly as presenting the interpretations, wording, images, or original conceptions of others as one's own without appropriate acknowledgement. Individual faculty members determine what
constitutes "appropriate acknowledgement" within the context of their courses, either by specifically stating requirements or by acknowledging the standard practice within a given discipline. The charge of plagiarism applies to any and all academic work, whether done inside or outside of the classroom and whether submitted as a rough draft or a final product.

[Updated June 1, 2007, changes approved by the Clerk and the Associate Academic Dean]

3.3.1.2 Unauthorized Collaboration

Students may not combine efforts on any and all academic work, done inside or outside the classroom, submitted to an instructor as a rough draft or a final product, unless specifically permitted by the instructor. Although instructors should clearly define the limits of collaboration allowed, the absence of any instructions indicates that collaboration is not permitted. When uncertain, the student should seek clarification from the instructor.

In cases of unauthorized collaboration, any student giving aid is as responsible as the recipient, unless the former is unaware that she/he has provided aid. A student who seeks unauthorized aid is responsible for participating in unauthorized collaboration whether the aid was given or received. The charge of unauthorized collaboration applies to any and all academic work, whether done inside or outside of the classroom and whether submitted as a rough draft or a final product.

3.3.1.3 Unauthorized Use of Materials

[Updated June 1, 2007, changes approved by the Clerk and the Associate Academic Dean]

It is the student’s responsibility to ascertain what materials may be used in any and all academic work whether done inside or outside of the classroom and whether submitted as a rough draft or a final product. The submission for credit of the same written work in more than one course is not permitted without the prior permission of both instructors.
3.3.1.4 Procedures for Dealing with Violations of the Academic Honor Code

[Name changed for 3.3.1.4 approved by Academic Deans office, October 6, 2006; section updated September 2015 by Clerk’s Committee]

I. When a Guilford College faculty member, student, or staff member observes or learns of a violation of the honor code as defined in the Student Handbook, he or she shall report this observation or discovery to the person responsible for the activity or assignment where the alleged violation has supposedly occurred; e.g., the instructor of a course. This person will be referred to below as the “instructor” even when the alleged violation is not associated with a course.

II. The instructor shall, by College e-mail or otherwise, endeavor to contact the student who allegedly violated the honor code to ascertain whether the student admits or does not admit responsibility for an honor code violation. At any time during the initial meeting or discussion between the student and an instructor or administrator, the student may request that the meeting be suspended for up to one week so that he or she may invite another Guilford College student or employee to this meeting to serve as his or her advocate for any or all subsequent meetings. The instructor or administrator may invite a Guilford College employee to any or all meetings. If the alleged violation occurs in a course and the instructor becomes aware of an alleged honor code violation after the last day of classes for that semester, after making an effort to reach the student by telephone or e-mail, the instructor may proceed without conducting an initial meeting or discussion with the student, if the student fails to respond within two days before grades for the class and/or for that particular student are due.

III. If the instructor considers the alleged violation to be an academic honor code violation, the instructor must report and describe the incident in full to the Associate Academic Dean, regardless of whether the student admits responsibility.

IV. If the student admits responsibility for an academic honor code violation, the Associate Academic Dean shall take the steps outlined in paragraph 6 below.

V. If the student does not admit responsibility for an academic honor code violation, the Associate Academic Dean shall conduct an investigation to
obtain the necessary information from the instructor, the student, and others to determine whether the student has committed an academic honor code violation. If the Associate Academic Dean concludes that he or she has a conflict or should otherwise remove himself or herself from the matter, the Associate Academic Dean shall transfer the matter to the Academic Dean, who shall, in turn, appoint a hearing panel to proceed as described in paragraph VII.C below. If the Associate Academic Dean does transfer the matter to the Academic Dean, or if the Associate Academic Dean concludes after investigating that no violation occurred, he or she shall notify both the student and the instructor in writing by College e-mail or campus mail.

VI. If the Associate Academic Dean concludes that an Honor Code violation has occurred, either because the student has admitted to responsibility or because the Associate Academic Dean has so concluded after investigation, the following steps apply:

A. The Associate Academic Dean shall check the student’s record for any prior violations of the honor code.

B. If the student has no record of a previous honor code violation, the Associate Academic Dean will consult with the instructor and ordinarily impose one of the three standard sanctions (see Standard Sanctions section below), or a more serious sanction if one is stipulated in the course syllabus.

C. If the student does have a record of one or more honor code violations, the Associate Academic Dean must impose at least the standard sanction based on the number of prior violations (see Standard Sanctions section below).

D. In all cases, the Associate Academic Dean enters an honor code violation in the student’s academic record.

E. The Associate Academic Dean reports this outcome in writing, by College e-mail or campus mail, to both the student and the instructor.

VII. The student may appeal a decision by the Associate Academic Dean that finds him or her to have committed an honor code violation. If the student chooses to appeal the decision, he or she has ten (10) business days from the delivery date of this decision to submit such an appeal, in writing, to the Academic Dean:
A. On the basis of the Associate Academic Dean’s written decision and the student’s written appeal, the Academic Dean will decide, in his or her sole discretion, whether the appeal has sufficient merit to proceed to a hearing panel. Typically, sufficient merit to proceed to a hearing panel would require new, relevant information obtained after the decision by the Associate Academic Dean or some procedural error so substantial that it interfered with the student’s right to a fair decision.

B. If the Academic Dean, in his or her sole discretion, does not conclude that the appeal has sufficient merit to proceed to a hearing, then the case is closed and the decision of the Associate Academic Dean will remain in effect and will be followed.

C. If the Academic Dean, in his or her sole discretion, concludes that the appeal has sufficient merit to proceed to a hearing, or if the Academic Dean has assumed responsibility for the case due to the Associate Academic Dean’s stepping aside under paragraph 5 above, then the Academic Dean shall convene a hearing panel of three faculty (appointed pursuant to faculty governance procedure) and three students (appointed pursuant to student governance procedure). This panel shall investigate the case and collect evidence, including any statements, to determine whether the student is responsible for an academic honor code violation. Once it has made its determination, the panel shall report its conclusion to the Academic Dean I writing. A copy of this report shall be available to the student and the instructor upon request.

D. The Academic Dean shall make the final determination, after considering the Associate Academic Dean’s report (if any), the transcript from and evidence presented in the panel’s hearing, and the panel’s final report. Because the decision of the Academic Dean is final, no appeal may follow his or her decision.

E. If the Academic Dean finds the student responsible for an academic honor code violation, the Academic Dean shall affirm the decision of the Associate Academic Dean or, in cases where the Associate Academic Dean has stepped aside, shall impose a sanction under the procedure outlined in paragraph VI above.

F. The Academic Dean shall inform the student in writing of his or her decision, by College e-mail or campus mail, and send a copy of this notice
to the instructor, chair of the hearing panel, and Associate Academic Dean, who will update the student's record to reflect this decision and sanction.

G. If the Academic Dean finds the student not responsible, he or she will inform the student in writing and send a copy of this letter to the instructor, chair of the hearing panel, and the Associate Academic Dean, who will update the student's record by deleting from it all references to this alleged violation.

VIII. As an exception to the foregoing rules, certain instances of plagiarism may be addressed under their own procedures, as follows:

A. Specifically, in a case of plagiarism where an instructor concludes
   i. That the violation was due to the student’s genuine incomplete understanding of standard acknowledgment practice or of what constitutes plagiarism and
   ii. That the student has accepted an appropriate level of responsibility for the plagiarism based on the circumstances involved, the instructor may choose to report, but is not required to report, to the Associate Academic Dean that an honor code caution is appropriate.

B. Upon receiving such a report, the Associate Academic Dean, in consultation with the instructor, shall conclude whether to issue an honor code caution.

C. The Associate Academic Dean shall maintain an updated list of such cautions, including a description of the type of each incident. Entries in this list will not be considered part of a student’s permanent academic record. However, if a student is alleged to have committed a violation of the honor code that is the same as or similar to a previously reported academic honor code caution, this subsequent offense will be treated as an academic honor code violation with no possibility of resulting in a caution. The Associate Academic Dean will determine whether an alleged violation will be considered the same as or similar to one that previously resulted in a caution. The Associate Academic Dean’s determination will be final and may not be appealed.

D. In cases of plagiarism, the instructor should offer to work with the student to address the relevant honor code issues in an educational fashion, and
will grade the student’s work as the instructor considers appropriate and as is consistent with the course syllabus.

E. Instances of plagiarism that the instructor concludes are not the result of the student’s genuine incomplete understanding of standard acknowledgment practice or of what constitutes plagiarism, or instances of plagiarism for which the student does not accept an appropriate level of responsibility based on the circumstances involved, shall be handled as all other alleged violations of the honor code, and the provisions of paragraphs I-VII above shall control.

Standard Sanctions

[Updated December 2015, changes approved by the Clerk and the Clerk’s Committee]

- First offense: F or zero on the assignment
- Second offense: F in the course, if any, or, if not, a comparable sanction (as determined by the Associate Academic Dean)
- Third offense: F in the course and Suspension from Guilford College

NOTE: Instructors may have a policy that imposes failure of the course for the first Academic Honor Code offense; in such a case, this policy must be specified in the syllabus at the beginning of the semester.

3.3.2 Probation, Suspension, and Dismissal

[Updated by Clerk’s Committee, December 2008]

Good Academic Standing

Students with a cumulative grade point average of 2.00 or better are in good academic standing at Guilford. A student new to Guilford is considered to be in good academic standing.

Academic Suspension or Dismissal

If, while on academic probation, a student records a semester grade-point average between 1.75 and 1.99, inclusively, the student will be academically suspended. Suspensions from the college are nominally for at least one calendar
year. If, while on academic probation, a student records a semester grade-point average below 1.75, the student will be academically dismissed.

If a student begins a semester in good standing but ends the semester with a cumulative grade-point average of 1.00 or less and a semester grade point-average between 0.75 and 1.00, inclusively, the student will be academically suspended from the college without a probationary period. Suspensions from the college are nominally for at least one calendar year. If a student begins a semester in good standing but ends the semester with a cumulative grade-point average of 1.00 or less and a semester grade point-average less than 0.75, the student will be academically dismissed from the college without a probationary period.

To be reinstated as a student at Guilford, dismissed and suspended students must reapply and be readmitted to the college following the guidelines in the Student Handbook. Readmission, though, is not guaranteed. A student who has been academically suspended from Guilford College may, however, apply to take summer courses at Guilford. If readmitted to Guilford for attendance in summer school, an academically suspended student would be required to work with the Academic Advising Liaison (traditional-age students) or the Student Success and Persistence Coordinator (adult (CCE) students) to select and enroll in two approved four credit academic courses. During the summer, students would be required to obtain the approval of the Academic Advising Liaison (traditional-age students) or the Student Success and Persistence Coordinator (CCE students) before the student could make any changes in her/his summer course registration. A student who earns a "C" average (summer term GPA greater than or equal to 2.00) would qualify to continue her/his study at Guilford as a full-time student at Guilford beginning that fall semester.

### 3.3.3 Falsification of Information

Guilford College strictly forbids falsification of information on College forms and records. Such misconduct may result in termination of employment.

### 3.3.4 Respect for Persons

(See Policy on Harassment and Intimidation in 2.800)
3.4 OTHER FACULTY RESPONSIBILITIES

3.4.1 Attendance at Faculty Meetings
Regular attendance at faculty meetings is considered a major responsibility of all faculty.

3.4.2 Committee Service
[Revision approved by the faculty, January 28, 2014 and the President, March 19, 2014]
Faculty members shall serve on committees and attend committee meetings regularly. Normally, each faculty member sits on one standing committee annually, which may be replaced by service as departmental chair. The Nominating Committee makes every effort to distribute the workload of committee assignments evenly. New faculty normally do not serve on committees the first year. (See "Nominating Committee" 1.4.15.)

3.4.3 External Community Service
The College encourages its faculty to engage in community activities according to their own preferences, but faculty members should consult with departmental chairpersons and the Academic Dean before accepting unusually demanding outside activities. In speaking publicly, faculty members should always make it known when they speak for themselves rather than for the College.

No expenses are to be charged to the College for the preparation or distribution of materials

- Announcing community meetings not sponsored by a department or official organization within the College;
- Encouraging the adoption of views of partisan political or public policy; or
- Promoting community concerns that do not directly and substantively enhance the operation of the College. Individuals may create and distribute such materials at their own expense. The distributor should identify himself or herself on distributed materials. These regulations do not apply to meetings or materials related to the content of College courses, or to officially sanctioned College functions or events.
3.4.4 **New Student Orientation**

Faculty shall assist in the welcoming of new students and parents during orientation. All faculty are expected to attend the opening convocation. Those with first-year or transfer advisees shall be available to meet with them during the orientation program.

3.4.5 **Commencement**

Members of the faculty shall participate in spring commencement exercises. In exceptional cases, a faculty member who cannot participate shall notify the Academic Dean's office. In the commencement procession, retired faculty will march first and retiring faculty second; the remainder of the faculty follow in no designated order. Faculty shall provide their own caps, gowns, and hoods to wear in the academic procession or pay a rental charge if such items are ordered for them by the College. The rental fee is to be paid either in advance, when the cap and gown are picked up, or through authorization of a payroll deduction to be made in the May 31 salary payment. Some faculty members believe that traditional academic cap and gown are inconsistent with the Quaker belief in simple dress. Such individuals are excused from appearing thus garbed, but should dress with a dignity befitting the public and formal nature of the graduation ceremonies.

3.4.6 **Departmental Guidelines for First-Year Experience**

First-Year Seminars, offered in the fall semester of each year, are generally taught by full-time faculty who have been at Guilford a minimum of two years. The teaching load shall be spread proportionately across all departments. For instance, two-person departments shall teach a minimum of one First-Year Seminar every two years, three-person departments shall teach a minimum of two First-Year Seminars every three years, and four-person departments shall teach a minimum of one First-Year Seminar every year. The Academic Dean may release departments which are temporarily understaffed from this program.

3.4.7 **Academic Department Chairs**

The successful accomplishment of College goals depends heavily upon the leadership, administration, and management of the academic department by the chair. The department chair is of critical importance to the mission and program of the department and the institution. Academic department chairs serve on only
one College standing committee in order to allow them sufficient time to fulfill their responsibilities as chair (see Workload Policy in Appendix H).

The department chair has five major responsibilities:

- Effective curriculum development and administration;
- Effective leadership in professional and personnel relations, with and among faculty and staff;
- Effective recruiting of new faculty;
- Orienting and mentoring new and part-time faculty; and
- Supervision of departmental budget.

Specifically, the chair provides leadership in curricular planning, fosters interdisciplinary and experimental curricular offerings and programs, arranges for the procurement and maintenance of instructional equipment, coordinates the purchase of library materials and teaching materials, tracks enrollments and enrollment trends, oversees the scheduling and staffing of course offerings, coordinates advising and registration, and directs assessment planning and implementation.

In addition, the chair oversees the recruitment of new full- and part-time faculty (see 2.200), orients new faculty to the services and policies of the department and the College, reviews the performance of "temporary part-time" faculty members, (See "Part-time Faculty Status" 2.221 for schedule of review.) nominates departmental colleagues for promotion, fosters the development of the team concept of responsibility to the goals of the department and college, prepares and oversees the departmental budget in consultation with department members, attends or sends a representative to all meetings pertinent to the department, prepares the department's annual report, and supervises the department's assessment program.

The department chair also has specific responsibilities to students. She or he disseminates information about department programs, employment, graduate school and other related information to students; hires and supervises the students employed by the department; hears student complaints about department faculty and programs; and evaluates student petitions for special arrangements.
In carrying out these responsibilities, the chair convenes and leads regular departmental meetings. Academic departments use the Quaker process of seeking the sense of the meeting in conducting their business. Other members of the department equitably share responsibility for the implementation of departmental duties. The Academic Dean will conduct an orientation meeting for new departmental chairs in the fall semester, and chairs will occasionally be asked to meet with the Dean to discuss matters of academic administration.

The Academic Dean, in consultation with all members of the department involved, appoints academic department chairs. The normal term of service is three years. Chairs may serve more than one three-year term in a row, but the expectation is that the chair is a rotating responsibility. In cases of leaves, departmental personnel shifts, and similar situations, the normal pattern may be modified.

3.4.8 Response-Time Guideline

[Revisions approved by the faculty, March 5, 2014]

All College employees will make reasonable efforts to respond to inquiries from students, parents, and other off-campus constituencies, and each other, by the close of the next business day.
Chapter IV: Institutional Procedures

4.1 CORRESPONDENCE AND COPYING

4.1.1 Copy Service

The Print Shop offers high speed duplicating services to all faculty, staff and student organizations. Copy items should come through the Correspondence Center where they are logged and assigned a Job Order Number. Jobs will be billed to the appropriate department or organization number you provide.

We require a 24-hour turnaround time on job requests. During the first two weeks of the semester, as well as two weeks before school starts, we ask for 48 hours notice. Exceptions to these time frames may be considered on a special request basis.

Some of the services we offer include folding, binding (both comb 10 - 112 sheets and glue up to 125 sheets), hole punching, and cutting to various sizes. We require that set ups for post cards or items with multiple copies on one sheet come to us camera ready. **We do not copy directly from books.** Please submit clean originals on white paper when requesting copies or check with us to see if we have an original on file.

4.1.2 Copyright Policy

It is the policy of Guilford College to comply with all relevant sections of the United States Copyright Law. Our policies assume respect for the rights of copyright holders, tempered by the recognition that the educational process dictates a flexible and good faith interpretation of the “fair use” doctrine.

The information and guidelines presented below are based on United States Copyright Law. Some materials of interest to the College community may be protected under the copyright regulations of other nations. This document does not address the copyright issues that arise in such circumstances; members of the College community who wish to make use of such materials are encouraged to seek more specialized guidance. Some of the material appearing below is taken from the US Copyright Office Web page at [http://lcweb.loc.gov/copyright/](http://lcweb.loc.gov/copyright/); US government publications are not subject to copyright protection.

This policy addresses the use of copyrights materials by students, faculty, and staff of Guilford College. It has been adapted, with permission, from the policy...
approved by Swarthmore College in June, 2000. Issues regarding the allocation of rights to intellectual property created by members of the College community are addressed in the separate Intellectual Property Policy [approved by the Board of Trustees on October 7, 2006].

This policy consists of two parts: a narrative statement and a tabular matrix of instances likely to arise in the course of the College’s activities.

WHAT IS COPYRIGHT?

Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of "original works of authorship," including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- To reproduce the work;
- To prepare derivative works based upon the work;
- To distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To perform the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- To display the copyrighted work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and
- In the case of sound recordings, to perform the work publicly by means of a digital audio transmission.

It is illegal for anyone to violate any of the rights provided by the copyright law to the owner of copyright. These rights, however, are not unlimited in scope. Sections 107 through 121 of the 1976 Copyright Act establish limitations on these rights. In some cases, these limitations are specified exemptions from copyright liability. One major limitation is the doctrine of "fair use," which is given a statutory basis in section 107 of the 1976 Copyright Act. A second relevant
limitation is the ability of libraries to make copies of copyrighted works under specified conditions.

WHAT WORKS ARE PROTECTED?

Copyright protects "original works of authorship" that are fixed in a tangible form of expression. The fixation need not be directly perceptible so long as it may be communicated with the aid of a machine or device. Copyrightable works include the following categories:

- Literary works
- Musical works, including any accompanying words
- Dramatic works, including any accompanying music
- Pantomimes and choreographic works
- Pictorial, graphic, and sculptural works
- Motion pictures and other audiovisual works
- Sound recordings
- Architectural works

These categories should be viewed broadly. For example, computer programs and most "compilations" may be registered as "literary works"; maps and architectural plans may be registered as "pictorial, graphic, and sculptural works."

There are time limitations to copyright protection. Copyright protection has expired for all works published prior to 1923. For works published between 1923 and 1977, copyright protection extends for 95 years, if the copyright owner complied with certain statutory formalities; otherwise, the copyright protection may have expired. Works created or first published between 1978 and the present are protected by copyright for the author's life, plus 70 years, if the work is ascribed to an individual. For anonymous works, or works created by corporate authors, copyright protection extends for 90 years from the time that the work was created.

Out of print materials are generally protected by copyright, unless the copyright time limits have expired. Out of print materials may be reproduced in accordance with the fair use guidelines described below.
Works published since March, 1989 need not bear a copyright notice to be protected under the Copyright Act.

WHAT IS NOT PROTECTED BY COPYRIGHT?

Several categories of material are generally not eligible for federal copyright protection. These include among others:

- Works that have not been fixed in a tangible form of expression, (for example, choreographic works that have not been notated or recorded, or improvisational speeches or performances that have not been written or recorded)

- Titles, names, short phrases, and slogans; familiar symbols or designs; mere variations of typographic ornamentation, lettering, or coloring; mere listings of ingredients or contents

- Ideas, procedures, methods, systems, processes, concepts, principles, discoveries, or devices, as distinguished from a description, explanation, or illustration

- Works consisting entirely of information that is common property and containing no original authorship (for example: standard calendars, height and weight charts, tape measures and rulers, and lists or tables taken from public documents or other common sources)

- Publications of the United States government.

- Materials on which the copyright has expired, or been declared in the public domain, including all works published prior to 1923 in the United States.

WHAT IS FAIR USE?

Fair use is a vaguely defined concept that is described in the statute as follows:

§ 107. Limitations on exclusive rights: Fair use. Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include:
• The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

• The nature of the copyrighted work;

• The amount and substantiality of the portion used in relation to the copyrighted portion as a whole; and

• The effect of the use upon the potential market for or value of the copyrighted work. The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all of the above factors.

With this less than clear legislation, it is obvious that the concept of "fair use" has come to be defined by judicial rulings, most of which are not directly relevant to the use of copyrighted materials at institutions such as Guilford. Court decisions that rule in favor of or against fair use in particular instances consider all four of the factors listed above, with weightings that vary from case to case. In general, factor (4) has come to be viewed as the most important determinant of the fair use of copyrighted materials, although always in the context of the other three criteria.

WHAT ARE THE RIGHTS OF LIBRARIES TO REPRODUCE COPYRIGHTED WORKS?

Section 108 (d) and (e) of the statute describes a limitation to copyright that is used frequently in academic institutions. It is not an infringement of copyright when libraries (or patrons) make single copies of certain copyrighted works (excluding musical works, graphic, pictorial or sculptural works; motion pictures or other audiovisual works, except audiovisuals dealing with the news) provided that:

• Only individual articles or small portions of a larger work are copied;

• The copies becomes the property of the patron;

• The copies are used for private study, scholarship or research and the copying is not done for commercial advantage;

• The library displays prominently a notice warning of copyright in accord with requirements published by the US Copyright Office.
Libraries may make copies of entire works (or substantial pieces of a work) if the work cannot be obtained after a reasonable search and at a reasonable price.

**COURSE READINGS**

- Faculty can provide supplementary materials or course readings by:
  - Distributing multiple copies for classroom use;
  - Placing items on print reserves in the library;
  - Making materials available using electronic reserves via class conferences;
  - Compiling anthologies ("course packs");

Each one of these methods is treated somewhat differently under copyright law.

**Multiple Copies for Classroom Use**

(Following the American Library Association's Model Policy Concerning College and University Photocopying for Classroom Research and Library Reserve Use (1982).)

With respect to classroom uses, the following guidelines apply:

- Only one copy may be distributed for each student per course;
- The distribution of the same photocopied material may not occur every semester that a particular course is taught;
- The material must include a copyright notice on the first page of the portion of material photocopied; and
- Students may not be assessed any fee beyond the actual cost of photocopying.

Furthermore, copying should meet the tests of brevity and spontaneity.

To meet the brevity test, no more than one article, poem, story or essay may be copied from the same author and no more than three from the same collective work or periodical volume during one class term.

Spontaneity is defined as that which meets the following two criteria:

- The copying is at the inspiration of the individual instructor, and
The decision to use the work and the time of its use are so close in time that it is impractical to expect a timely reply to a request for permission to copy.

Given the amount of time it often takes to get permissions, faculty may generally presume that the first time they use an item that otherwise appears reasonable, the use will fall within these guidelines. However, if the faculty member expects to use the materials again, they should seek permissions from the copyright holder before a repeat use. (Alternatively, faculty should seek permissions when they decide to use the work. They may proceed with use of the work if permission is not forthcoming prior to the time when the work is introduced in the course).

In any case, photocopying for classroom use:

- Should not contribute to a significant detrimental impact on the market for the copyrighted work;
- Should not be used to create or replace or substitute for anthologies, compilations or collective works;
- Should not be used to reproduce consumable works such as copyrighted workbooks, exercises, standardized tests and test booklets and answer sheets, etc; and
- Should not substitute for purchase of books or periodicals.

**Print Library Reserves**

It is reasonable to believe that fair use applies to photocopies on the Library's reserve shelf to the extent that it functions as an extension of classroom readings (provided that the brevity and spontaneity criteria are satisfied) and reflects an individual student's right to photocopy for his or her personal scholastic use. The use of photocopied material for course reserves is subject to the following guidelines:

- The Library must own a copy of a work placed on reserve. Alternatively, the Library may accept a copy of a work that is not in its collections with the assurance from a faculty member that the work is in her/his own personal collection.
- Photocopies of only one work from a single author, or three from the same collective work or periodical volume, may be placed on reserve for a single
course. Faculty members who wish to place photocopies of more than three chapters from a collected work or monograph or more than three single journal articles on Reserve must seek permission from the copyright holder.

- Generally, the Library should not place more than five photocopies of a single article, reading, etc. on reserve, but factors such as the length or difficulty of the assignment, the number of enrolled students and the length of time given for completion of the assignment may permit the Library to place more than five photocopies on Reserve.

- If faculty members wish to place photocopied material on Reserve for a second semester, they must seek permission from the copyright holder to do so, unless that material comes from a journal for which Guilford pays an institutional subscription price.

- Photocopies must not be retained by the Library following completion of the course.

Placing Entire Works or Large Sections of a Monograph on Reserve

- Sometimes a faculty member wishes to place multiple photocopies of an entire work on Reserve.

- If the work is a monograph and is in print, the Library can only accept individual chapters (not to exceed 10% of the entire work during a single semester).

- To place larger sections on reserve, the faculty member must seek permission from the publisher of the work. The Library will help the faculty member ascertain if the work is available and/or under copyright.

- If the work is out of print and it is unlikely that the Library can obtain the work "for a fair price", under Section 108(e) of the Copyright Act, the Library may either photocopy a work it owns or accept up to three photocopies from the faculty member.

Special Considerations Concerning Sheet Music

In addition to the general guidelines that pertain to all printed materials, the following apply to the photocopying of sheet music:
• Faculty may copy for classroom distribution (or place on reserve) an excerpt which is no more than 10% of the whole work. In addition, the portion copied must not comprise a part of the whole work that would constitute a performable unit such as a section, movement or aria.

• Purchased printed copies may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics altered or added if none exist.

Electronic Library Reserves

Some publishers, as well as the Copyright Clearance Center, treat electronic reserves (that is, reserve readings which are scanned in and made available digitally) as different from printed reserves. However, in general, the guidelines for print reserves (above) should be used as the basis for determining fair use in the case of electronic reserves, as well. To the extent technically feasible, electronic reserves are subject to certain additional restrictions:

• The reserve system will restrict the number of patrons that can access each work simultaneously. Generally, the restriction will be 5 simultaneous users.

• Reserve materials will be password protected; the password will be made available only to those enrolled in the class (and those responsible for maintaining the system).

• The electronic reserve system will display copyright notice.

• Materials will be removed from the public server at the conclusion of each course.

• The reserve system will include a notice in conjunction with each item on electronic reserve, indicating that downloading or creation of an additional electronic copy is prohibited.

Network delivered course readings

Criteria for use of a secure server, such as a Lotus Notes conference or academic share space limited to the faculty and students in a particular class can be considered a similar extension of the classroom reading function. Access to the share space must be limited to current members of the course. Faculty members are responsible for ensuring that all other requirements for electronic reserves are met when posting readings to course conferences under their
control, including the posting of copyright notices, the removal of copyrighted materials from the server at the end of the course, and obtaining permission before posting copyrighted material for a second or subsequent use.

**Course Packs**

If a faculty member wishes to compile a set of articles into a course pack for distribution or sale:

- He/she must seek permissions for all materials to be included.
- Even with significant lead time, there may be some instances wherein permissions are not secured prior to the beginning of the term. If this occurs, we suggest that those readings be placed on reserve in the library or they may be distributed to students following the guidelines for "multiple copies for classroom use" (above).

**SCHOLARLY USE OF COPYRIGHTED MATERIALS**

The College has long held that the scholarly activities of the faculty are integral to the educational mission of the institution. In recent years, the growth of student/faculty research in the curriculum only highlights the degree to which faculty scholarship is an extension of the work done with students in the classroom and laboratory.

Traditional interpretations of copyright law have long held that the reproduction of copyrighted materials for the individual use of scholars is fair use. While this environment remains largely intact, recent court rulings have circumscribed the breadth of this fair use exception.

Reproduction of entire journal articles or small sections of a monograph is permitted, assuming that the copy is for the individual use of a scholar. (Further distribution of that copy by, for example, producing copies for a group of students will typically fall under the guidelines for "multiple copies for classroom use", above.)

Reproduction of entire monographs may be permitted only for the scholarly use of individuals, provided that the "spontaneity" test is met. Absent this, scholars should either purchase a copy of the monograph, if available, or seek copyright permission. (For out of print materials, a reasonable attempt must be made to obtain copyright permission as these materials retain their copyright protection.)
Institutional encouragement of widespread reproduction of copyrighted material (by, for example, circulating individual journal issues to faculty for systematic copying of individual articles for their files) is not considered fair use.

VISUAL RESOURCES

The use of visual materials in teaching and research by studio artists, art historians, architectural historians and historians of film, among others at the College, is fundamental to their ability to carry out the educational mission of the institution. The following guidelines recognize the crucial nature of these needs and aim to respond to them in the most productive and generous spirit possible, while still upholding the tenets of copyright legislation.

For visual materials, ownership of the copyright can be ambiguous, with several possible rights holders involved. These include:

- For published materials into which images are incorporated, the compiler of the images (i.e., the publisher or author), one or more photographers who may not have relinquished copyright to the compiler, and/or the creator of the work(s) or art shown (if not in the public domain).
- For collections of published images, the printer/publisher of the images, the creator(s) of the individual prints, and/or the creator(s) of the original unique works of art reproduced in print form.
- For unpublished images, those who originally created the works.
- Any person or entity to which any of these copyright holders have transferred or assigned their copyrights.

In addition, museums or other repositories may have "proprietary interests" which grant them the legal right to control access to and distribution of reproductions of works under their control.

For the purposes of educational, not-for-profit uses of materials such as 35 mm slides depicting works of art, the "mechanical" means used to photograph those works usually can be characterized as documentary in intent and fundamentally non-creative in nature. These depictions are therefore not protected by copyright. This then enables the free use -- use without seeking permission -- of reproductions of these "mechanical productions" in the event that the works they depict are not themselves copyright protected.

Acquisition/production of visual materials
The following guidelines govern the acquisition of visual materials (images) for educational and scholarly use:

- The first recourse for obtaining visual materials for use in the classroom (or for other professional activity by faculty, short of publication) should be purchasing or licensing these materials from appropriate vendors in a volume adequate to cover such use or activity.

- In-house production of visual materials through copy photography or duplication of original materials is a fall-back option, provided that the "brevity" and "spontaneity" criteria are met, or in the event that documented good faith efforts to find commercial sources, at a fair price, for the materials have been unsuccessful.

- For purposes of the "brevity" criteria, a published collection of images (or published text into which images have been incorporated) is judged to be a single work; reproduction of images in such a work should be limited to 10% of the total number of images in the collection.

- If materials are acquired through the duplication of original copyright-protected slides, photographs, or digital works (as distinct from those reprinted in texts or other collections of images), it is necessary to seek permission from the copyright holder(s) before their duplication and/or use can proceed. In the event that the spontaneity of the need for these materials precludes obtaining permissions prior to their use, reproduction and use may proceed on a one-time basis only. Subsequent use may proceed only once the necessary permissions have been secured, or good-faith efforts to obtain them have been documented.

- Under no circumstances may more than one copy of a given image be made at any one time.

- Low resolution digital representations of images ("thumbnails") can be produced and used in support of scholarship or the curriculum by College faculty, students and staff without the need to secure permission from the copyright owners of the original image. (The audience for "thumbnail" reproductions should be limited, however, to the College community.)

Use of visual materials

Visual materials that have been produced or acquired in accordance with the guidelines outlined above may be used for teaching in the classroom and for...
other related, non-commercial, non-publication purposes by faculty, staff and students. Specifically, the non-commercial, nonpublication, professional activities of faculty and staff (public lectures, presentations at professional meetings or other institutions, etc.) are understood to be extensions of the educational work carried out in the classroom. All such activities generally are considered fair use under these guidelines.

NOTE: The use of visual materials in scholarly or professional publications requires prior permission of the copyright owner(s). In this context "publication" is taken to mean both traditional print media, and any Web-based or on-line presentation with an audience that extends beyond the College computing network.

VIDEO/MULTIMEDIA MATERIALS
(Derived from the 1996 guidelines developed by the Consortium of College and University Media Centers.)

Examples of multimedia materials include slide presentations, videos, and secure web pages. When incorporating the work(s) of others into multimedia creations, the following are considered amounts of materials that are likely to be construed as fair use:

- Motion media - up to 10% of a work or 3 minutes, whichever is less;
- Text - up to 10% of a work, or 1000 words, whichever is less;
- Poetry - up to 250 words from a work, but also limited to 3 poems or portions of poems by one poet or 5 poems or portions of poems by different poets from an anthology;
- Music - up to 10% of a work or 30 seconds, whichever is less (any alterations to a musical work should not change the melody or basic character of the work);
- Photos and images - up to 5 works from one author or up to 10% or 15 works, whichever is less, from a collection;
- Database information - up to 10% of a work, or 2500 fields or cell entries, whichever is less.

In all cases, incorporation of the works of others must be accompanied by attribution to the author (or other copyright owner) and a valid copyright notice.
Because of the time and effort required to develop multimedia materials, the fair use of incorporated works is allowed for a period of 2-years from the first instructional use or public display of the multimedia work.

Faculty may:

- Incorporate the work of others in their multimedia creations (subject to the restrictions above) to develop curriculum materials where access is limited to students enrolled in the relevant classes and to others with curricular justification;

- Demonstrate their multimedia creations at professional symposia and retain the creations in their own portfolios (though display/dissemination privileges are restricted to a period of 2 years from the time of first instructional use or public display).

Students may:

- Incorporate the works of others into their multimedia creations (subject to the restrictions above) and display them for the exclusive purpose of fulfilling their academic assignments;

- Demonstrate their multimedia creations at professional symposia and retain the creations in their own portfolios (though display/dissemination privileges are restricted to a period of 2 years from the time of submission of the academic assignment or first public display).

For both students and faculty, retention within a portfolio does not include the right to display multimedia works in a public forum such as the World Wide Web, unless permission from the relevant copyright owners have been obtained for this purpose.

Even if incorporating the work of others into a multimedia work is considered fair use, creation or distribution of additional copies of the multimedia work incorporating those materials is not fair use. Duplication of multimedia creations beyond that required to provide a backup copy is not generally considered fair use, though joint developers may each have a copy.

**UNPUBLISHED MATERIALS**

All materials of intellectual and/or creative content not produced for dissemination in multiple copies beyond a narrow group are considered unpublished. For example, a College staff policy circular is unpublished, but a newsletter is a
publication. Unpublished materials can be in any format. Most common are personal papers, organizational records and such memorabilia as snapshots and home movies.

Unpublished materials may be used without the consent of the copyright owner if either the copyright has expired or the fair use exception applies. Historically, the creators of unpublished materials have been assumed to own a "right of first use" of their own work. Under modern copyright law, unpublished materials have been accorded a greater presumption of copyright protection than other materials, i.e., the factors that determine fair use are heavily weighted by the unpublished nature of the copyrighted work. The other three factors (purpose and character of use, amount used and effect on the market for the work) must be overwhelmingly in favor of fair use in the case of unpublished materials.

(Note: Be aware that posting on the World Wide Web, while often considered "public display," often has the properties of publication.)

The College has institutional collections of unpublished materials created by others and deposited with College departments (for example, the Friends Historical Collection). If the College holds the copyright to such materials, the College has full right to determine if and under what circumstances the material may be used, subject only to fair use. As owner of an object, the College may also have proprietary rights, allowing it to deny and/or limit use of the object.

Often the College does not hold the copyright to unpublished materials in its collections. Any such material provided to any individual or group must be accompanied by a disclaimer imposing upon the user the obligation to clear all matters of copyright and requiring the user to indemnify the College for all penalties due to infringement.

SOFTWARE

The vast majority of all computer software is protected by copyright law. The exceptions to this rule are so few that faculty, staff and students should assume that all software on Guilford's computer system, on third party systems, or available through the Internet is protected by copyright, unless there is clear indication to the contrary.

Simply stated, the copyright law allows a user of software to use the software, load it onto the hard drive of a computer, and retain the original disk as an archive copy. Users generally are not allowed to modify the software, make more
copies of it, simultaneously use a single copy on both a home and a campus computer, or distribute the software through the Internet, unless the license agreement explicitly permits those activities.

Possessing software for which an individual does not own a license is a violation of the Copyright Act, and may subject both the College and individual faculty, staff and students to sanctions as set forth in the Act. For all practical purposes, the fair use exception does not apply to most uses of operating system and application software.

In addition to application software and operating systems, federal copyright protection also extends to the data files (content) created for use with or by applications and operating systems (e.g., spreadsheets, databases, mpeg3 music files, QuickTime video files, scanned images). Unauthorized creation, copying and distribution of these materials are violations of the federal copyright statute, unless they can be construed as fair use.

DIGITAL MILLENNIUM COPYRIGHT ACT

The Digital Millennium Copyright Act (DMCA) was signed into law by President Clinton in October, 1998. One of the provisions of the legislation provides an opportunity for online service providers (OSPs) to shield themselves from liability for the actions of their subscribers that infringe on the copyrights of others. All institutions of higher education that provide Internet access fall within the scope of the definition of an OSP, with relevant subscribers being their students, faculty and staff. This document outlines the policies and procedures that Guilford will follow to comply with the DMCA.

- Who is a Subscriber?
  - All faculty, staff and students who receive Internet access or Web server space from the College are considered subscribers. Anyone who uses the "guilford.edu" Internet address or accesses the Internet using College-provided hardware, software or network connections is considered a subscriber. For example, faculty and staff using their College owned office computers, faculty and staff (and their families) using dial-up services provided by the Information Technology and Services Department, students working in the dormitories, on departmentally provided facilities, or using dial-up services provided by the Guilford College Information
Technology and Services Department are all subscribers of the College services.

- What is the scope of the College's liability?
  - As an OSP, the College (as well as the subscriber) is potentially liable for monetary damages (plus attorney's fees) if any of its subscribers provide Internet access, using the College's facilities, to material that infringes on the copyrights of others. (The same is true if, for example, a subscriber transmits infringing materials in an e-mail message.) Copyright owners are entitled to recover either their "actual" damages, or statutory damages that range as high as $30,000 per work infringed. (In the case of willful infringement, the statutory damages can be as high as $150,000 per work.) In all cases, the "fair use" exemption that allows use of copyrighted materials in narrowly defined circumstances applies to materials in digital form just as it applies to traditional media.

The DMCA does not address the liability that individual subscribers carry for their own actions. The penalties that can be assessed against individual subscribers for copyright infringement are the same as those outlined in the preceding paragraph.

The DMCA does not require that the College "police" the Internet activities of its faculty, staff or students. It only requires that the College respond in specified ways when evidence of infringing activity is brought to its attention or when it receives information that makes it apparent that infringing activity is occurring (and only then to avoid institutional liability).

- Limitation of the College's Liability
  - The DMCA provides an opportunity (a "safe harbor") for the College to avoid liability for the actions of subscribers, provided that rigorous policies and procedures are in place and that the College did not have prior knowledge of the infringing activity. These policies and procedures include:
    - The College must register a designated agent with the US Copyright Office and this individual must be identified on the College WWW site. This individual will receive notices from copyright owners that College subscribers have infringed on
the owner’s copyrights. These notifications must be in a form prescribed in the legislation and are made under penalty of perjury.

- Following receipt of a proper notification, the College must "expeditiously" remove ("take down") the infringing material or block access to it.
- The College must "promptly" notify the subscriber of the College’s action.
- The subscriber may provide a counter notification (also under penalty of perjury) to the College’s designated agent stating that the copyright owner is either mistaken or that the use of the material is lawful. At this point, the College must "promptly" notify the copyright owner and restore the material no less than 10 business days and no more than 14 business days after the owner is notified of the counter notification. If the matter has been referred to a court in the intervening time, the "put back" requirement does not apply.
- The College must have in place information regarding copyright compliance and its own institutional policies and procedures. These materials must be disseminated to all subscribers.
- The College must develop policies for sanctions (including termination of services under appropriate circumstances) against subscribers who are repeatedly found to engage in infringing activities.
- The legislation makes special note of the role of faculty at educational institutions. The College is shielded from liability for the infringing activities of the faculty only under certain limited circumstances. Briefly, if the infringing material is required or recommended for a course taught at the College by the infringing faculty member during the preceding 3 years, then the liability limitations do not apply.

- Guilford College Policies and Procedures Related to the DMCA
The Director of Information Technology and Services (IT&S) is the designated agent registered with the US Copyright Office for the purpose of receiving notifications under the DMCA (hereafter referred to as the Copyright Compliance Officer). The Copyright Compliance Officer may be contacted through the IT&S Help Desk, 101 Bauman Hall, Guilford College, 5800 West Friendly Avenue, Greensboro, North Carolina 27410 or by email at help@guilford.edu. The elements to be included in any claim of infringement are specified in the DMCA, Section 512(2)c3A, available from the Library of Congress Copyright website at URL http://www.loc.gov/copyright/legislation/hr2281.pdf, pp. 22-23.

Upon receipt of a notice from a copyright owner, the Copyright Compliance Officer shall determine whether it is in the form prescribed under the legislation and shall notify the relevant Vice President or equivalent officer, the infringing subscriber and the Fair Use Committee, which shall consist of the Library Director, the Director of Information Technology and Services, and two faculty members to be appointed by the Education Support Committee. These notifications will occur within 24 hours of receipt of the notice. (The "relevant" Vice President or equivalent officer depends on the identity of the subscriber. If the subscriber is a student - the Dean for Campus Life; if a member of the faculty - the Academic Dean; if a nonfaculty employee - the supervising Vice President.) If the notice from the copyright owner is defective (e.g., not sufficiently specific to locate the allegedly infringing material, etc.), the Copyright Compliance Officer will contact the copyright owner for clarification.

If either the subscriber or a member of the Fair Use Committee believes that a claim of fair use is plausible, that individual must notify the Copyright Compliance Officer within 3 business days of learning of the original notice. The Fair Use Committee will convene and consult with College Counsel to determine whether the "take down" procedure should proceed.

Absent a fair use determination, within 10 business days of the receipt of a notification from a copyright owner the Copyright Compliance Officer will take the steps required to remove the
infringing material or to block access to it. Within 1 business day of this action, the Copyright Compliance Officer will notify both the subscriber and the relevant member of President's Staff of the action.

- Upon receipt of a valid (as defined in the DMCA) counter notification, the Copyright Compliance Officer will notify the copyright owner within 2 business days. Absent notice from the owner that the matter has been referred to a court, the director shall restore the material no less than 10 business days and no more than 14 business days after the owner is notified of the counter notification. A subscriber who wishes to argue that the material is not infringing should consult with her/his own private counsel and the Fair Use Committee prior to filing such a counter notification.

- The Copyright Compliance Officer will keep records of copyright infringements identified by either the College or by copyright owners. Instances of subscribers who are repeat offenders will be handled in accordance with the College’s Network Acceptable Use Policy. When appropriate, these sanctions can include termination of all OSP services.

- Electronic mail is the normal means of communication for the notifications described in these procedures, unless otherwise specified by the DMCA. Written communication is also acceptable, but phone calls/voice mail are not sufficient.

**TEACH Act**

The Technology, Education, and Copyright Harmonization Act (TEACH) of 2002 extended the provisions of the Copyright Act for educational of copyrighted materials to the world of distance education. It essentially applies the privileges accorded classroom use of copyrighted materials to instruction delivered via digital networks. Any institution wishing to make use of these provisions must conform to very specific and stringent requirements. Because Guilford College does not at this time operate any distance education programs, the College has chosen not to take advantage of the TEACH Act. This could change should the College undertake new programs that fall within the purview of the Act.
4.1.3 Software Copyright

Guilford faculty using computer software in their teaching or research should be aware of, and are expected to abide by, the licensing agreements and copyright laws pertaining to the programs and manuals which they use. Most computer programs are not only protected by copyright; they are usually sold under a licensing agreement as well. Licensing agreements can restrict the use of the software to a single machine. While the copying of such programs, in whole or in part, is often necessary and frequently desirable, it is only legal to do so on the licensed machine, and then only if the copies are to be used solely on that machine. Copyrighted computer manuals of course, are protected under federal copyright laws, as described above.

It should be noted, especially in the case of personal computers, that not all machines on the Guilford campus are licensed to run all programs owned by the College. If there is any doubt about the terms of the licensing agreement for any of Guilford 's computer software, a faculty member should check with the Computer Services staff to see if the proposed use conforms with the software license.

4.2 LIBRARY

4.2.1 Lending Policies

All library borrowers must have a barcoded I.D., which shall be obtained from the Office of Security and Safety. Faculty and staff (current and retired) may borrow regular loan materials from the Hege Library for one semester. Materials may be renewed up to three times (fall, spring, summer). Renewals may be made by telephone. Should another person desire use of any materials on loan to a faculty member, it may be recalled at the end of the first month. Faculty may place a "hold" on the material, and it will be returned when the borrower is finished with the item. They will be notified upon its return, and it will be held for them on the "hold" shelf at the Circulation Desk.

Faculty and staff spouses and children are permitted the use of regular loan materials. They must produce a barcoded I.D. when the loan is transacted. Faculty and staff members are not fined, but the replacement cost for lost items is $55.00 per item.
The Circulation Librarian extends the courtesy of informing borrowers when they have materials that are overdue, but borrowers are responsible for observing due dates, even if no overdue notice is received. Overdue reminders are sent to the faculty members' campus addresses at the end of each semester.

4.3 INFORMATION TECHNOLOGY AND SERVICES

[Updated September 2001 by the President]

4.3.1 Computers

Guilford College Information Technology & Services provides support to the college community for a fully networked campus with connectivity to academic and administrative buildings and residence halls. IT&S provides support for college owned hardware and supported software. IT&S consists of three separate areas (Information Services, Networks and Servers, and User Services) with an administrative group that oversees these.

Accounts & Network Space: Faculty are given a username and a system password. Faculty are allocated 300 mb of storage. All employees and students are responsible for reviewing the college Network Acceptable Use Policy (NAUP). Any questions regarding the NAUP should be directed to the IT&S Help Desk. You can view the NAUP online here: http://www.guilford.edu/naup

Requests for Discipline Specific Software

Additional software may not be installed on any college owned computer without prior approval from the department of IT&S. The college must license all software used for a discipline specific classroom; it should be network compatible, and will be supported by the faculty member. If you have software you would like to use for your class, requests should begin at the Help Desk one semester prior to its intended use and the following information provided:

- Software to be reviewed. Prior to new software being purchased or installed on college owned machines please coordinate with IT&S.
- Date you will begin using software in class.
- Number of students this software will serve.

See "Software Copyright" (4.140) for the policy regarding software copyright.
4.3.2 Media Services

Media Services

Equipment setups for media presentation are handled through the Help Desk with the exception of College owned tapes, film and CD media. That media can be checked out at the circulation desk in the Library. Requests for equipment setups and check-outs are made through the Help Desk and can not be guaranteed unless there is at least 24 hours notice. IT&S will make their best effort to accommodate late requests, but cannot guarantee service. Media should not be moved from locations, without contacting the Help Desk. Before you call or come by, make sure that you have the following information at hand:

- Your name and office phone number.
- Department, building and room number where the media items are needed.
- The beginning and ending time of your class or event. IT&S will retrieve the equipment.
- If this is going to be a recurring request for the duration of the semester, you will need to advise the Help Desk at the time of the initial request.
- Make sure that the media request is read back to you to reaffirm the date, time, place and type of equipment needed.

4.4 RESEARCH

4.4.1 Patents

(see the Guilford College Intellectual Property Policy)

4.4.2 Ethical Principles in the Conduct of Research with Human Participants

In undertaking research projects, especially those involving human participants, the College conforms to the American Psychological Association statement of ethical principles in the conduct of research. They pertain to specific guidelines in the planning of research, as well as its conduct and evaluation, that involve: informing participants of all dimensions that might influence their willingness to participate; openness and honesty in the relationship with participants; respect for individual freedom, dignity and comfort; protection of confidentiality; and
adequate protection against any undesirable consequences for participants. Anyone undertaking research projects involving human subjects must conform to the ten principles as outlined in the APA guidelines and file with the Academic Dean in advance a statement indicating intention to comply.

4.4.3 Grant Applications

All faculty and academic departments and staff seeking grants from private foundations, corporations, or governmental agencies should do so in consultation with their departmental chair and in cooperation with the Office of Advancement. Grant applications are to be approved in advance by the Academic Dean.

The Office of Advancement maintains lists of philanthropic, corporate, and governmental agencies that may be sources of funds and can advise applicants as to proper procedures and effective content of proposals.

The President's signature is necessary on all grant proposals. In processing the grant proposal, the applicant must allow ample time to secure the necessary approval and signature of the President.

4.5 MISCELLANEOUS GENERAL PROCEDURES

4.5.1 Purchase of Gifts

Guilford College does not authorize the use of departmental funds for the purchase of gifts for employees. Only the President of the College is authorized under appropriate circumstances to use College funds for such purposes. Should staff/departmental members want to purchase a gift for someone employed by the College, they should use their own resources to do so.

4.5.2 Telephones

Whenever possible, telephone extensions are assigned to an individual and can usually be transferred to another department if that individual changes offices. Exceptions to the above are: when more than one individual shares an extension or when extension numbers are assigned to a position rather than an individual.

Each department will receive from the Telecommunications Department a monthly listing of all calls made from each of its extensions. Personal calls will be charged against a department's account until such time as the individual pays the Business Office. Since the Telecommunications Department does not send out bills for personal calls, it is the responsibility of each department to ensure that
personal calls are paid to the Business Office. Collect calls and third party charges against the College will not be accepted.

4.5.3 Postal Service

To mail items through the Mail Services Office we need to have your department organization number written on each piece of mail or on the top piece of a bundle. If you have a bundle of letters that need to be sealed, flap the tongue of the envelopes up so that they are interlocked or make sure that all the flaps are down or closed. Please don't mix. Fold the contents so they fit in the envelope and don't extend into the flap, making a good seal. Do not use staples or paper clips (they cause problems in metering pieces).

FED EX, UPS, and DHL shipping services are also available in addition to the Postal Service.

International pieces need to be separated from domestic mail and identified so they receive the proper postage and are not returned or delayed.

If you have 200 or more pieces of mail (or 50 pounds or more total weight) you may send them at a bulk discount rate. They need to be identical and processed in zip code order (ascending with lowest number in front). Provide a piece count; this will assist us in filling out the necessary Postal forms. We need to have advance notice of such mailings and they should not be of a time sensitive nature that requires rapid delivery.

Mailboxes are assigned to every residential campus student and are located in the basement of Founders Hall. Mailboxes for Continuing Education students are available in the Center for Continuing Education in Hendricks Hall. Students should be encouraged to check their boxes regularly.

4.5.4 Rental of College Facilities

College facilities may be rented through the Facilities Coordinator to community groups or institutions for special events, provided the intended activity of these groups is consistent with fundamental testimonies of Guilford College and the Society of Friends. Among these testimonies are concerns for the peaceful resolution of conflict, the integrity of individuals and the common humanity of all persons, equal opportunity for women as well as men, and justice and equality among the races and nations of the world. An implication of these testimonies is that the College will not make its facilities available to groups whose philosophies
or activities discriminate on the basis of race, color, religion, age, sex, sexual orientation, disability, or national and ethnic origin, or denigrate the full respect of individuals.

Normally these principles will be interpreted by the Facilities Coordinator. In cases where there is uncertainty in the interpretation of these principles, the matter should be brought to the President.

### 4.5.5 Requisition of Supplies

The Purchasing Department of Guilford College is charged with providing the College with the highest quality of goods and services available at the best possible pricing. Purchasing is a part of the Business Office operations, and all procurement negotiations should be processed through the Purchasing Department. The exceptions to this rule are the Bookstore, the Library, petty cash (not to exceed $100.00) and reimbursements which are handled by the Business Office.

The Purchasing Department is responsible, in consultation with department heads, for all phases of purchasing activity, including but not limited to, vendor selection, supplies, materials and articles necessary for the operation of the College, as well as equipment rental, lease and sales agreements, and service contracts.

Faculty and staff are not permitted to make personal purchases through the Purchasing Department.

In order to maintain the financial integrity of the College, it is essential that all orders be placed through the Purchasing Department by a written requisition. Occasionally, a rush order (emergency order) is necessary, and a purchase order may be given over the phone (See Purchasing Policies and Procedures - a separate document).

Each department has a list of account numbers that is specifically for its use. This number must be noted in the proper space on the requisition when requesting an order. A list of account numbers should be available from your department head/manager or can be obtained from the Business Office.

Prepayments are generally not acceptable. However, in some cases a vendor may require partial or full payment in advance. Complete a requisition as normal, mark "Prepay" and send to the Purchasing Department.
The College cannot be responsible for the payment of any obligations for goods and/or services ordered by an employee without specific authorization as defined in the Purchasing Policies and Procedures document. Such action may create a personal liability for the individual. No person is authorized to obligate (by ordering and/or purchasing) the College without encumbering, in advance, sufficient funds to meet the obligation. This policy applies to all requisitions regardless of the source of funding.

Please see the Purchasing Department Policies and Procedures manual for further information.

4.5.6 Equipment Maintenance

Maintenance work is normally scheduled based upon written work orders. If the request is for new work, faculty and staff shall request maintenance work by submitting a "Request for Maintenance Form (Work Order)" through the department chairperson or supervisor. If the request is for repairs, the work order form shall be sent directly through campus mail to Physical Facilities in the Maintenance Building. Telephone or data requests are communicated to the Communications Manager in Computer Services, Bauman Telecommunications Building. Emergency requests for maintenance, i.e., those which are necessary to avoid personal injury or damage to buildings or grounds, should be transmitted by telephone to Physical Plant (extension 2900).

All College employees are expected to be concerned with the care of College equipment. Damage to equipment in any College building should be reported immediately to Maintenance.

All campus buildings, including offices, classrooms, break rooms, work areas, residence halls and college-owned houses are designated smoke-free throughout the year. The interior of the campus (all entrances to buildings facing the central portion of the campus) is also designated as smoke-free. Smoking is not permitted in front of King Hall (the designated smoking area for this building is on the side of King near the greenhouse) or in front of the library (the designated smoking area is under the covered entrance to the Leak Room of Duke Memorial Hall). Smoking is permitted adjacent to entrances that face away from the interior of the campus. All smoking areas (including the gazebos outside of Founders Hall and between Binford Hall and Mary Hobbs Hall) have signs posted and are supplied with ash containers.
4.5.7 College Keys

New faculty members will obtain keys to offices and laboratories through the Office of Public Safety, using a requisition form signed by the department chair. When assigned keys are no longer needed, faculty will return them to the Office of Public Safety. It is the responsibility of the chairperson to inform the Office of Public Safety when a change in office space occurs, so that new keys may be assigned and the return of old ones requested. Normally, faculty members do not receive building master keys.

4.5.8 Extracurricular Activities

4.5.8.1 Intercollegiate Athletic Contests

To facilitate the scheduling of intercollegiate athletic competitions, an effort is made to make the calendar for the academic year a stable one that is announced as far in advance as possible. When given satisfactory notice by student athletes, faculty are encouraged to work with students to assure that they are given every opportunity to make up any class assignments or exams.

4.5.8.2 Class Attendance and Extracurricular Activities (See 3.1.7)

Intellectual development is the central concern of the liberal arts college. Extracurricular activities offer all kinds of opportunities for enrichment of undergraduate experience, but established priorities must be maintained. Guilford College students are expected to attend all classes and meetings which are part of their course work. Those representing the College in departmentally or institutionally sponsored extracurricular activities which cause them to miss classes, labs, or meetings should, with the approval of the professor, make up that work, including examinations. A student must arrange for make-up work with the professor prior to any absence he/she expects to have excused. In cases where make-up work is impossible because of the nature of the instructional experience, students must assume personal responsibility for choosing between their academic obligations and the extracurricular activity. At no time will students be excused from classes, labs, or meetings to participate in practices or rehearsals, but must arrange with coaches and/or sponsors for opportunities to make up missed drills.
4.5.9 Vehicles

4.5.9.1 Use of College Cars and Vans

College vehicles or vehicles rented by the college are solely for College business use. All fleet vehicles must be scheduled through the Purchasing Office on a first-come, first-served basis.

All full-time College employees over the age of 21 may drive a College vehicle on College business. Students are not allowed to use College vehicles unless they are age 21 or over and the vehicle is reserved and accompanied, at least within a caravan, by a full-time College employee. A valid driver's license is also required (i.e., NC Class C or above). Note: Some exceptions are allowed for student use on College business within the Greensboro city area.

Additional guidelines regarding the use of College cars and vans are available from the Purchasing Office.

4.5.9.2 Parking

All faculty and staff cars and other motor vehicles must be registered with the Director of Public Safety, Bauman Telecommunications Building, and bear the Guilford College parking permit on the lower left side of the rear window. Marked staff and faculty parking spaces are located throughout the campus.

Faculty and staff may be issued parking tickets for parking in an area other than the one for which their parking permit is valid. Areas which are reserved for the handicapped and fire lanes are tow away zones and are clearly posted as such. Towing is strictly enforced in these areas.

4.5.10 Publications

4.5.10.1 Use of College Letterhead Stationery

College letterhead stationery is to be used for official College business only. Faculty, administrators, staff, and student organizations should not use the stationery for carrying out their own individual business nor for the expression of their own particular views on public issues.

4.5.10.2 Clearance of College Publications

All College publications must be cleared with the Senior Director of Communications and Marketing or Director of Publications prior to being printed.
Clearance involves editorial review, layout, and printing suggestions. The initial preparation of copy should be completed prior to contacting the Publications Office. Consistency of style, typeface, logo, graphics, etc., should reflect the quality of the College while allowing flexibility appropriate to specific programs and subject matter.
Chapter V: Benefit Package

5.1 DEFINITIONS FOR SPOUSE, COMMITTED PARTNER AND DEPENDENT CHILDREN

[Section updated 7/17/2007 by the President]

The availability of certain benefits to spouses, committed partners and children may be affected by certain legal or regulatory provisions. For this reason the definitions that follow should be read to determine if certain benefits will or will not apply to your particular situation.

A spouse is one to whom another is legally married. In the event of legal separation or divorce, certain college benefits such as the health and dental insurance will no longer be available through the group plan to the individual who is not employed by the college.

Dependent children are those children who are recognized by the IRS as dependents for tax reporting purposes. Dependent children must also meet the rule requirements for the health and dental insurance plans. These rules state age limitations and address full-time student status. Also, dependent children may not be married and still be covered under the group health and dental plans.

Committed partners are two individuals who are:

- Living together and declaring themselves responsible for one another's welfare to the same extent as spouses are responsible for each other's welfare;
- Not related by blood closer than would permit marriage under state law;
- Neither married to anyone else nor, whether currently or within the previous twelve months, declared domestic partners of anyone else; and
- Eighteen years of age or older.

In addition to the above, committed partners must certify financial interdependence by meeting three of the following conditions:

- They must hold a joint mortgage, lease or rental agreement.
- The employee must designate the partner as primary beneficiary on the group life insurance plan and/or retirement plan.*
The partner of the employee must be designated in the employee’s will as the primary beneficiary of the employee.*

The partners must jointly own a bank account, credit account or a car.

In the event of a termination of the relationship, it will be the employee's responsibility to inform the Director of Human Resources of that termination. The ex-committed partner who is not an employee of the college will no longer be entitled to any benefits of the college that she/he had been receiving prior to dissolution of the relationship.

Committed partners will have available to them only those benefits that the College has designated in this handbook. Those benefits include the family leave spouse/partner benefit for serious illness of the partner, tuition remission for the partner who is pursuing her/his initial undergraduate degree.

5.2 INSURANCE BENEFITS

5.2.1 Benefits Required by Federal or State Law

The College makes payments monthly for disability or retirement benefits provided by the Federal Insurance Contributions Act (FICA - Social Security and Medicare). Unemployment insurance is provided for all employees, as required by law. These payments are considered part of the total compensation package for each employee.

Worker’s Compensation Insurance is also provided to protect employees in the event of job-connected injury or illness. It is imperative that all job-related accidents be reported in writing immediately to the Office of Human Resources.

5.2.2 Group Short-Term Disability Insurance

Guilford College provides short-term disability insurance protection for all employees classified as full-time regular employees and who work a minimum of thirty (30) hours a week on a regular and continuing basis.

There is a one-year waiting period from the date that full-time employment begins for short-term disability coverage to be effective. In order to be covered under the plan, the employee must be actively employed at Guilford College on the day that he or she is to become eligible for coverage.

Short-term disability coverage will begin after the employee has exhausted all of her or his accrued emergency leave. Faculty members do not accrue emergency
leave; they begin drawing disability pay immediately following the occurrence of a disability.

The College will pay 80% of the regular base pay of an employee to a maximum of $5000 per month for up to six (6) months of disability. Once the maximum coverage period has been reached, the College's obligation to pay short-term disability will terminate.

If the employee returns to work on an abbreviated schedule (less than 80%), he/she will still receive at least 80% of his/her base pay regardless of the number of hours he/she actually works, up to the maximum six months.

If an employee returns to work on his/her regular schedule for three continuous months and then goes out on disability again for the same medical condition or illness, a new short-term disability period begins. Otherwise, the condition is considered an extension of the previous disability period.

The other benefits of employees who are out of work due to short-term disability will continue during the period in which they are covered under the short-term disability plan. The College will continue to provide employee health and dental premiums at the rates currently in effect during the period of the disability. Employer paid pension contributions will continue as well.

In order to be covered under the short-term disability plan, the employee must request from her or his physician a letter to be sent to the Office of Human Resources. The letter should contain the following information:

- A brief description of the nature of the disability and when the disability began;
- A statement as to the approximate length of the disability, if known.

The College reserves the right to request additional opinions from other physicians of its own choosing regarding the employee's claimed disability before the short-term disability coverage begins.

An employee who is returning to work after short-term disability must present a letter from her or his physician releasing the employee to return to work. This release to return to work should also list any work restrictions that may apply to the individual on her or his return.

The College reserves the right to ask for a second opinion of a physician of its own choosing before the employee is allowed to return to work.
5.2.3 Group Long-Term Disability Insurance

Partial salary continuation during long-term total disability is provided for all employees classified as regular full-time and who have completed twelve (12) months of continuing full-time employment with the College.

Claims must be supported by certification of disability by a licensed physician. The College reserves the right to request additional opinions from other physicians regarding the sickness, bodily injury or pregnancy before approving the long-term total disability claim.

An employee must be employed on the day he or she is to become eligible.

Long-term disability insurance will provide monthly income benefits--including any income from Social Security, Workman’s Comp, Unemployment Insurance, or other source arising out of said disability--equal to 60% of the employee's former regular monthly salary up to a maximum of $7,500.

Further details regarding total disability coverage are available from the Office of Human Resources.

5.2.4 Group Life Insurance

The College provides, at College expense, term life insurance for all employees classified as full-time or those who are working a minimum of thirty (30) hours a week on a regular basis. Part-time faculty and part-time staff are not covered.

Life insurance is available thirty (30) days from the date of employment, provided the employee is considered to be actively employed on that date.

The benefit amount is equal to the yearly base salary of the employee, rounded up to the next $1,000.00. A double indemnity clause is included for accidental death.

The employee’s insurance coverage amount is re-determined each time the employee’s salary changes.

Upon the death of an insured employee, the current life insurance carrier will pay to the designated beneficiary(ies) the current life insurance benefit of the deceased employee. Also, in the event of the death of the employee, the College will pay salary and fringe benefits for the calendar month in which the death occurs.
Please contact the Office of Human Resources for further information regarding optional life insurance.

### 5.2.5 Medical Insurance

The College provides medical insurance for full-time employees (employees who work thirty hours or more a week on a regular basis or are considered full-time faculty). Employees may elect to cover eligible dependents at an additional expense. Coverage begins following thirty (30) days of full-time service, provided the employee is actively at work on that date. If the employee is not at work on that date due to health reasons, then the employee will be eligible for the health insurance when she or he returns to full-time employment.

### 5.2.6 Reimbursement Account

The College participates in a program which permits the establishment of "reimbursement accounts" by full-time employees. Through a voluntary sign-up plan, employees may have money redirected from their monthly paychecks on a pre-tax basis for paying dependent care expenses, and medical and medical-related expenses. For further details, consult the Office of Human Resources.

### 5.2.7 Dental Insurance

The College provides dental coverage, at College expense, for full-time employees (employees who work thirty hours or more a week on a regular, continuing basis or are considered full-time faculty). Employees may elect to cover eligible dependents at an additional expense.

### 5.2.8 Vision Plan

The College provides vision coverage, at employee expense, for full-time employees (employees who work thirty hours or more a week on a regular, continuing basis or are considered full-time faculty).

### 5.3 LEAVE POLICY

#### 5.3.1 Medical Leave

Medical leave, including maternity leave, is available when a faculty member is unable to perform his or her job duties because of the faculty member's own health condition. A physician’s medical certification supporting the need for leave due to a serious health condition is required for a medical leave. A certification of
fitness-for-duty is required from the physician when the faculty member is able to return to work. The College may require an additional medical opinion from a physician of its choice prior to allowing the employee to return to work. See "Short-Term Disability" (5.120).

5.3.2 Faculty Personal Leave

Faculty may request a personal leave of absence without pay for a period of one semester or one academic year. The faculty member should send a written proposal to the Academic Dean which requests the leave, specifies the time period, and outlines the purpose of the leave.

Under normal circumstances, the proposal will be reviewed by the faculty member's department. The department chair or other senior member of the department, if the chair is submitting the leave proposal, will send the department's recommendation about the leave to the Dean. The Dean will submit to the President a recommendation which includes a summary of the views of the department. The President has final authority for approving the leave. If the leave is approved, the Dean will work with the faculty member and the department to ensure coverage of the faculty member's classes and other responsibilities during the leave.

Normally, faculty members will only be granted a study leave or a personal leave for one year. Under unusual circumstances the college will consider personal leaves for an additional time period. The proposal will follow the procedure outlined above. If any portion of the leave includes a study leave, the faculty member must return to the college for at least one year following the personal leave.

5.3.3 Family Leave

Eligibility

To be eligible for leave, you must be employed for at least 12 months. In addition, in the 12 months immediately preceding the beginning of the leave, you must have worked at least 1,250 hours to qualify for FMLA.

Amount of Leave Available

As stated above, eligible employees are generally eligible for up to a total of 12 weeks of protected leave, except for service member family leave, within a rolling twelve-month period, measured backward from the date an employee uses any
Federal leave for any combination of reasons listed below. Where leave is taken to care for a covered service member who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status or is otherwise on the temporary disability retired list, for a serious injury or illness, a spouse (or partner), son, daughter, parent or next of kin may take up to 26 weeks of unpaid leave during a single 12-month period.

Under the FMLA, spouses (or partners) employed by Guilford College are jointly entitled to a combined total of 12 weeks of family leave for the birth or placement of a child for adoption or foster care, to care for a parent who has a serious health condition, and for any qualifying exigency regarding active duty of a family member in the military. Spouses (or partners) employed by Guilford College are jointly entitled to a combined total of 26 weeks of family leave to care for a covered service member with a serious injury or illness, for the birth or placement of a child for adoption or foster care, or to care for a parent who has a serious health condition.

Types of Leave Available

Birth or Placement for Adoption or Foster Care: Family leave is available to eligible employees for the birth of a child or for placement of a child with the employee for purposes of adoption or foster care. Federal leave must be completed within 12 months of the birth or placement.

Non-continuous leave. Federal leave may not be taken intermittently. See below for more details on intermittent leave.

Certification process. The need for leave must be documented by your treating healthcare provider through the medical certification process (see below) or documented proof of placement of a child.

Serious Health Condition of Employee: If, as an eligible employee, you experience a serious health condition as defined by federal law, you may take medical leave under this policy (see “Definitions” for the definition of serious health condition). A serious health condition generally occurs when you:

- Receive inpatient care in a hospital, hospice or nursing home;
- Suffer a period of incapacity accompanied by continuing outpatient treatment/care by a healthcare provider; or
Have a history of a chronic condition that may cause episodes of incapacity.

Non-continuous leave. Medical leave may be taken all at once or, when medically necessary, or intermittently (see below).

Certification process. The need for leave must be documented by your treating healthcare provider through the medical certification process (see below).

Fitness-for-duty statement. A fitness-for-duty statement will be required in order for you to return from a medical leave. Failure to provide the statement will result in a delay in the return to work.

Serious Health Condition of Immediate Family Member. If, as an eligible employee, you need family leave in order to care for your son, daughter, spouse (or partner) or parent who experiences a serious health condition as defined by federal law (see “Definitions” for definitions of child, spouse (or partner), parent and serious health condition), you may take medical leave under this policy.

Non-continuous leave. Medical leave may be taken all at once or, when medically necessary, or intermittently (see below).

Certification process. The need for leave must be documented by the family member’s treating healthcare provider through the medical certification process (see below).

Active Duty Because of Any Qualifying Exigency. If, as an eligible employee, you need family leave because of any qualifying exigency arising out of the fact that your spouse (or partner), son, daughter, or parent is on active duty, or has been notified that they will be called or ordered to active duty in the Armed Forces in support of a contingency operation, you may take family leave under this policy.

Non-continuous leave. Family leave for any qualifying exigency arising out of the active duty of a family member may be taken all at once or intermittently (see below).

Certification process. The need for leave must be documented by certification in a form and in such manner as the US Department of Labor and the Secretary of Defense prescribe (see below).

Service member Family Leave. If, as an eligible employee, you need family leave to care for a covered service member who is your spouse (or partner), son,
daughter, parent or next of kin and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status or is otherwise on the temporary disability retired list, for a serious injury or illness incurred in the line of duty on active duty, you may take up to 26 weeks of unpaid leave during a single 12-month period under this policy.

Non-continuous leave. Service member family leave may be taken all at once or, when medically necessary, intermittently (see below).

Certification process. The need for leave must be documented by the family member’s treating healthcare provider through the medical certification process (see below).

Notifying Guilford College of the Need for Family or Medical Leave

Generally, an application for leave must be completed for all leave taken under this policy. The need to take non-emergency leave should generally be requested from the Office of Human Resources at least 30 days, or as soon as practicable, in advance of the need. In cases of emergency, verbal notice should be given as soon as possible (or by your representative if you are incapacitated), and the application form should be completed as soon as practicable. Failure to provide adequate notice may, in the case of foreseeable leave, result in a delay or denial of the leave. It is your responsibility to notify your manager and the Office of Human Resources of absences that may be covered by FMLA.

You must provide sufficient information regarding the reason for an absence for Guilford College to know that protection may exist under this policy. Failure to provide this information will result in delay and/or forfeiture of rights under this policy.

Medical Certification Process. In addition to an application for leave, you will be required to complete a medical certification form where leave is for a family member’s or your own serious health condition. The certification form needs to be signed by the health care provider. The short-term disability certification may be sufficient where the information required is duplicative. These forms are available from the Office of Human Resources. Second or third certifications from health care providers and periodic re-certification at Guilford College’s and/or your expense may be required under certain circumstances.

We may also require periodic reports during FMLA leave regarding your status and intent to return to work.
Certification for Active Duty Because of Any Qualifying Exigency

In addition to an application for leave, you will be required to complete a Certification of Qualifying Exigency for Military Family Leave form and to furnish to Guilford College in a timely manner any certification that your family member is issued regarding their active duty or call to active duty in the Armed Forces.

Substituting Paid Leave for Unpaid Leave

FMLA leave is unpaid. Guilford College requires you to substitute accrued vacation and emergency leave days to cover some or all of the unpaid leave.

When an employee is absent due to a work-related illness or injury that meets the definition of a serious health condition, the absence will be counted against the employee’s entitlement under this policy. In other words, the employee is using FMLA leave concurrently with the workers’ compensation absence. An employee is not required to substitute paid time off for an absence covered under workers’ compensation.

You may be paid for all or part of a medical leave to the extent you are eligible for benefits such as short-term disability.

Non-Continuous Leave

Intermittent and/or reduced leave will be permitted only when it is medically necessary or for a qualifying exigency/call to active duty as explained above. In all cases, the total amount of leave taken in a calendar year should not exceed your total allotment as defined earlier in this policy.

Intermittent and reduced schedule leave must be scheduled with minimal disruption to an employee’s job. To the extent an employee or family member has control, medical appointments and treatments related to an employee’s or family member’s serious health condition should be scheduled outside of working hours or at such times that allow for a minimal amount of time away from work.

If you request non-continuous FMLA leave which is foreseeable based on planned medical treatment for purposes of providing care to a child, spouse (or partner) or parent with a serious health condition, for your own serious health condition, or for service member family leave, you may be required to transfer temporarily to an available alternative position for which you are qualified and which better accommodates recurring periods of leave than your regular
employment position. You will be entitled to equivalent pay and benefits, but will not necessarily be assigned the same duties in the alternative position.

Benefit Continuation During Leave

Guilford College will maintain group health insurance coverage and other employment benefits (such as group life insurance, AD&D, health and dependent flexible spending accounts, etc.) for you while on FMLA leave whenever such insurance was provided to you before the leave was taken and on the same terms as if you had continued to work. You will be required to pay your regular portion of insurance premiums – contact the Office of Human Resources for an explanation of your options.

In some instances, Guilford College may recover premiums it paid to maintain health insurance coverage for an employee who fails to return to work from FMLA leave.

**Returning to Work**

If the reason for FMLA leave is for your own serious health condition, you will be required to present a Fitness-For-Duty certification immediately upon return to work.

If you wish to return to work before the scheduled expiration of an FMLA leave, you must notify Guilford College of the changing circumstances as soon as possible but no later than two working days prior to your desired return date.

An employee who fails to return to work immediately after the expiration of the leave period will be considered to have voluntarily terminated his/her employment.

Rights Upon Return From Leave

Upon return from Family or Medical Leave, you will be returned to the position you held immediately prior to the leave if the position is vacant. Certain exceptions exist for Key Employees as defined by law. If the position is not vacant, you will be placed in an equivalent employment position with equivalent pay, benefits, and other terms and conditions of employment. If you exhaust all leave under this policy and are still unable to return to work, your situation will be reviewed to determine what rights and protections might exist under other Guilford College policies.
The law provides that an employee has no greater rights upon a return from leave than the employee would have if the employee had continued to work. Therefore, you may be affected by a layoff, termination or other job change if the action would have occurred had you remained actively at work.

Definitions

“Spouse” (or partner). A husband or wife as defined or recognized under state law for purposes of marriage in the state where the employee resides.

“Parent”. A biological parent or an individual who provides or provided day-to-day care and financial support to the employee when the employee was a child. This includes foster parent, adoptive parent, step-parent, and legal guardian. Parent does not mean a parent-in-law.

“Child”. A biological, adopted or foster child, stepchild, legal ward, or under the FMLA, the child of a person having day-to-day care and financial responsibility for the child who is under age 18. Child includes a person 18 years of age or older who is incapable of self-care because of a mental or physical disability. For Qualifying Exigency Leave or Service member Family Leave, the child does not have to be a minor (under the age of 18) and can be of any age.

“Incapable of self care”. The child requires active assistance or supervision to provide daily self care in three or more “activities of daily living,” or “instrumental activities of daily living,” including adaptive activities such as caring appropriately for one’s grooming and hygiene, bathing, dressing, eating, or instrumental activities such as shopping, taking public transportation, maintaining a residence, etc.

“Physical or mental disability”. A physical or mental impairment that substantially limits one or more major life activities of the individual.

“Next of Kin”. Used with respect to an individual, means the nearest blood relative of that individual, other than the spouse (or partner), parent or child.

“Serious Health Condition”. Illness, injury, impairment or physical or mental condition that involves:

- Inpatient care in a hospital, hospice or residential medical care facility.
- A period of incapacity of more than three consecutive calendar days (including any subsequent treatment or period of incapacity relating to the same condition) that also involves: 1) treatment two or more times within
30 days of the first day of incapacity, unless extenuating circumstances exist, by or under the orders of a health care provider; or 2) treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of a health care provider. The first (or only) visit must occur in person within seven days of the first day of incapacity.

- Any incapacity due to pregnancy or for prenatal care.
- Chronic conditions requiring periodic treatment by or under the supervision of a health care provider which continue over an extended period of time and may cause an episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).
- Permanent/long-term conditions requiring supervision for which treatment may not be effective (e.g., Alzheimer's, a severe stroke, or the terminal stages of a disease).
- Multiple treatments by or under the supervision of a health care provider either for restorative surgery after an accident or other injury or for a condition that would likely result in a period of incapacity of more than three calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy), severe arthritis (physical therapy) or kidney disease (dialysis).

“Serious Injury or Illness”

In the case of a member of the Armed Forces, including a member of the National Guard or Reserves, an injury or illness incurred by the member in the line of duty on active duty in the Armed Forces that may render the member medically unfit to perform the duties of the member’s office, grade, rank, or rating.

5.3.4 Faculty Study Leaves

The College provides for full-time tenured faculty members to receive study leaves.

The following policies apply to full-time tenured teaching faculty only. Newly tenured faculty may apply for their first leave during their seventh year of full time teaching at Guilford College in order to take leave their eighth year. Faculty members who receive credit towards tenure when they are hired may apply for
study leave during their sixth year of full time teaching at Guilford. Thereafter, tenured faculty may apply for leave in the sixth year of service since the academic year in which the last study leave ended in order to take leave in their seventh year. For tenured faculty with joint faculty/administrative responsibilities see "Allocation of Joint Faculty/Administrative Positions" (2.120, #7). Periods of personal leave will not count towards the six years of service, nor will they be basis for refusal of leave. Unpaid leaves of absence for grant supported research or teaching improvement purposes may count towards the six years of service. Tenured faculty members are encouraged to apply for a leave at all stages of their career. Such leaves may be taken for one or two semesters. Faculty on study leave are granted a maximum of $1000 study leave expense grant plus regular travel funds. See "Individual Grants for the Improvement of Teaching" (5.321).

Recipients of a one-semester leave will have no College duties during that period of time and will receive full salary and benefits. Recipients of a two-semester leave will have no College duties for an entire year and will receive two-thirds annual salary and will continue under the benefit plan for that academic year. These salary provisions are unaffected by external funding acquired by the faculty member.

The primary purposes of study leaves are scholarly activity and personal renewal and refreshment, benefiting the individual, the individual's students, the teaching profession and the College. The leave may be used for the preparation of new courses, for post-doctoral study at a major university, for research and writing, for public service, for professional development, and/or for academically related travel.

The selection process is guided by an evaluation by the Clerk's Committee of the written proposal submitted by the individual requesting a study leave. The proposal should be a detailed statement, two or three pages in length, describing specifically the nature of the contemplated plan, the methods to be used in developing and evaluating it, the time schedule for completion, and the anticipated benefit of the study leave activities to the individual, the individual's students, the teaching profession, and the College. While study leaves are understood to be a dimension of College faculty careers, they are awarded selectively, not automatically.
Faculty members, departments, and the Academic Dean should make every effort to inform and discuss with one another the impact of anticipated faculty absences for study leaves, personal leaves, leading study abroad programs, and administrative responsibilities. When the Clerk's Committee considers study leave proposals, the Academic Dean should inform the Clerk's Committee about all anticipated faculty absences.

Institutional needs may take precedence over individual preferences. The Clerk's Committee, in consultation with the Academic Dean and the President, will balance the individual request with the needs of the department and the institution. Although the quality of the faculty study leave proposal is an important component in the Clerk's Committee's decision, so too are other factors such as years since a prior leave, and departmental staffing needs.

Two copies of requests for study leave must be submitted to the department chairperson by AUGUST 15. Requests, accompanied by recommendations from the department chairperson, are submitted to the Academic Dean by SEPTEMBER 1. The chairperson's (or most senior department member if the chair is submitting the proposal) recommendation should consist of at least one paragraph describing the department's support for the leave and how the department plans to deal with the absence of the faculty member on leave and any other anticipated changes in faculty teaching responsibilities. Accompanied by recommendations from chairpersons and the Academic Dean, requests are presented to the Clerk's Committee. The Dean forwards all recommendations to the President for final decision, after which the candidates are notified.

Candidates must make a firm decision according to the stipulations of the letter recommending the leave as to whether to accept or to decline the leave. Candidates who have applied for outside funding which would affect the length of the study leave should stay in contact with the Dean and their department regarding the outcome of the outside funding request.

Upon return from the study leave, the recipient will submit a prompt written report to the Dean with a copy to the department chairperson, focusing upon the activities undertaken during the leave and projecting the benefits of those activities.

Faculty who are on study leave remain in every sense of the word employees of the College, differing from other faculty only in the duties expected of them during the leave. These duties, leading to professional growth and development, are of
not less value to the institution than other faculty assignments. The decisions of the College, therefore, as to salary, raises and promotion are in no way affected by whether or not a faculty member has or has not been granted a study leave.

Individuals granted study leaves must return to the College to teach for at least one full academic year immediately following the leave year. Should the recipient choose to leave the College within one year following the study leave, repayment of all the monies advanced during the leave will be required. This will include salary, benefits and other monies including travel and other general expenses paid for or advanced to the faculty member during the leave. Normally, faculty members will be granted a study leave or a personal leave for only one year. Under unusual circumstances the college will consider personal leaves for an additional time period. The proposal will follow the procedures outlined in Faculty Personal Leaves (5.220) above. If any portion of the leave includes study leave, the faculty member must return to the college to teach for at least one year following the personal leave.

With the specific approval of the Academic Dean, part-time faculty may be employed to teach courses which cannot adequately be covered by other members of the department during the absence of a faculty member on study leave. Departments are encouraged, however, to formulate long-range curricular schedules which permit members to take study leaves with a minimum of disruption to the educational programs of the College as a whole, the departments, and students. Normally, it will be in the best interests of the College if a minimum of part-time instruction is required to fill gaps created by study leaves.

5.3.5 Administrative Staff and Professional Librarian Study Leave Policy

(See Chapter VI in the Faculty Handbook.)

5.3.6 Parental Leave

[Addition of section approved by Clerk’s Committee, February 25, 2014, and the President, March 19, 2014]

Recognizing that faculty (and spouses/partners of faculty) have needs related to the birth/adoption of a child, faculty have options when desiring to take time away
from work for these occurrences. (See sections covering Group Short Term Disability Insurance; Medical Leave; Faculty Personal Leave; and Family Leave.)

5.4 FACULTY DEVELOPMENT

Guilford College recognizes the importance of good teaching, making it the most important criterion in judging merit. Faculty members, therefore, are encouraged to work continually to improve their teaching skills. To assist faculty in this enterprise, a Faculty Development Program initiates and administers activities which encourage the intellectual and pedagogical development of the faculty. In addition, through monies awarded by the Kenan Foundation, the College offers faculty development grants for the improvement of teaching each year.

5.4.1 The Faculty Development Program

The Faculty Development Program is headed by a Director and supervised by the Faculty Development Committee. The Director administers the program, working with individuals and groups, planning workshops and conferences, and securing visiting teachers or consultants when needed. The Director is concerned solely with faculty development and does not participate in any way in tenure, promotion, or salary decisions. The Faculty Development Committee determines activities and the allocation of Kenan and other faculty development funds, subject to the final approval of the Academic Dean.

Weekly faculty development lunches are provided at College expense in order to foster collegial relationships and to stimulate both formal and informal conversations about teaching and learning. The Faculty Development Committee is charged with the responsibility of overseeing these luncheon meetings, and arranging occasional programs during this time.

Additional compensation (such as stipends, grants, or compensation for attending workshops) provided to faculty members will be paid through the regular monthly payroll. Requests for such compensation shall be submitted to the Office of Human Resources on a requisition sheet, with appropriate authorizations. This procedure applies to all additional stipends to faculty members, including those originating outside the faculty development program, as well as within it.
5.4.2 Kenan Grants for the Improvement of Teaching

Applications for Improvement of Teaching Grants will be solicited three times during the year with firm deadlines of September 15, February 15, and April 15 (the deadline will move to the following Monday if the usual date falls on a Friday or weekend). The deadlines for applications will be widely publicized each semester.

5.4.2.1 Individual Grants for the Improvement of Teaching

Individual faculty members may apply for an Improvement of Teaching Grant for self-evaluation consultations; for attendance at workshops or conferences; for taking courses (excluding courses taken toward terminal graduate degrees in the primary field); for travel to libraries, research sites, etc.; for procuring rare course-related books (70 percent of the cost covered if the individual keeps the books, 100 percent if the books are ultimately given to the Library); for summer research expenses and stipends. In unusual cases, student assistance or clerical help beyond what is possible in the Correspondence Center may be funded. Expenses which should be a part of normal departmental budgets will not be covered by Kenan monies. An Improvement of Teaching Grant may be combined with a Study Leave if the proposal warrants the double grant. A maximum of $1,000.00 will be granted for faculty on study leave.

A standard formula for determining allowable expenses for travel, conferences, research, or summer activity will be used. For projects lasting from one to seven days, a $100.00 per diem will be the maximum allocation for expenses such as food, lodging, incidental travel, etc. Full cost of registration or class fees, cost of travel at regular College rates, and some allowance for needed equipment will be covered. For projects extending from two to three weeks, a $75.00 per diem maximum will be allowed. Projects of longer duration will be considered at a lower per diem or per month rate. Receipts for all expenses must be submitted at the conclusion of each project. The maximum travel cost allowed is $600.00 per project.

The development of new courses within one’s area of competence is considered a normal part of faculty workload. However, individual Kenan Improvement of Teaching Grants will be available for the preparation of new courses (1) when there is an institutional necessity to work on a course outside one’s area of
normal teaching, or (2) when one is experimenting with major new teaching techniques (e.g., "Personalized System of Instruction").

Individual Kenan Improvement of Teaching Grants for a reduced load are occasionally available to faculty members who have completed at least two years of full-time teaching at the College. Projects are approved by the Faculty Development Committee; the course reduction itself is approved by the Academic Dean.

Individual Kenan Grants for the Improvement of Teaching (similar to reduced load grants described above) are available during summers. Due to past experience with reduced load grants, the Faculty Development Committee urges faculty to apply for summer grants rather than reduced load grants. A $30.00 to $50.00 per day stipend (depending upon number of summer requests) is available to faculty members during such a project. This stipend may be added to allowable expenses for travel, per diem costs, tuition, etc., when applicable.

Monies to be used for the preparation of manuscripts will usually be covered by funds from the operating budget (Faculty Research Budget) at the discretion of the Academic Dean. If this is not possible during a designated period of time, Kenan Improvement of Teaching Grants may be requested when there is a relationship between the manuscript and the faculty member's teaching.

5.4.2.2 Group Grants for the Improvement of Teaching

Improvement of Teaching Grants may be applied for and used by groups of faculty members. These groups may be informal collections of faculty members with a common interest, departments focusing on teaching skills or subject matter (as opposed to regular departmental planning), the Faculty Development Committee, or other committees or groups of individual faculty members planning a project for themselves or for any interested faculty. Monies awarded may be used for honoraria for visiting consultants, master teachers, speakers and workshop leaders, or for expenses (supplies, books, lodging, meals, travel, etc.) for faculty members participating in workshops, symposia, faculty study groups, etc., held either at Guilford or at some other designated site. Whenever possible, workshops, etc., should be held on the College campus so that money may be spent on resources and leadership rather than on living expenses. Funds for living expenses may constitute a portion of the grant when it is deemed that the success of the project will be considerably improved by scheduling a meeting off-
campus. Stipends of $50.00 per day may be paid to faculty members participating in such group projects during the summer.

When a group project is planned primarily for faculty and the majority of persons participating in it are faculty members, participation may be extended to College staff, retired faculty, spouses or committed partners of faculty members, or students, if attendance by these groups is not detrimental to the intent of the project for faculty development. In such cases, actual expenses, but not a share of the leadership costs, shall be paid by the invited participants.

Improvement of Teaching Grants will be awarded by the Faculty Development Committee on October 1, February 15 and April 15. Grant requests should be submitted at least a week in advance of these dates to permit careful deliberation by the committee. If extraneous conditions, such as deadlines for applications to attend conferences or workshops, make requests necessary at other dates, the Committee will make a concerted attempt to reply in a timely fashion.

The selection process in the awarding of grants is guided by an evaluation of the written proposal for the project and a consideration of its value to the department and to the College. Preference is given to creative and imaginative proposals furthering the long-range aims of the College. Special consideration is given to individuals who have not previously received Kenan grants and to faculty in departments which have not previously received such grants. Decisions of the Faculty Development Committee in the awarding of grants are final.

The recipient of a Kenan Improvement of Teaching Grant must agree to submit a written report within one month of the conclusion of the grant, with copies to

- The Faculty Development Committee,
- The Academic Dean, and
- The recipient's department chairperson. The report should describe the project and evaluate its worth to both the College and the individual.

5.4.3 Faculty Research Fund

Guilford College provides a Faculty Research Fund to support grants to selected faculty to assist them with research expenses. Applications will be judged on the relation of the project to institutional purposes and to continuing research potential. In the selection process, high priority is given to direct research expenses. The Faculty Research Fund is administered by the Academic Dean in
consultation with the Clerk’s Committee. Faculty members eligible for faculty research funds include full-time faculty, professional librarians, and continuing part-time faculty.

[Revised paragraph approved by the faculty, October 21, 2013 and the President, March 19, 2014]

Faculty members make requests for research funds by September 15, January 15, or May 15 of each year on application forms available in the Office of the Academic Dean. The project for which funding is sought must be described in some detail.

5.4.4 Excellence in Teaching Awards

The **Bruce B. Stewart Teaching Award** is intended to recognize individuals for their contributions to attaining the highest levels of academic excellence for the students and academic programs of Guilford College. Candidates should be nominated based on meritorious service that is beyond the responsibilities normally assigned to their positions. Annually, one award will be given to a tenured faculty member, and the other award to an untenured full-time faculty member, whether on tenure track or not. These awards, especially for the tenured faculty member, are designed to recognize excellent performance sustained over time rather than potential. The award is named in honor of Stewart, a 1961 Guilford graduate who served the college as director of admissions, assistant professor of education, assistant to the president, acting academic dean, provost, acting president, associate to the vice president for development, trustee, chair of the Board of Trustees and trustee emeritus. The awards of $5,000 each were generously established and endowed by Trustee Bill Soles '81, his wife, Melanie, his sister, Jan Soles '87, and their father, the late W. Roger Soles.

5.4.5 Professional Meetings

The College’s faculty members are expected to remain active in their professional associations and are encouraged to attend professional meetings. With the prior written approval of the Academic Dean, the College provides reimbursement for the cost of such travel up to a budgeted limit per year. The Academic Dean notifies the faculty of the budgeted limit annually.
No travel to professional meetings may be charged to a departmental operating budget except with the prior written approval of the Academic Dean.

When individuals are listed as both faculty and administrators, funds for professional travel must come out of the administrative budget, unless two-thirds time is devoted to teaching.

5.5 TUITION REMISSION AND TUITION EXCHANGE

5.5.1 General Information

Tuition remission at Guilford College is granted to all full-time employees under the conditions listed below. Tuition remission covers only tuition costs at Guilford College not met by any other source (such as tuition grants and scholarships). Room and board charges, class and lab fees and other miscellaneous charges such as insurance and activity fees are not covered by tuition remission. Neither are textbooks covered.

Individuals receiving tuition remission are held to the same academic requirements as all other financial aid recipients. To continue receiving this benefit, the individual enrolled must maintain satisfactory academic progress as defined in the College catalog.

5.5.2 Tuition Remission - Employees

Tuition Remission forms are available in the Office of Human Resources. The completed form must be submitted before the day of registration.

All employees (including those who already possess a college degree) who are classified as full-time (working 10 or more months in a calendar year on a regular and continuous basis) and have been employed for thirty (30) days or longer may take one course per semester at Guilford College and receive tuition remission. The employee may either take the course on a for-credit basis or the employee may audit the class on a space-available basis. Activity fees will be the responsibility of the employee.

It is expected that employees who participate in the tuition remission program will schedule their classes outside the regular work day. If a class must be taken during the work day, it requires pre-approval of the employee’s supervisor. The supervisor will make her or his approval decision based on whether or not the work can be rescheduled with other employees to assure appropriate staffing at
all times. The employee taking a course during regular work hours will be expected to use her or his lunch hour for that purpose. No more than one hour per day is to be taken away from the office for this purpose. If a class period is longer than one hour, the employee will make arrangements with the manager to make up the additional time that must be missed.

All full-time employees after thirty-six (36) months of continuous full-time employment may apply for and be granted tuition remission for two courses per semester.

During the summer, full-time employees may take one course per five week session of summer school or two courses in the ten week session and receive tuition remission.

Full-time employees other than faculty who work only during the academic year and have been with the College a minimum of twelve (12) months may participate in tuition remission by paying 25% of the cost of the course. 75% of the cost will be remitted by the College.

Part-time employees not considered faculty are eligible for one-half tuition remission if they work at least twenty (20) or more hours per week but less than 37.5 hours on a regular basis. The part-time employee must be currently employed by the College and have been on the payroll a minimum of 12 months to receive the benefit. Part-time academic employees are eligible if they teach at least three courses per year and have been with the College a minimum of one year.

If a part-time employee goes from part-time status to full-time status, and the individual has worked continuously for the College for a minimum period of two years, then she or he will be eligible for tuition remission for one course per semester after thirty (30) days of continuous full-time employment. After three years of full-time employment, the employee will be eligible for two courses per semester.

If a full-time employee goes to part-time status, she or he will immediately be responsible for one-half of the cost of tuition remission.

5.5.3 Dependents of Employees

[Changes authorized by the Guilford College Board of Trustees May 1, 2002]
After twelve (12) months of continuous full-time employment, Guilford College provides tuition remission for spouses, committed partners and blood-related or legally adopted dependent children of all employees. This benefit is also provided for continuing part-time faculty. Dependent children or spouses/partners eligible for tuition remission must be students pursuing their initial baccalaureate degrees. For such individuals to continue to receive tuition remission, it is necessary that the employee continue to be employed by the College. Spouses and partners may enroll in classes on a space-available basis. In the event that a non-employed partner (not spouse or child) receives tuition remission, then the value of that tuition remission will be taxable to the employee as gross income and will be reflected on the employee's W-2 as such.

In determining financial dependency, the College adheres to the standards formulated by the Internal Revenue Service as stated in the annual instructions for filing Form 1040. Tuition remission is applicable to the equivalent of 128 credits at Guilford (eight regular semesters of work) toward the initial baccalaureate degree, less any credits transferred from other institutions. Financial dependency will be a prerequisite for tuition remission for dependents of all employees without exception.

Students receiving tuition remission are held to the same academic requirements as all other financial aid recipients. To continue receiving this benefit, the students enrolled under tuition remission must maintain satisfactory academic progress as defined in the College catalog.

During the summer, spouses, partners, or dependent children of full-time employees may take up to eight (8) credit-hours of course work tuition-free through the summer school if they are pursuing the first baccalaureate degree at Guilford College or elsewhere and are taking the course for credit. Again, spouses and partners may attend on a space-available basis only.

Requests for tuition remission must be submitted before the first day of classes to the Office of Human Resources. Tuition remission for dependents requires that the full-time Guilford College employee certify financial dependency by signing an affidavit that the student for whom tuition remission is sought will be claimed as a dependent on Form 1040 during the proposed enrollment period. Moreover, the person receiving tuition remission must continuously be dependent on the employee by Internal Revenue standards for the period of time he/she requests tuition remission. College employees utilizing the tuition remission benefit are
requested to report promptly to the Office of Human Resources any change in the number and status of dependents eligible for tuition remission due to birth, legal adoption, marriage, legal separation, divorce, termination of committed partnership, or death.

Dependents and partners of part-time employees other than part-time continuing faculty are not eligible for tuition remission.

5.5.4 Tuition Remission - Termination of Employment

Should an employee either leave Guilford College voluntarily or have his/her employment terminated by the College, and should the employee, spouse/partner or dependent child wish to complete a semester’s course(s) started under tuition remission, the College will pro-rate the tuition owed on the basis of the number of weeks completed before employment ended.

If, in the above circumstances of leaving employment, the employee or dependent child decides to drop the course(s), the pro-rated rule would apply. College rules concerning deadlines, financial aid and academic requirements for withdrawal from classes would also apply. (See College Catalog for further information.)

5.5.5 Tuition Exchange

The College participates in the Tuition Exchange Program with numerous other colleges and universities. After an employee has worked at the College full-time for 12 months, her or his blood related or legally adopted dependent children are eligible to participate in this program.

Continuing part-time faculty and part-time administrators or staff may also take advantage of tuition exchange. Blood related or legally adopted dependent children of employees categorized as half-time or greater are eligible to participate after 24 months of employment. Blood related or legally adopted dependent children of employees categorized as less than half-time are eligible to participate after 36 months of employment. Dependents eligible for tuition exchange must be degree-seeking and pursuing their initial baccalaureate degrees. However, many of the colleges listed as participants in this program may not, at the time, be able to accept students through this program. Consequently, tuition exchange, especially with a college of first choice, is not always available. Guidelines governing the program, a list of participating
colleges, and the status of each college within the program may be secured from the Office of the Director of Student Financial Services.

If an employee of Guilford College who has a dependent child attending another institution of higher education under the tuition exchange program leaves the employment of Guilford College, the tuition exchange benefit for that employee is terminated retroactive to the beginning of the current term/semester. The former employee will be responsible for paying the institution (being attended by the dependent) the tuition due for that entire term/semester.

5.6 TRAVEL BENEFITS

5.6.1 Faculty and Administrative Travel

Faculty and administrative staff are eligible each year for reimbursement of expenses up to a set pre-budgeted limit to attend professional meetings. Cash advances for registration fees and travel expenses may be made to faculty and staff members prior to attending such meetings. At the conclusion of the approved travel, faculty and staff will submit reimbursement requests accompanied by expense accounts and vouchers for all advances to the Academic Dean or senior administrator. The reimbursement request must be approved by the Academic Dean or senior administrator before it will be paid by the Business Office.

The cost of travel to a professional meeting in a College-owned car or van is to be included as part of the total expense for the meeting, and the amount charged to the College must not exceed the amount budgeted to the individual faculty or staff member for expenses to attend professional meetings. All faculty and staff requesting a College vehicle will at the time of reservation indicate the purpose of the trip and the department against which travel is to be charged. When requisition for reimbursement is submitted for approval, the Academic Dean or senior administrator will note the means of transportation to make sure that costs for travel in College owned vehicles are included where appropriate.

5.6.2 General Travel and Entertainment Policies

It is the College's intent to allow for adequate, comfortable accommodations for faculty members who are required to travel on college business. It is expected that faculty members will use discretion and good judgment in the spending of college funds.
Examples of items which will be reimbursed include: automobile mileage at the College reimbursement rate for cars and vans plus tolls; train, plane or bus accommodations; meals and lodging; reasonable tips, and registration fees. Meal costs must be reasonable.

Examples of expenses which will not be reimbursed include: valet or other services of a personal nature; personal items purchased while traveling on college business; personal recreation including in-room movies; alcoholic beverages; and first class air-fare. Personal items that are not described are also ineligible for reimbursement.

Expenses for entertainment must be accompanied by the names of the people or group entertained and the business purpose of the entertainment. There will not be any reimbursement for alcoholic beverages either during travel on college business or for local entertainment. This applies to both travel and local entertainment.

Faculty members are expected to use good judgment in selecting cost-effective transportation. Personal auto use will be reimbursed at the per mile rate noted above and is intended to include gasoline and all other costs of operating a vehicle. It should be calculated on the basis of the shortest route from Greensboro to the destination. Faculty members must explain the purpose of the trip. Note that for trips greater than 500 miles the College will reimburse the faculty member on the basis of either round trip air-fare or the per mile automobile reimbursement, whichever is less (exceptions are approved by the Academic Dean).

When it is necessary to travel by car, inquiry should be made about the availability of a college owned car or van. Such inquiries should be addressed to the Purchasing Office, which arranges the schedules for college owned vehicles. A college owned vehicle may be used only for College business and driven only by the person to whom the car is assigned in writing. Charges to the appropriate office for the use of a college car will be based on current mileage reimbursement limits.

For those employees, primarily administrative, who have been issued an American Express card, the College will not make a travel advance except in special circumstances. Employees who travel should obtain an American Express Corporate Card. Please contact the Business Manager to obtain a card.
Reimbursements must be handled in the following manner:

- Requests for reimbursement of travel expense shall be made on forms available from the Business Office. Forms must be signed by the head of the department or senior administrator to indicate that the travel was made on college business, and then submitted to the Business Office for payment as soon as possible after the trip has been concluded.

- Describe each item to be reimbursed. Items described only as "miscellaneous" or "incidental" will not be reimbursed. The miscellaneous heading is intended for described items such as baggage tips, registration fees, and other appropriate items which do not belong under other headings. Use the appropriate headings to allow for efficient processing.

- Attach receipts for each significant item. If an expense report is missing several receipts or a receipt for one item over $10.00, it will not be reimbursed and will be returned for correction. For entertainment purposes, write the name(s) of the person(s) or the group entertained and a brief purpose of the entertainment on the receipt. For taxicab fares, include tips in the total fare and explain the purpose of the trip (e.g. "from airport to conference").

- Show each meal separately (breakfast, lunch, dinner). Include related tips in the cost of the meal. Meal costs must be reasonable.

- Submit hotel bills in their entirety. Deduct any personal charges (movies, snacks, etc.) from the total.

### 5.6.3 Moving Expenses

The College pays one-half of the expenses of moving household goods for newly appointed faculty and administrators up to a maximum of $2000.00 (50 percent of $4000.00 in costs). Any deviation from this policy must be approved by the President in advance of the employment offer.

The following items will be considered as reimbursable by the College: moving van company charges; truck rental charges; miscellaneous moving equipment rentals such as hand trucks, boxes, and tape; storage of household items; meals and lodging in route to Greensboro and mileage of one’s private car in traveling to Greensboro. Requests for reimbursement by faculty and administrative staff
should be submitted to the Academic Dean or senior administrator and must be accompanied by expense vouchers.

5.7 PAYROLL PROCEDURES

Guilford Colleges requires all new employees to sign up for payroll direct deposit. The College’s payroll is deposited on the first business day of each month through electronic transfer into individually designated bank checking or savings accounts. An individual record of the deposit and withholdings is provided to each employee by way of a monthly pay voucher.

Paychecks or vouchers for such employees will be distributed on the first business day of the month.

Guilford College encourages employees who have questions or concerns regarding their salary to talk either with their direct supervisor or an individual in the Office of Human Resources.

5.8 RETIREMENT BENEFITS

All regular employees who work a minimum of 1000 hours or more during a twelve (12) consecutive calendar month period commencing with the date of employment will be eligible for participation in the Guilford College retirement program after twelve (12) months of employment. The employee is required to participate in this plan.

Beginning with the thirteenth month of employment and continuing through month 48, the College contributes an amount equal to 6 percent of the individual’s base salary to this fund; the individual contributes a mandatory 1 percent. Beginning with the 49th month of full-time employment, the College contributes 11 percent and the individual 1 percent.

5.9 MISCELLANEOUS BENEFITS

5.9.1 College Housing

New faculty members are given priority on college housing. However, they are expected to make their own housing arrangements before the end of their third year of employment with the College. Lists of requests for faculty housing and of available homes with applicable rental costs are maintained in the Office of the Assistant Director of Facilities and Campus Services. Generally, housing is assigned on a first-come, first-served basis. However, other considerations,
including size of family, urgency of need for housing, and other issues may be taken into consideration.

5.9.2 Office Space

The assignment of faculty office space is the responsibility of the Academic Dean in consultation with department chairpersons. Whenever possible, members of each department will be kept in close proximity. When other office space is not available for members of the active teaching faculty, the Dean may request a faculty member on leave or otherwise temporarily not assigned teaching duties at the College to expect temporary reassignment of her/his office to a colleague. Every effort will be made to keep such dislocation to a minimum.

The priorities for the assignment of faculty office space are:

- Continuing, tenure-track, full-time faculty members;
- Temporary, non-tenure-track, full-time teachers;
- Continuing part-time faculty; and
- Temporary part-time faculty.

When a faculty contract is not renewed, the faculty member must vacate the assigned office space within fifteen (15) days from the end of the exam period.

5.9.3 Tickets to College Events

All employees considered to be full-time are eligible to receive complimentary tickets to most Guilford College intercollegiate events and to many other on-campus cultural events.

Part-time employees who work on a regular basis are also eligible to receive tickets to College events.
Chapter VI: Professional Librarians

PROFESSIONAL LIBRARIANS

Professional librarians at Guilford College are both faculty and administrative staff. As such they enjoy the status of faculty, with certain privileges and responsibilities. See "Other Privileges and Responsibilities" (6.600). However, because they do not teach full-time on a regular basis, they participate neither in the same system for faculty ranking nor in the program for faculty tenure, but have a system of parallel ranks and review. See "Review Process for Professional Librarians" (6.200).

6.1 Professional Librarian Employment

Employment at the College is a legal agreement between professional librarians and the institution. Letters of agreement for the academic year are issued on or before April 1, with the effective date of return of letters of agreement on or before May 1. See "Non-renewal" (6.2.4).

The ranking system for professional library personnel parallels the system for teaching faculty, but utilizes different titles. A list of these and their equivalents within the system for teaching faculty is as follows:

- Senior Librarian - Professor
- Associate Librarian - Associate Professor
- Assistant Librarian - Assistant Professor

6.1.1 New Appointments

New professional librarian appointments are made by the President on the recommendation of the Academic Dean. When a position has been authorized by the President, the Academic Dean initiates the recruiting process by requesting the Library Director to present a job description for the authorized position. The Library Director, in consultation with library staff, prepares a detailed description for approval by the Academic Dean and for the information of the Faculty Affairs Committee. Through appropriate local, regional, and national advertising, the Dean invites applications for the position. Applicants send credentials to the Library Director. From these applications, the Library Director, in consultation with the library staff, ranks the three to five most qualified candidates. The Director, in consultation with the Dean, will invite the candidates to on-campus
interviews. During such visits, the applicant is interviewed by the Academic Dean, who discusses rank and salary; all members of the library staff; the Library Director, who describes responsibilities; appointed representative from the Clerk's Committee; faculty on the Library Committee; and other interested persons.

The Academic Dean, in consultation with the Library Director, is responsible for determining that each person considered for appointment has been carefully evaluated in terms of verifiable academic qualifications, interest in librarianship, ability in working with students and teaching faculty, and potential contribution to college governance. The Library Director is primarily responsible for evaluating professional capabilities to determine whether they meet library needs. The appointed representative from the Clerk's Committee, the faculty on the Library Committee, and the Academic Dean concentrate upon determining whether a candidate will make a contribution to the total College community through educational philosophy and personal attitude.

Following the on-campus visit, those interviewing the candidates make written recommendations to the Academic Dean. After consultation with the appointed representative from the Clerk's Committee, the faculty on the Library Committee, all members of the library staff, the Library Director, and the Academic Dean makes a recommendation for appointment to the President.

In the case of a new Library Director, the search is conducted by the Academic Dean, who invites applications through appropriate local, regional, and national advertising. From these applications, the Academic Dean, the faculty chair of the Library Committee, a professional librarian, and the member of the Clerk's Committee rank the top ten candidates and forward their files to the President. After discussion, the three most qualified candidates are invited to on-campus interviews by the Academic Dean. Candidates are interviewed by the Search Committee, the faculty on the Library Committee, the library staff, the Academic Dean, and the President. Following the on-campus interviews, those interviewing the candidates make written recommendations to the Academic Dean and the President. If there is a difference in opinion between the FAC search committee, the faculty on the Library Committee, the library staff, the Academic Dean, and the President, they will meet together to communicate their respective positions. The President has the authority to make the final decision.
6.2 REVIEW PROCESS

While all professional librarians undergo a formal annual evaluation by the Library Director, they are also reviewed by the FAC during their second and fourth years of employment by the College and for promotion.

6.2.1 Information-Gathering Responsibilities

The Academic Dean, in consultation with the Library Director, notifies in writing all professional librarians scheduled for the FAC reviews. Such notification will take place on or before October 1 in the review semester. The community at large will be notified of the impending review(s) in the Community Newsletter.

The Chairperson of the Faculty Affairs Committee will work with the Academic Dean to assure timely collection of all additional material relevant to the review, including the following:

- A written self-evaluation by the professional librarian under review. The self-evaluation should address those strengths and accomplishments which the librarian particularly desires the FAC to note and may address issues raised in annual evaluations by the Library Director. Supporting materials, such as announcements of exhibits or lectures, samples of work published, committee publications, course syllabi, materials demonstrating productive changes in job for more efficiency and better delivery of services, or other items demonstrating professional contributions, may be included.

- A confidential evaluation from the Library Director which assesses the quality of the professional librarian’s contribution to the well-being of the library and the community. The Library Director may also refer to issues raised in annual evaluations of the employee.

- Confidential evaluations from other librarians. First-year professional librarians shall be given the option of abstaining from expressing an opinion if they prefer. All other librarians will be expected to make a clear recommendation in writing.

- Confidential statements concerning the quality of the professional librarian’s work from at least one and no more than three extra-departmental colleagues, nominated by the candidate.
- Confidential letters from three students chosen by the person under review.
- Additional materials may be solicited by the professional librarian under review, the Library Director, or the Academic Dean.

### 6.2.2 Deliberative Process

Each member of the FAC shall review the materials enumerated above prior to discussion. All discussions of the committee are confidential. After the FAC has reviewed the written material and initiated its discussion, the chairperson may invite the professional librarian under review to meet with the committee. If the FAC believes it necessary, other individuals may be invited to discuss the candidate's performance.

The members of the FAC shall work towards a sense of the meeting, even though the recommendation of the Academic Dean may be recorded separately from that of the committee in the document transmitted to the President. If an unconvinced member or members of the committee remains opposed to a final decision, a "minority minute" may be written, recorded, and transmitted. When the FAC has arrived at its final recommendation, the Academic Dean shall present the committee's conclusions to the person under review, the Library Director, and the President. If there is a difference of opinion between the FAC and President, the President will meet with the FAC and communicate his or her recommendations with supporting rationale to the FAC. The President makes the final decision and communicates it to the person under review, who may appeal the decision according to the "Appeals Process" (2.600).

### 6.2.3 Review Criteria for Professional Librarians

- Effectiveness in librarianship (to be evaluated on the basis of the job description);
- Improvement as a professional librarian; and
- Service to the community.

See also "Promotion" (6.300) for further details.

### 6.3 PROMOTION

Recommendations for promotion normally originate with the immediate supervisor or the Library Director. However, any member of the faculty or
professional library staff can propose a promotion after consultation with the Library Director and the Academic Dean. Recommendations for the promotion proceed in the same manner as those for two- and four-year review, except that the final decision about promotion rests with the Board of Trustees. See "Deliberative Process" (6.220). The member of the FAC shall work towards a sense of the meeting, even though the recommendation of the Academic Dean may be recorded separately from that of the committee in the document transmitted to the President. Other differences of opinion within the committee may be recorded in a "minority minute." When the FAC has arrived at its final recommendation, the Academic Dean shall present the committee’s conclusions to the person under review, the Library Director, and the President. If there is a difference of opinion between the FAC and the President, the President will meet with the FAC and communicate their recommendations with supporting rationale to the FAC. If differences remain, the Board of Trustees will make the final decision, and the President will communicate that decision in writing to the individual being reviewed. The latter may appeal the decision according to the "Appeals Process" (2.600).

The College does not adhere to a system of automatic promotions after a specific time of service in rank or the earning of any degree. In judging merit for promotion, the President, Academic Dean, the FAC, and the faculty as a whole have agreed to guidelines which emphasize effectiveness in librarianship, complemented by creative and productive professional activities, and community service. Broadly construed, such activities include: research, including the supervision of student research; professional publication; conscientious efforts to improve as a librarian through innovative and effective approaches to one’s work; teaching (if applicable); commitment to the total educational community, as a counselor to students, as an academic colleague, and as a willing and effective participant in the governance of the College through committee work; membership in professional organizations; and involvement in service to the community. In promotion decisions, length of service as reflected in distinguished college service either at Guilford or at some other institution may be a factor.

6.4 TERMINATION

A newly appointed professional librarian may expect to receive a second annual contract unless:
Appointments are clearly temporary in nature and are so identified at the time of appointment; such appointments carry notice of termination with the first contract.

Extraordinary circumstances necessitate a review in the first year; in such a case, a decision not to extend a contract must be communicated to the faculty member on or before March 1 of the second contract year.

During the fall semester of the second year, there must be a formal evaluation and review of the new professional librarian's performance by the FAC (as described in 6.200). The purpose of this review is to assist the Academic Dean and Library Director in determining whether to extend a third annual letter of agreement. Any decision not to extend a third letter of agreement must be communicated on or before March 1 of the second contract year.

Professional librarians who have been at Guilford more than two years must receive one year’s notice in a terminal letter of agreement, except when dismissed for cause. Dismissal for cause normally includes professional incompetence, unprofessional actions, moral turpitude, or gross neglect of duty. Termination may also be effected because of unavoidable budget reductions.

Professional librarians have the right to appeal non-renewal of letters of agreement on the claim that such non-renewal is for invalid reasons. If a negative review is received from the Faculty Affairs Committee, the same appeal process shall be that applied to faculty. See "Appeals Process" (2.600). If a negative review is received from the Director of the Library or the Academic Dean, the appeal process for staff shall be used. See "Performance Appraisal" in the Administrative and Support Staff Handbook (3.700).

A professional librarian may terminate an appointment at the end of an academic year, provided the earliest possible notice is given in writing on or before April 1 or thirty days after receiving notification of the terms of appointment for the coming year, whichever date occurs later. The professional librarian may properly request a waiver of this requirement of notice in case of hardship or on the grounds that it prevents substantial professional advancement.

6.5 STUDY LEAVE

Professional librarians requesting study leave do so as administrators, as specified in section 6.300 of the Staff handbook. (See below). The expectations for continued service for librarians returning from study leave are the same as...
those stipulated for faculty members. Specifically, librarians shall continue to serve the College for at least one year after returning from such leave, or refund to the College salary, benefits, and other monies paid in conjunction with the study leave.

Recognizing that administrative staff and professional librarians need periodic occasions for strengthening academic and professional resources that are essential to effective work, a regular policy of eligibility for study leaves has been established within these groups. Specifically, this includes the professional library staff and the professional administrative staff (above the level of administrative assistants). The length of possible leaves will depend on the required adjustment of responsibilities and the character of the study leave proposal, but will not exceed the equivalent of one semester.

Leave proposals may be considered following a minimum of six years of full-time service to the College in a professional capacity. They are granted by the President on the basis of written proposals submitted during the fall term of the academic year prior to that in which the leave is requested. Such proposals should be submitted to the department head by September 1 and to the President by September 10. The proposal should include the time and duration of the requested leave, a description of the intended activities and their potential contribution to areas of professional importance and individual growth, and a recommendation for coverage of the regular work assignments of the individual requesting leave. At the end of the leave a written evaluation of the progress of activities during the leave, plus copies of any writings or professional programs developed during the leave, should be submitted to the President.

Administrative leaves are granted for a period equivalent to one semester with full compensation. Recipients will continue to be covered under the benefit plan during the leave period.

Whenever possible, work allocations should be adjusted internally in order to sustain the activities and responsibilities of the person on leave. It is recognized that in some cases this will add a modest additional burden to colleagues within the College, but these individuals may be afforded the same opportunity at another time.

In some cases, it may be necessary to hire an external replacement. In order to budget for such a position, a small pool will be established in a special account.
fund. Leaves will be permitted only up to the limit of funds available in this account for necessary replacements.

No leaves may be requested until the completion of six years of continuous full time service to the College in a professional capacity. After a study leave, another period of at least six years must elapse before another leave will be considered.

Individuals granted study leaves must return to the College to work for at least one year. Should the recipient choose to leave the College within one year following the study leave, repayment of all the monies advanced during the leave shall be required, to include salary and benefits and other monies including travel advances and other general expenses paid for or advanced to the administrator or professional librarian during the leave.

Any exceptions to this leave policy require the full approval of both the President and the Teachers and Officers Committee of the Board of Trustees.

6.6 OTHER PRIVILEGES AND RESPONSIBILITIES

Although their duties are not altogether instructional in nature, professional librarians are expected to view the services they perform as an integral, supporting part of the educational process and necessary to the functioning of the College as a community of learning. Therefore, professional librarians who travel for purposes related to academic professional development are eligible for Faculty Travel Fund allocations (5.350). Under certain circumstances, they may also apply for Faculty Research Funds (see 5.330) and Kenan Grants for the Improvement of Teaching (see 5.320).

Other responsibilities include regular attendance at faculty meetings and commencement and service on College standing committees. Professional librarians are nominated by the Nominating Committee to serve on one standing committee. Ordinarily, newly appointed professional librarians are not asked to serve on committees the first year but may do so if they request such service.

Employment at Guilford College is considered full-time unless otherwise explicitly provided in salary arrangements. Any offer of concurrent employment by any employer may be accepted by a professional librarian only after approval by the Library Director, Academic Dean, and the FAC. Substantial self-employment commitments must also be approved by the Library Director, Academic Dean, and the FAC. This regulation is not intended to discourage such activities as
research, consulting, or public address. It seeks rather to ensure that College responsibilities are fulfilled and to safeguard the primary obligation of Guilford College to its students.

The responsibilities and privileges of Academic Freedom apply to professional librarians as well as faculty. See "Academic Freedom" (2.000). Although professional librarians may speak and act freely as private citizens without institutional censorship or discipline, they should make every effort to indicate in such cases that they are not speaking for the institution.

**6.6.1 Tuition Remission -- Dependent of Employees**

[Changes approved by the Teachers, Officers and Curriculum Committees of the Guilford College Board of Trustees, January 28, 2000]

After 12 months of continuous full-time employment, Guilford College provides tuition remission for spouses, partners and/or for blood-related or legally dependent children of all employees considered full-time or part-time continuing faculty members. Part-time administrators and support staff who have worked for a minimum of 1000 hours or more for three consecutive twelve (12) calendar month periods will also be eligible to take advantage of this benefit. Part-time faculty who have taught at least one course in each semester for three consecutive academic years (a minimum of six classes) will also qualify for this benefit after three consecutive twelve (12) calendar month periods. Dependent children, spouses and partners eligible for tuition remission must be students pursuing the initial baccalaureate degree. For such individuals to continue to receive tuition remission, the employee must continue to be employed by the College on the same or greater basis as when they began using the benefit. All eligible dependents may enroll in classes on a space-available basis.

In the event that a non-employed partner (not spouse or child) receives tuition remission, then the value of that tuition remission will be taxable to the employee as gross income and will be reflected on the employee's W-2 as such.

Dependent children or spouses/partners are also eligible to participate in certification/non-credit programs available through the Professional Development and Training Center (PDTC) on a space-available basis as determined by PDTC. The cost to the employee for participation in a certification/non-credit program or course will be based on Guilford's actual per student cost to offer the program or course (based on minimum required class size) plus all incremental costs for
books, course materials, fee, per students cost, etc. The books, fees, course materials and per student costs will differ for each of the certification/non-credit programs.

Tuition remission forms are available in the Office of Human Resources. Completed forms must be submitted before the day of registration.

In determining financial dependency, the College adheres to the standards formulated by the Internal Revenue Service as stated in the annual instructions for filing Form 1040. Tuition remission is applicable to the equivalent of 128 credits at Guilford (eight regular semesters of work) toward the initial baccalaureate degree, less any credits transferred from other institutions. Financial dependency will be a prerequisite for tuition remission for dependents of all employees without exception.

Students receiving tuition remission are held to the same academic requirements as all other financial aid recipients. To continue receiving this benefit, the students enrolled under tuition remission must maintain satisfactory academic progress as defined in the College Catalog.

During the summer, spouses, partners or dependent children of full-time employees may take up to eight credit hours of course work tuition-free through the summer school if they are pursuing the first baccalaureate degree at Guilford College or elsewhere and are taking the course for credit. Again, spouses and partners may attend on a space-available basis, only.

Requests for tuition remission must be submitted before the first day of classes to the Office of Human Resources. Tuition remission for dependents requires that the full-time Guilford College employee certify financial dependency by signing an affidavit that the student for whom tuition remission is sought will be claimed as a dependent on Form 1040 during the proposed enrollment period. Moreover, the person receiving tuition remission must be dependent on the employee by Internal Revenue standards for the period she or he requests tuition remission.

College employees utilizing the tuition remission benefit are requested to report promptly to the Office of Human Resources any change in the number and status of dependents eligible for tuition remission due to birth, legal adoption, marriage, legal separation, divorce, death, or termination of committed partner status.
Appendix A

Workload Analysis

[Added April 2001 by the corporate faculty, revised by the division chairs April 24, 2005]

Preface

The faculty workload analysis, instituted by the Academic Dean and Division Directors in the spring of 2001, has been reviewed annually. As a result, it has been revised and changes have been made reflecting input from faculty members from every division. This document represents those revisions.

Purpose

The primary purpose of the workload analysis is to provide accurate and consistent information that will help the Academic Dean, Division Chairs,[1] and Department Chairs analyze the volume of work done by individual faculty in the four major areas of faculty responsibility described in the Faculty Handbook: teaching, advising, community service and scholarly or professional growth. Although the quality of work is important, this analysis focuses on quantity. It will contribute to better utilizing faculty talent and time, to achieving and sustaining equity in workload distribution, and will help determine the amount of merit pay raises in faculty salaries. The use of this information should thereby improve faculty morale and help determine the frequency and kind of courses offered by the College.

Assumptions

Several assumptions directed the development of the workload analysis. It must:

- Be simple, useful and easy to understand.
- Be based on information that can be quantified.
- Rely on regular data collection processes from various sources.
- Follow from already defined expectations.

Weighting System

Workload is calculated once a year following the completion of the spring semester. Points are distributed among the four major components of faculty
work: teaching, advising, community service, and scholarly or professional growth. One hundred points are used to quantify workload, and each faculty member can earn a score ranging from 0-100 (called "with limits"). A second score represents the full extent to which faculty members have exceeded workload expectations in each category. This is the total, "without limits." In addition, the total faculty, division and departmental means and standard deviations are calculated for each component (teaching, advising, etc.) and for the total workload. The weighting system is described below.

55 points

- **Teaching:** class size. The major focus of Guilford faculty should be teaching and the allocation of the workload points reflects this emphasis. A maximum of 45 points is assigned based on average class size, with the expectation that faculty will teach an average of 15-25 students in each class. An additional 10 points are assigned for contributions to the curriculum, described below.

The Registrar's Office will be responsible for continuing to produce the teacher workload report sometime in the month following the last day to drop with a 100% refund. A record of each faculty member's teaching load will be maintained by the Dean's office. The data will then be analyzed as follows:

A normal teaching load is three, four-credit courses. Multiply three times four to get twelve, which is the teaching credit responsibility for most faculty members each semester. Science labs will be counted as 2 credit hours. Internships and independent studies will count as the number of credits for which the student is registered.

Compensated overload teaching will not be included in the faculty teaching workload.

The total student credit hours shown in the teaching load report generated by the Registrar's Office will then be divided by the number of teaching credits for which each faculty member is responsible. For example, suppose a faculty member teaches three, four-credit courses with 15, 18, and 25 students enrolled in the three courses, and has a TA enrolled for four credits and one student doing an internship for four credits. The total number of students for this faculty member is 60. This number (60) is multiplied by four (credits for each student) to equal 240, which is the total student credit hours for the faculty member. The faculty
member’s teaching credit responsibility is 12 (three, four-credit courses) so you divide the total student credit hours (240) by the teaching credit responsibility (12) to get 20. According to the handbook expectations for teaching loads, this method should produce a figure between 15 and 25 for each faculty member. This approach should produce similar results for those teaching non-4 credit courses as well as those with reduced loads.

Points then will be awarded to each faculty member based on their calculated average. Those with averages of 25 or more will receive 45 points. Each number in the average is worth 1.8 points. In the example above, the faculty member with an average of 20 would earn 36 points.

These figures will also be used to track teaching over time and to create a teaching load assessment for past years.

- **Teaching:** *Contributions to general curriculum* -- This sub-category, worth a maximum of 10 points, augments the teaching workload, with points awarded for the following: (1) the number of preparations, over four, taught each year; (2) the number of new or second time courses taught;[2] (3) the number of courses that (a) satisfy requirements for interdisciplinary majors or concentrations, (b) that satisfy requirements for single discipline majors offered by departments other than the faculty member’s own department, or (c) that meet general education requirements, excluding area of study courses that also count toward a major offered by the faculty member’s own department; and (4) curriculum development.

- Faculty will receive one point for each separate course preparation, over four, per year.

- Faculty will receive two points for each new course taught and one point for each course taught for the second time (see footnote below for the workload definition of a new course).

- The Registrar’s Office will be responsible for maintaining a list of courses that fulfill general education requirements each semester. This list will be used to help determine each faculty’s contributions to the curriculum in areas other than their major or disciplinary concentration. One point will be awarded for each course that (a) satisfies a requirement for an interdisciplinary major or concentration, (b) satisfies a requirement for a
disciplinary major other than one's own, or (c) contributes to the general education curriculum but does not count toward a major in a discipline offered by her or his department (e.g.: FYE, English 101/102, Foreign Language 101/102, HP, Critical Perspectives, or IDS 400). If a course meets a breadth requirement and also counts toward a disciplinary major offered by the faculty member's department, that course does not count as a contribution to the curriculum. In this category, Individual courses will earn only one point, even though they may contribute toward more than one area in the general curriculum (e.g., diversity and IDS).

- Curriculum Development -- This includes the uncompensated work (compensation includes Faculty Development grants, stipends, and course reductions) to develop courses or programs beyond the regular revision and updating of courses. This information will be collected at the end of each year from the Faculty Development office, the Interdisciplinary Studies Division Chair, the Curriculum Committee and a survey of faculty by the Academic Dean's Office. A maximum of 5 points may be awarded for curriculum development.

15 points
Advising -- Faculty will be awarded up to 15 points based on the number of advisees recorded in the Registrar's Office.

The Registrar's Office will be responsible for maintaining information on number of advisees per faculty member. At the beginning of the spring semester, a report will be prepared showing the number of each faculty member's advisees.

Points for advising will be assigned based on the median number of advisees for all faculty and will range from 0 to 15 points. For example, if 10 is the median number of advisees for all faculty, those faculty with 10 advisees would receive 7.5 points. Each additional advisee would increase the point value up to a maximum of 15 points.

15 points
Community Service -- This component includes
- Service on committees,
- Uncompensated administrative tasks,
- Grants which focus on the curriculum or students, and
Co-curricular and student activities

Efforts in each of these areas will be assigned points up to a maximum of 15.

At the end of the spring semester, a form will be distributed to faculty that requests information about committee assignments, chairing departments or programs, other administrative tasks, grant writing or administration, co-curricular and student activities. Faculty will be asked to identify which, if any, of the activities noted are compensated. Faculty will return the form to the Dean’s Office. These data will then be used to award points.

**College Committees.** Faculty responsibilities for serving on committees are outlined in the Faculty Handbook. Every faculty member is expected to serve on one committee. Chairing a department is considered equivalent to serving on a committee. A total of 7 points will be awarded for committee service, and a total of 7 points for chairing a department. Faculty will receive an additional 2 points for chairing a committee.

**Administration.** A maximum of 3 points will be awarded for uncompensated administrative work (directing a program, developing a new program, etc.). Faculty will not receive points for compensated administrative work (compensation includes stipends and course release), although the record will show such work.

**Grants.** Information collected will include writing and administering grants, duration of grant, type of grant (programmatic, student research, faculty research), benefits (monetary, release time, travel, equipment, etc.) for faculty, students, or programs. Some grant work will fall under college service and some under professional growth and scholarship. Faculty may decide where this contribution is most appropriately counted. A total of 3 points may be awarded for grant activities under community service.

**Co-curricular Activities.** Activities that can include advising a student group; organizing or participating in panels; participation in Honors, Open House, or other admission/student life activities may be awarded a total of 5 points.

Only work that falls under the guidelines listed will accumulate workload points. It is understood that many faculty have taken on additional tasks for which they are compensated (teaching overloads, division directors, directors of programs, etc.). This work is considered an addition to the required faculty workload and not included in workload points. It is important that the college maintain records of
such "extra" work, as it may help us to better understand the amount of work required to run the college and better distribute the workload among faculty.

The Academic Dean will be responsible for assigning points for work in all areas of community service based on the information reported by each faculty member at the end of the academic year. These point values and the rationale for their allocation will be communicated to faculty at the end of each year. A maximum of 15 points will be awarded for all aspects of community service.

15 points

_Growth as a Scholar_ -- Up to 15 points will be assigned for participation in publishing, exhibitions, presentations, attending conferences, and research grants.

At the end of the academic year, the Academic Dean’s Office will collect information about faculty participation in publishing, exhibitions, presentations, attending conferences, and research grants. Professional growth activities are expected to differ among different disciplines, but all that are appropriate for a discipline will be "counted."

The Academic Dean will be responsible for assigning points for professional growth based on the point values decided upon by the various divisions. These point values and the rationale for their allocation will be communicated to faculty at the beginning of the next academic year.

[1] The change in terminology from Division Directors to Division Chairs represents the transition in academic administration that will be in effect in the 05-06 academic year.

[2] In this context, "new" is defined as either new to the college curriculum or newly taught by someone who has previously taught other courses at Guilford. It does not apply to courses that newly hired faculty members are teaching for the first time, but are part of the college curriculum and are courses for which they have been newly hired to teach. New faculty may receive monetary compensation through the Campbell Fund as well workload points for developing courses new to the college.
Appendix B

Procedures for Substantive Change

Guilford College is responsible for compliance with the Policy Statement on Substantive Change for Accredited Institutions of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The requirements for substantive change notification are available at http://www.sacscoc.org/pdf/081705/SubstantiveChange.pdf.

Substantive changes are modifications in an accredited institution that significantly modify or expand the nature and scope of an institution. The following modifications are substantive changes:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
• Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution’s programs

SACSCOC has outlined the procedures to be followed in specific substantive changes, and Guilford College adheres to those policies.

When the faculty, President, and Board (if necessary) approve changes in curriculum or course delivery that would meet the requirements for notification of SACSCOC, the Academic Dean will compile the appropriate documents, cover letter, and fee payments (if required) for submission of the request for approval of the substantive change. Hard copy of all material is maintained in the Academic Dean’s office, and electronic copies are maintained in the Office of Institutional Research and Effectiveness.

The Academic Dean is responsible for ensuring that substantive changes are requested in a timely manner, according to the requirements of the SACSCOC.