

**GUILFORD**  
COLLEGE

**Faculty Handbook**

[May 2022]

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# **Guilford College Faculty Handbook**

## **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.



## **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 Chief Academic Officer in consultation with the Clerk of the Faculty.

This document was approved by the faculty and President Jane Fernandes in April 2020. It updates a version approved on April 15, 2019. The Board of Trustees approved the Guilford College Faculty Handbook on September 23, 1995. Subsequent updates have also been approved by the Board of Trustees. See Appendix B for further information.

## **Chapter I: Institutional Organization**

### **1.1 THE BOARD OF TRUSTEES**

The [Board of Trustees](#) is the governing body of Guilford College. Its responsibilities and work are described in the [Employee Handbook](#).

### **1.2 ADMINISTRATION**

Job descriptions of those positions that report to the President are on file in the Office of Human Resources. An organization chart of administration positions is included in the [Employee Handbook](#).

### **1.3 FACULTY**

The faculty of the College consists of the President, the Provost (who serves as the Chief Academic Officer), 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 Chief Academic Officer; 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, the time to be determined by the Clerk's Committee. Special meetings may be called by the Clerk of the Faculty. The President, Chief Academic Officer 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

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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, they 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 their 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 at designated times. 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. In addition, they, or their designee, serve *ex officio* on collegewide committees. 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 collegewide committees, 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 their academic department and the Chief Academic Officer, 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 Quaker Archives 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)

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**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. Collegewide committees are described in the [Employee Handbook](#).

Standing committees (both faculty and collegewide 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.

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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.

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 stream 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 their 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 they so desires. If the

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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 Chief Academic Officer sits on the Clerk's Committee and could take responsibility for the delivery of the message to the faculty member that they are being replaced. If the individual believes they have been treated unfairly, they 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 Chief Academic Officer's Office (faculty committees). A copy of these materials will also be added to a cumulative file for that committee located in the Quaker Archives 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 Chief Academic Officer.

### 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 program directors and coordinators), to the Curriculum Committee, and to the Institutional Effectiveness Committee. The Assessment Committee communicates with those providing curricular oversight in order to monitor actions to improve student learning across the curriculum 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.** A minimum of five faculty members, representing a diversity of academic disciplines. A tenured faculty member and the Director of Institutional Research and Effectiveness will co-chair the committee. The Librarian for Research and Learning 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 Chief Academic Officer'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 collegewide 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 Academic Dean 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



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The membership of the committee will include 3-6 faculty members. The Associate Academic Dean 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 they have 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)**

Described in the [Employee Handbook](#).

### **1.4.4 Budget Committee (collegewide)**

Described in the [Employee Handbook](#).

### **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 Chief Academic Officer. (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

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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. 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 other meetings that are held during the 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 inadequate representation of diverse academic disciplines, the Nominating Committee will name another faculty member from an allied department, but not one under consideration 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 Chief Academic Officer is a member of a department requesting a position allocation, they will participate in the discussion because they have responsibility for oversight over the whole College but may step aside during particular parts of the discussion bearing on their 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 a diversity of academic disciplines of the College; Chief Academic Officer; Recording Clerk; one student. Beginning the March prior to assuming the Clerkship, the Clerk-elect will serve as an ex-officio

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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 Chief Academic Officer.

**Membership.** Five faculty members representing a diversity of academic disciplines, a representative from the Assessment Committee, and a representative for the Interdisciplinary Studies majors. A tenured faculty member will chair the committee. The Chief Academic Officer or designee; Registrar; one student is also on the committee.

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

Described in the [Employee Handbook](#).

### 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 student (preferably a student who has 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)

The Faculty Affairs Committee (FAC) serves as a confidential advisory committee to the Chief Academic Officer 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 is being evaluated for tenure, promotion, or review, the faculty member will be excused from the deliberations having to do with these persons' leaves, evaluations, tenure, or promotion, whichever is relevant. Also, members of FAC who feel they have an unusually close working or personal relationship with a reviewee may recuse themselves from those reviews. If there is a question about whether such a recusal is necessary, the FAC member should consult with Clerk's Committee and the Dean.

Prior to the discussions of the person to be evaluated, any needed replacements 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.

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The FAC review system is separate from the periodic, four-year formative review cycle (see 3.5 “Formative Review of 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 a diversity of academic disciplines of the College, one of whom chairs the committee; and the Chief Academic Officer.

### 1.4.10 Faculty Development and Excellence in Teaching Committee (faculty)

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

**Membership:** Six members of the faculty, including a Chair and Assistant Chair. The remaining faculty members will be divided with half focused on support for pre-tenure and contingent faculty and half focused on support for tenured faculty. The Chair and at least two faculty members are to be tenured faculty. The Chair is to serve a minimum term of two years. Membership also includes the Director and Assistant Director of the CPPSET and the RES librarian (*ex officio*).

### 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.** At least three faculty selected from a diversity of academic disciplines; the Director of the Honors program, who chairs the committee; and one Dean’s office representative from the staff.

**1.4.12 Institutional Effectiveness Committee (collegewide)**

Described in the [Employee Handbook](#).

**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

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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 Chief Academic Officer and approved by Clerk's Committee.

### **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:**

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- 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)
- One student representative
- 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 all collegewide committees on which the Clerk serves ex officio, and Clerk's Committee in order to provide transition and continuity. Unless the Clerk-elect currently serves on the Faculty Affairs Committee, they 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



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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 Chief Academic Officer, 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 Chief Academic Officer, 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 Chief Academic Officer 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 part-time 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 tenure stream faculty. The Nominating Committee is obligated to assign a diversity of academic disciplinary representation on three standing committees: Faculty Affairs, Curriculum, and Clerk’s. For all other standing committees, the Nominating Committee will strive to reach a diversity of academic disciplinary 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 Chief Academic Officer, 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

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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 (collegewide)

Described in the [Employee Handbook](#).

## 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 in the [College Policy Library](#).)

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 Chief Academic Officer, 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 Chief Academic Officer, department chairpersons, or interdisciplinary program coordinators who seek to have tenure stream faculty positions assigned shall make proposals to the Clerk's Committee and the Chief Academic Officer, who sits with the Clerk's

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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 Chief Academic Officer. 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 2.2.1 Search Procedures for Recruiting Faculty to Guilford College) 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 Chief Academic Officer, and the Clerk of the Faculty (or in the case of the President, the Board of Trustees).

The President, Chief Academic Officer 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 tenure stream faculty 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, 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 stream position, credit toward tenure is accrued at the full-time rate.

### **2.1.3 Tenure Stream Faculty Ranks**

Full-time tenured or tenure track teaching faculty members, designated in aggregate as "tenure stream," 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.

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- 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" (2.2.2.1).

Collegiate 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 Chief Academic Officer 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**

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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 who represent 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 stream searches. In cases where a position changes from temporary to tenure stream, the College shall carry out a national search that follows these guidelines.

### II. Monitoring the Search Process:

- A. The Chief Academic Officer 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 Chief Academic Officer 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 Chief Academic Officer'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.

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- 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 Chief Academic Officer 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 their 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



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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 Chief Academic Officer) 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;

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- 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
- Chief Academic Officer
- 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)
- Vice President of Diversity Equity and Inclusion or staff representatives of the DEI office
- Students who are majoring in the discipline and the IDS program

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- Chair or Assistant Chair of Faculty Development and Excellence in Teaching
- 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 Chief Academic Officer 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 Chief Academic Officer 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 Chief Academic Officer determines needs and allocation of funds available to employ part-time personnel. In the selection of part-time faculty, the Chief Academic Officer 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 Chief Academic Officer. The Chief Academic Officer, 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 Chief Academic Officer'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 number for one course, unless otherwise jointly approved by the teacher and the Chief Academic Officer.

Compensation for part-time faculty will be reviewed annually by the Chief Academic Officer in consultation with the department chairperson.

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

For collegiate 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 three consecutive years 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 Chief Academic Officer.

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 they teach 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 Chief Academic Officer.

An individual may be nominated for "continuing" part-time status by their department after teaching at least one course per year during three consecutive academic years. Nominations go to the FAC and the Chief Academic Officer. 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 stream position must be notified by March 1st, and faculty members in their second year of a tenure stream 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 (Labor Day, 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 stream. Annual letters, which record base salary, are also issued to tenure stream faculty members; however, their chief purpose is to indicate changes in rank and salary. Salary raises are administered according to the College's Compensation Plan. 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 Chief Academic Officer, 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 stream 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 Chief Academic Officer. 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 stream 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 stream faculty members may appeal non-renewal decisions through the appeals process (see 2.6.1 "Appeals for Review, Tenure, and Promotion").

## **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 Chief Academic Officer 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 stream 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 Chief Academic Officer, 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

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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 stream 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 Chief Academic Officer, 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 stream 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 Chief Academic Officer 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 stream appointment (See Section 2.4 Tenure Process).

### **2.3.1 Information-Gathering Responsibilities**

The Chief Academic Officer 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 Chief Academic Officer 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 Chief Academic Officer 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 Chief Academic Officer, 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 Chief Academic Officer:

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

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possible while still addressing the four criteria outlined in 2.3.3 (“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 Chief Academic Officer, 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 Chief Academic Officer 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 tenure stream departmental faculty members. The letter will include an analysis of the faculty member's qualifications and work relating to the four criteria outlined in 2.3.3 (“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 stream 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 2.3.3 (“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 and Excellence in Teaching Committee. Members of the Faculty Development and Excellence in Teaching Committee who have formally mentored the



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faculty member since the previous FAC review should not write a letter to the FAC about that faculty member. If the faculty member has strong reasons for wanting a letter from one of these committee members, they may request one.

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 2.3.3.3).
8. Other letters received as a result of invitations posted through the appropriate College media or additional items requested by the FAC or the Chief Academic Officer.

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, the President, and Board of Trustees, October 2018 and February 2019]*

Each member of the FAC and the Chief Academic Officer shall review all the materials described above, prior to Committee discussion. The Chief Academic Officer 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

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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 become a part of the review record.

The members of the FAC shall work toward a sense of the meeting separately from the Chief Academic Officer. Afterward, the FAC and the Chief Academic Officer 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 must be written, recorded, and transmitted to the President. If the FAC and Chief Academic Officer are in consensus, the President may join their consensus and endorse their recommendation. Alternatively, if the President does not endorse the FAC and Chief Academic Officer consensus, they must write a separate determination. If the FAC and Chief Academic Officer are not in consensus, then the President must write a separate positive or negative determination. The President communicates that determination to the FAC, the Chief Academic Officer, and the faculty member.

### Resolution of Reviews

The following review outcomes apply to tenure and promotion reviews (for reappointment reviews, see below):

**Positive outcomes:** If the recommendation of the FAC and Dean is positive, split, or negative and the President's determination is positive, then that decision is the final result of the review.

**Negative outcomes:** If the consensus recommendation of the FAC and Dean is negative, and the President's determination is negative, then that decision is the final result of the review, though the faculty member has the right to appeal to the Board of Trustees, following the procedure described in Section 2.6.1.

**Mixed outcomes:** If the recommendation of the FAC and Dean is positive or split, and the President's determination is negative, the faculty member has the right to appeal, following the procedure described in Section 2.6.1.

Faculty members who are not granted tenure in a tenure review will be granted a one-year terminal appointment.

**Reappointment (2<sup>nd</sup> or 4<sup>th</sup> year) reviews:** These are the possible outcomes:

- If the recommendation of the FAC and Dean is positive, split, or negative and the President's determination is positive, the President's determination is the final result of the review.
- If the recommendation of the FAC and Dean is positive or split and the President's determination is negative, the faculty member has the right to appeal to the Appeals Board only, following the procedure described in Section 2.6.1.

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- If the recommendation of the FAC and Dean is negative, and the President's determination is negative, the faculty member has the right to appeal to the Appeals Board only, following the procedure described in Section 2.6.1.

The Appeals Board reports its findings to the FAC, the Dean, and the President, whose second determination (only made in the case of an appeal) is the final result of the review. The Board of Trustees does not entertain appeals for reappointment reviews.

### Reporting of Results

The Chief Academic Officer shall compile the following information and distribute it to the faculty member under review and to the department chairperson of the faculty member:

- The recommendation from the FAC and Dean, or multiple recommendations if the FAC did not arrive at a consensus position;
- The determination from the President, if the President wrote a separate determination from FAC and the Dean.

This report should be made as soon as possible after the President has made her or his determination.

A faculty member who wants clarification of the report may request a meeting with the Chief Academic Officer and a member of FAC. A faculty member who receives a positive review but who disagrees with specific information in the report may submit a rebuttal letter to the Dean. Both the report and the faculty member's rebuttal (if applicable) will be kept in the faculty member's personnel file and will be examined in subsequent reviews.

If an appeal eventually proceeds to the Board of Trustees, the Chief Academic Officer will also provide a summary of the decision of the Board of Trustees to the faculty member and department chairperson once that decision is reached.

### 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 Chief Academic Officer, 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 Chief Academic Officer to try to resolve them. If unresolved differences remain and the President's recommendation is affirmative, the President, the Chief Academic Officer, 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.

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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

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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 or excellence in teaching 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 Chief Academic Officer. 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 Chief Academic Officer.

### **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

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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.

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### Summary of Scholarship Elements

— Glassick, C.E., Huber, M.T., & Maeroff, G.I., *Scholarship Assessed: Evaluation of the Professoriate*. Jossey-Bass Inc., San Francisco, 1997.

### **Clear Goals**

Does the scholar state the basic purposes of their 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 their 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? Do they 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 their work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present their message with clarity and integrity?

### **Reflective Critique**

Does the scholar critically evaluate their own work? Does the scholar bring an appropriate breadth of evidence to their 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.



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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 their interests and abilities.

### **Criteria**

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 or excellence in teaching 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.

## **2.4 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 stream 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 Chief Academic Officer 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 stream 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 Chief Academic Officer, 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, Chief Academic Officer 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 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 Chief Academic Officer, and approval by the President upon recommendation of the Chief Academic Officer.

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 Chief Academic Officer. Faculty members may request a waiver of this extension if they do so in writing to the Chief Academic Officer.

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 Chief Academic Officer 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 Chief Academic Officer 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

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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 Chief Academic Officer. 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 Chief Academic Officer. The FAC and Chief Academic Officer 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 Chief Academic Officer 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; (2) understand how our standards and criteria are applied at Guilford and of how the review process functions; (3) have undergone anti-bias training and are aware and cognizant of common types of biases based on race, gender and other factors, as well as practical steps to minimize biases. 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 and Excellence in Teaching 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.
4. To promote equity and minimize explicit and implicit biases during the deliberation process, the FAC designates a “reflector” during each faculty review. While all FAC members should try to avoid bias, the reflector is specifically tasked to listen for potentially biased languages in FAC deliberations and call out potential biases in letters, student evaluations, and other materials for the review. The FAC decides how to designate the “reflector” for each review.

### **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.

## **2.5 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 Chief Academic Officer, the FAC and the faculty as a whole have agreed to guidelines described in “Review Criteria” (2.3.3).

### **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**

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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 2.3.3 (“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**

[Revisions approved by faculty April 29, 2021]

Endowed professorships are the highest academic awards an institution can grant. They are awarded to faculty of distinction, who have outstanding records of artistic and/or scholarly accomplishment, teaching, and service.

#### **2.5.4.1 Nomination**

When an endowed professorship is available to be awarded, the Chief Academic Officer’s office will send an announcement to faculty in order to solicit nominations. The announcement will include eligibility criteria for the professorship(s), summarize the selection process, and include a submission deadline for the nominations. Eligible faculty may nominate themselves or be nominated by others. Nomination letters should provide detailed information about a nominee’s record in each of the areas of artistic and/or scholarly accomplishment, teaching, and service.

#### **2.5.4.2 Selection Process**

The Chief Academic Officer’s office will notify nominees of their nomination. If the nominee wants to proceed, then they will notify the Chief Academic

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Officer's office, which will pass the nomination letter and the nominee's current CV to the selection committee, unless a different selection process is specified in the gift agreement for the endowed professorship. The selection committee is an *ad hoc* committee, composed of 3 or 4 faculty members who themselves are current or retired endowed professorship holders, selected by the Chief Academic Officer's office.

The Chief Academic Officer's Office will send the selection committee information about the restrictions and criteria for each of the endowed professorships, whether they award a stipend, and names of current or most recent awardees.

The selection committee members will independently review the nominees' nomination letters and CVs, evaluating each nominee on the basis of excellence in teaching, scholarship, and service. In order to insure a diverse pool of candidates from underrepresented groups, committee members may take into consideration additional factors.

The committee members will meet to discuss their respective evaluations of the nominees and to reach a consensus about which of the nominees to recommend to receive endowed professorships. Both individually and as a group, the committee may consult the Chief Academic Officer's office for clarification of questions about endowed professorships generally or about a specific endowed professorship.

The selection committee sends its recommendations to the Chief Academic Officer. On the basis of those recommendations, the Chief Academic Officer will then make recommendations to the President for approval by the Board of Trustees. The awards take effect immediately after approval. Concurrently, the Chief Academic Officer will inform the Vice President for Advancement of the selections and coordinate an announcement to the benefactors responsible for the endowed professorships as well as the broader community.

### **2.5.5 Emerita/Emeritus Status**

On recommendation by the Chief Academic Officer 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 Chief Academic Officer 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 Chief Academic Officer.

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

### **2.6.1 Appeals for Review, Tenure and Promotion**

[Revisions approved by the faculty, the President, and Board of Trustees, October 2018 and February 2019]

The faculty member under review shall be notified by the Chief Academic Officer and the FAC of their recommendation(s) to the President.

The President will review the recommendations and render a determination within ten working days of receipt of the recommendation. The entire file of each faculty member used in the review must be transmitted along with the recommendation made by the FAC and the Dean. In so doing, the President may, but is not required to, adopt the reasoning, in whole or in part, of the Chief Academic Officer, the FAC, or both. The President may also make additional inquiry of the Chief Academic Officer or the FAC, or they may seek additional resources, as they deem appropriate.

If the President's determination is positive with respect to a tenure review, the matter is referred to the Board of Trustees. If the President's determination is positive with respect to all other promotions, the decision is final.

If the President's determination is negative but the FAC's recommendation was positive and the faculty member wishes to appeal, they may submit a written appeal to the Chief Academic Officer within ten working days of the receipt of the determination. The Chief Academic Officer will notify the Clerk's Committee immediately to constitute the Appeals Board, and within ten working days, an Appeals Board will be convened to review the matter.

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,



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individuals uninvolved in the earlier decisions of the specific case being appealed should be selected, 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 as an advocate), the Chief Academic Officer, and the chairperson of the FAC, as well as any other individuals it believes may have information helpful in reaching a decision.

The Appeals Board shall consider the faculty member's written appeal in light of all other relevant materials used in the review, focusing on questions of procedural correctness, claims of discrimination (as defined by the College's statements and policies on discrimination), and whether the information upon which the negative determination was based was accurate, appropriate, and complete. Examples of inaccurate, inappropriate, or incomplete information may include the following:

- information supporting the determination that is demonstrably false;
- information beyond the scope of materials listed in Section 2.3.1 used in supporting the determination;
- information deemed insufficient to support the determination.

From the time the Appeals Board is convened by the Clerk's Committee, the Appeals Board shall have fifteen working days to reach its conclusions and submit a recommendation to the President. The Appeals Board shall provide a copy of its recommendation to the faculty member, the FAC and the Chief Academic Officer, either of which may write a response to the Appeals Board's recommendation that will be sent to the President. The President shall review the Appeals Board's recommendation and all accompanying reports, and then render their final decision.

If the President's final decision is negative but the recommendations of the FAC and the Appeals Board were both positive, then and in that event, the Board of Trustees, through its Academic Affairs Committee, will entertain a final appeal upon written petition from the Faculty Member, but such an appeal may only be made on the following grounds: (a) specific, identified procedural irregularity so substantial as to deny a fair review; or (b) claims of discrimination. The Academic Affairs Committee may affirm the decision or remand it to the President for further consideration. Furthermore, if the decisions of the FAC, Dean, and President are all negative, the Faculty Member may also request, through written petition, a final appeal by the Board of Trustees, through its Academic Affairs Committee, that may only be made on the following grounds: (a) specific identified procedural irregularity so substantial as to deny a fair review; or (b) claims of discrimination. The Academic Affairs Committee may affirm the decision or remand it to the President for further consideration. No further appeals will be entertained.

Example Timeline for Appeals

Example date	Action taken
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January 15	Chief Academic Officer and FAC notify faculty member and President of their decision(s)
January 30	President renders a decision
February 15	Last day for faculty member to submit appeal to Chief Academic Officer
March 1	Appeals Board appointments finalized by Clerk's Committee
March 22	Appeals Board submits recommendation to President
April 1	President issues final decision
April 10	If President's decision is negative, but FAC and Appeals Board decisions were positive, faculty member can submit written petition to Board of Trustees for final appeal

### 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 2.7.1.1 and 2.7.2).

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 Chief Academic Officer in person, within fourteen days of the employee's becoming aware of the alleged violation, unless the grievance concerns the Chief Academic Officer, 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.

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The Chief Academic Officer will take appropriate steps to respond to the grievance, provided they have the authority to take such action.

The Chief Academic Officer 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 2.7.1.1 and 2.7.2.)

The Chief Academic Officer'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 Chief Academic Officer in writing that they do 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 they 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 Chief Academic Officer, 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 Chief Academic Officer. A copy of the response will also be filed in the Chief Academic Officer's personnel file for faculty.

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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 Chief Academic Officer, 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 [2.8], Tenure and Promotion [2.5], and for Termination [2.7].)

### **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 Budget Committee, 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 Budget Committee 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.

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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 Clerk's Committee 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, Clerk's Committee 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 2.7.2 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,

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- 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 2.6 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 2.6).

### **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.

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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 their 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***

Included in the [College Policy Library](#).

## ***2.9 ALCOHOL AND DRUG POLICY STATEMENT***

Included in the [College Policy Library](#).

## Chapter III: Faculty Responsibilities

### 3.1 INSTRUCTIONAL RESPONSIBILITIES

#### 3.1.1 Teaching Load

Full-time faculty normally teach the equivalent of three courses (three-week or twelve-week) each semester. Co-requisite laboratory sections are the equivalent of one-half course, and the Chief Academic Officer may make similar adjustments for other courses that have significant additional contact time or responsibilities. The Chief Academic Officer may grant course releases for those faculty who have heavy administrative responsibilities.

In meeting the specific targets and service responsibilities that support Guilford College's student learning experience, and in affirmation of shared governance, decisions about course assignments should be made at the department level, under the leadership of the department chair, with the support of the Chief Academic Officer and the Office of Academic and Student Affairs. While departments schedule and assign teaching load responsibilities among department faculty, the Chief Academic Officer has final authority and discretion to approve the scheduling of courses and distribution of teaching loads to ensure regular and quality delivery of the curriculum and student learning experience, equitable distribution of teaching load and responsibilities among department faculty, full-time and part-time, reflecting the College commitments to diversity and equality, as well as reflecting best practices in faculty development, administrative oversight, and additional academic needs.

##### 3.1.1.1 Course scheduling and service to the general education program and interdisciplinary studies programs

In order to support the student learning experience and curriculum, including the general education program, essential to Guilford College, each full-time faculty member is expected to contribute regularly to their department's overall service obligations. To the extent appropriate, departments will also consider the role that part-time faculty can provide in supporting the course offerings necessary to meet student demand.

Departments are expected to provide regular and appropriate levels of service. In general, such service will require:

- Regular offerings of courses distributed between the fall and spring semesters, including both the twelve- and three-week sessions.
- 30% of courses taught by department faculty offered in the three-week session and 70% of their faculty's courses in the twelve-week session. In any given semester, the ratio of courses might be more or less than these

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targets, but the average for each department over several semesters should be in accordance with this ratio.

- Regular offerings of courses that support the general education program. Department faculty will often provide courses for general education requirements that reflect their disciplinary expertise, and department faculty are also expected to provide courses that meet a range of requirements (first-year courses, experiential courses, etc.) across the full year schedule.
- Regular offerings of courses that support interdisciplinary majors and minors, with specific obligations to be determined by department chairs, IDS program coordinators, and the IDS coordinator, under the direction of the Chief Academic Officer.

### 3.1.1.2 Team teaching

Team-teaching is valued as an essential element in supporting a rich and successful learning environment for our students. Team-teaching also affirms the values essential for the recruitment, development and retention of excellent teaching faculty. A team-taught course counts as one course equivalent in the workload of each full-time or part-time faculty member. While some courses may be intentionally designed by a department or others for team teaching, no faculty member is required to participate in team teaching. The College supports team teaching under the following expectations and levels of support:

1. All team-taught courses should first be endorsed by the chairs and program coordinators of any associated department and/or program. Such endorsements reflect proper staffing and scheduling considerations, both in regard to the team-taught course as well as any secondary scheduling impacts of the team-taught course.
2. The Chief Academic Officer has ultimate responsibility in determining an appropriate number of team-taught courses in a given session, semester and year. Faculty interested in developing a team-taught course are encouraged to begin planning early and to share updates on the development and scheduling of a course with the appropriate chairs, coordinators and the Chief Academic Officer. The Chief Academic Officer will also review the distribution of team-taught courses to ensure that the opportunity to team teach is enjoyed by as many interested faculty as possible.
3. Courses should be identified as a team-taught course on the draft schedule submitted to the Chief Academic Officer and Registrar to ensure proper recordkeeping of the course.
4. When it is necessary to choose which team-taught courses will be offered, departments, programs and the Chief Academic Officer will give priority to courses that demonstrate the following qualities, all of which are critical to learning collaboratively at Guilford College:
  - a) Interdisciplinarity, as demonstrated by faculty from more than one department.

- b) High-impact practices as defined by the College.
- c) Student interest and the Explore, Integrate, Apply experience, as demonstrated by prioritizing student curiosity and choice in the learning outcomes for the course.
- d) Use of team-based and group-based methods in the course.

Faculty planning to team-teach a course are invited to apply for Keiser-Stoneburner funds, which can provide small stipends to help support this work. The Faculty Development Committee will also consider programming and support for faculty whose professional goals include team teaching.

### 3.1.1.3 Experiential teaching and learning

Experiential teaching and learning are hallmarks of the educational life of the College and are supported as vital components of collaborative learning. Internships, independent studies, directed research and creative endeavors, community engagement, professional practice, cultural immersion, study away, and other pedagogies are all recognized by the College as valued approaches, in addition to traditional on-campus instruction, for a complete learning experience for students.

Unless otherwise specified in advance with the Chief Academic Officer and department chair, all full-time and part-time faculty are compensated for serving as the named faculty of record for internships and independent studies at a rate commensurate with part-time or overload compensation for classroom teaching. The Chief Academic Officer will update this rate at least once each academic year and share this rate with the faculty. [For example, if the part-time or overload compensation rate for a course is \$4,000 and the average class size for the college is 16 students, compensation per student averages \$250.] This amount would be assigned to compensation for each internship and independent study course for that academic year. At the end of each academic year, the Chief Academic Officer's Office will share the total experiential learning compensation for that year.

Each faculty member may receive experiential learning compensation directly or allow the compensation to accrue. When total compensation accrued matches or exceeds the amount of part-time or overload compensation for a course, the faculty member may elect, with the approval of the department chair, to take that compensation as a course release in a future semester. The Chief Academic Officer will work with faculty and chairs to ensure that no faculty member's accrued compensation exceeds more than one course release or the cash equivalent and will ensure compensation is paid out in a timely manner in consultation with the faculty member and chair.

Part-time faculty may be eligible to receive compensation for serving as a named faculty of record for internships and independent studies with the endorsement of the department chair and the Chief Academic Officer in advance. Compensation for part-time faculty members will be according to the same scale as full-time faculty members and cannot be accrued.

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Only internships and independent studies that are successfully completed by the student and appear on the student's transcript will be compensated under this policy.

The college strives to support all forms of experiential learning and faculty and department chairs should work in partnership with the Chief Academic Officer to determine the proper support, budget and resources necessary to ensure a successful environment for student learning and success. The Faculty Development Committee will also consider programming and support for faculty whose professional goals include experiential learning.

### **3.1.2 Outside Employment**

Included in the [College Policy Library](#).

### **3.1.3 Summer School**

Guilford College operates its own summer school. In assigning faculty for summer school teaching, the College 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 Chief Academic Officer. 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 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 special topics 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, a description similar to those appearing in the catalog shall be prepared, with a copy of the description filed with the Registrar. All special topics 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 Chief Academic Officer 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. 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.

Guilford bases course credit 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 are expected to include in their courses active learning activities which may include, but are not limited to, the following:

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- 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 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 an associate academic dean the right, following a consultation with the faculty member of record, to withdraw a student administratively from any course in which they have 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. For specifics, see "Class Attendance" section of the *Guilford 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 an associate academic dean, who will determine whether the student is in need of counseling.

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### 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 Weather Emergency Policy

Included in [College Policy Library](#).

### 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 regular office hours. The table below provides the minimum expected office hours faculty are expected to hold.

	Full-time faculty	Part-time faculty	Full-time faculty not teaching in the three-week session
Three-week session			



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Office hours per week	1	1	1 (office or virtual)
Virtual hours per week	as needed	as needed	
Twelve-week session			
Office hours per week (spaced over at least two days)	4	2	
Virtual hours per week	no more than 50% of total	no more than 50% of total	

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

Tenure stream 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 stream faculty and faculty not on tenure stream 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 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. Reading Day (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 their 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. 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 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 an associate academic dean 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

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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 their 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 an associate academic dean. The Registrar's office will be responsible for forwarding requests that require such approval to an associate academic dean. 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) an associate academic dean 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 Chief Academic Officer 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 Chief Academic Officer’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 their attempt to reach the instructor and state their intent to appeal a particular final course grade. Either the student or the professor 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, fast track II, and Saturday course grades

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and have them corrected. \* A “business day” is a weekday that the college is open for business regardless of whether classes are in session.

- If the student remains unsatisfied, they 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. 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 Chief Academic Officer, 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, they must submit this appeal in writing to the Chief Academic Officer 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 Chief Academic Officer will review the matter and make a determination whether or not the appeal warrants calling together a special hearing board. If the Chief Academic Officer 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 Chief Academic Officer decides otherwise, a special hearing board will be constituted.
- At the discretion of the Chief Academic Officer, 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 Chief Academic Officer might appoint to such a committee. Utilizing each list, the Chief Academic Officer 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 Chief Academic Officer, the faculty member, and the student have been chosen and have agreed to serve.

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- 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 Chief Academic Officer.
- After receiving the recommendation of the hearing board, the Chief Academic Officer will make the final decision regarding the student's grade.

### **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.

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 (3.3.1–3.3.3), additional academic information, policies, and regulations are to be found in the most recent editions of the Guilford College Student Handbook and the Guilford College Catalog.

#### **3.3.1 Academic Honor Code**

*[See policy in the [College Catalog](#)]*

#### **3.3.2 Probation, Suspension, and Dismissal**

*[See policy in the [College Catalog](#)]*

## **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 Chief Academic Officer 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 Chief Academic Officer'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 Initiate course**

Initiate courses, 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 Initiate course every two years, three-person departments shall teach a minimum of two Initiate courses every three years, and four-person departments shall teach a minimum of one Initiate course every year. The Chief Academic Officer 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).



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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 2.2.1), 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" 2.2.2.1 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. They disseminate information about department programs, employment, graduate school and other related information to students; hire and supervise the students employed by the department; hear student complaints about department faculty and programs; and evaluate 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 Chief Academic Officer will conduct an orientation meeting for new departmental chairs in the spring semester, and chairs will occasionally be asked to meet with the Dean to discuss matters of academic administration.

The Chief Academic Officer, 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.

## 3.5 Formative Review of Faculty

The Formative Review of Faculty (FRF) reflects Guilford College's commitment to faculty development. The FRF occurs on a four year cycle (consisting of three years of review, and one gap year with no formal review) that allows the faculty member to identify an area of professional development in consultation with a department chair or other designee. Those on the tenure stream, who have regular FAC reviews, will be exempt from this formative review process. All other full-time faculty will participate in this review process, which is guided by the following:

- The FRF should be simple, useful, and complementary to broader faculty development goals.
- The FRF is a developmental element of Guilford's faculty development program and distinct from the promotion and tenure process outlined in sections 2.3-2.5 of the Faculty Handbook.
- The FRF also provides a means of identifying areas across the college where support would be helpful which, in turn, should inform the priorities for faculty development.

The faculty member can choose a project from any area of professional activity described in 2.3.3 of the Faculty Handbook. Some projects may focus on a curricular or pedagogical innovation, while others will focus on a scholarly or artistic work. Alternatively, faculty members might propose to revise their student advising methodology, or pursue a defined project in college or community service. The three-year cycle finishes with an assessment or self-evaluation of the faculty member's work.

The Chief Academic Officer's office will send out a notice, each year to remind each faculty member of their current phase in the review cycle.

*Year One.* Faculty members will begin the review cycle in Year 1 by identifying the focus of the project in a one-page summary. Faculty members may request a peer reviewer who is not the chair of their department or program, in which case they may choose another faculty colleague in consultation with the co-chairs of

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the Faculty Development and Excellence in Teaching (FDET) Committee and the Chief Academic Officer. Unless the faculty member makes this type of request, the default reviewer is the faculty member's Chair.

The summary should be no longer than 500 words, reviewed by the department or program chair, or the agreed-upon peer reviewer. The faculty member then submits the summary to the co-chairs of the Faculty Development and Excellence in Teaching Committee, and the Associate Academic Dean by June 1.

*Year Two.* In Year 2, faculty will work on implementation. There is no reporting requirement for the second year of the cycle unless the project deviates significantly from the overview provided in Year 1. Faculty may want to ask FDET and/or peers to observe their classes or other projects during this year to provide feedback on their work in process.

*Year Three.* The cycle is completed when the faculty member assesses the results of the project, discusses the findings with the chair or peer reviewer, and submits a 500-word report with the results, along with relevant evidence (depending on the project, the evidence might be revised syllabi, a publication or art piece, a brochure from a service project, etc.). This document is reviewed by the department or program chair or the agreed-upon peer reviewer, who provides feedback including any suggestions for further development. Then the faculty member submits the report and feedback by June 1 to the co-chairs of the Faculty Development and Excellence in Teaching Committee and the office of the Chief Academic Officer.

The FDET will connect the faculty member under review with relevant professional growth opportunities and also use these reports to identify priorities for faculty development. The office of the Chief Academic Officer will review and briefly respond to each report.

The review calendar for faculty will be adjusted to accommodate the faculty member's tenure/promotion schedule. At no point should a faculty member be engaged in two review activities in the same year, and, in the event that two are scheduled, the Chief Academic Officer will adjust the faculty member's review calendar accordingly.

## Chapter IV: Institutional Procedures

### 4.1 CORRESPONDENCE AND COPYING

#### 4.1.1 Copy Service

See [Employee Handbook](#).

#### 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/>; 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;

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- 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

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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

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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 become 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;

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- 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;



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- 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 their 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 their 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).

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- 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

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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:

- They 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

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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 fallback 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.

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- 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:

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- 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.

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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 Quaker Archives). 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

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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



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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

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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](mailto: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 Chief Academic Officer; if a non-faculty employee - the supervising Vice President.) If the notice from the copyright owner is defective (e.g., not sufficiently specific to locate the allegedly infringing

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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 their 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 use 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**

See [Employee Handbook](#).

## **4.3 INFORMATION TECHNOLOGY AND SERVICES**

### **4.3.1 Computers**

See [Employee Handbook](#).

### **4.3.2 Media Services**

See [Employee Handbook](#).

## **4.4 RESEARCH**

### **4.4.1 Patents**

(See the Guilford College Intellectual Property Policy in the [College Policy Library](#).)

### **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 Chief Academic Officer 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 Chief Academic Officer.

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.

For additional information, see the Guilford College Fundraising Policy in the College Policy Library.

## **4.5 MISCELLANEOUS GENERAL PROCEDURES**

### **4.5.1 Purchase of Gifts**

See [Employee Handbook](#).

### **4.5.2 Telephones**

See [College Policy Library](#).

### **4.5.3 Postal Service**

See [Employee Handbook](#).

### **4.5.4 Rental of College Facilities**

See [College Policy Library](#).

### **4.5.5 Requisition of Supplies**

See [Employee Handbook](#).

### **4.5.6 Equipment Maintenance**

See [Employee Handbook](#).

### **4.5.7 College Keys**

See [College Policy Library](#).

### **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 they expect 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**

See [College Policy Library](#).

#### **4.5.9.2 Parking**

See [College Policy Library](#)

## **Chapter V: Benefits Specific to Faculty**

(For benefits available to all employees, see the [Employee Handbook](#).)

### **5.3 LEAVE POLICY**

See [Employee Handbook](#).

#### **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 Chief Academic Officer 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**

See [Employee Handbook](#).

#### **5.3.4 Faculty Study Leaves**

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

Tenure stream faculty may apply for their first leave during their sixth year of full time teaching at Guilford College in order to take leave their seventh 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.



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Approval of study leave is conditional for tenure stream faculty until tenure is officially granted by the Board of Trustees. 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" (2.1.2.). 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" (5.4.2.1).

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 Chief Academic Officer 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 Chief Academic Officer 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 Chief Academic Officer and the President, will balance the individual request with the needs of the department and the

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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.

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 Chief Academic Officer 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 Chief Academic Officer, 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 (5.3.2) 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 Chief Academic Officer, 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.

## ***5.4 FACULTY DEVELOPMENT and Excellence in Teaching***

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 and Excellence in Teaching Program guided by the Faculty Development and Excellence in Teaching Committee and supported by the CPPSET initiates and administers activities which encourage the intellectual and pedagogical development of the faculty. In addition, through endowed and college funds the College offers faculty development and excellence in teaching grants for professional development.

Eligibility for grants awarded by the Faculty Development and Excellence in Teaching Committee are restricted to:

- Full-time faculty (tenure stream, visiting)
- Staff with teaching responsibilities to support work directly related to a credit-bearing class or classes for which they have responsibility
- Part-time faculty who have teaching at Guilford College for three consecutive years

### **5.4.1 The Faculty Development Program**

The Faculty Development Program is guided by the Chair of the Faculty Development and Excellence in Teaching Committee in consultation with the Director of the CPPSET and the members of the committee.. The Chair administers the program, working with individuals and groups, planning workshops and conferences, and securing visiting teachers or consultants when needed. The Chair is concerned solely with faculty development and does not participate in any way in tenure, promotion, or salary decisions. The Faculty Development and Excellence in Teaching Committee determines activities and

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the allocation of Kenan and other faculty development funds, subject to the final approval of the Chief Academic Officer.

Additional compensation 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 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 30, November 30, March 30, and May 30 (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 Faculty Development and Excellence in Teaching**

Individual faculty members may apply for grants 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, purchasing needed materials, etc.; for summer research expenses and stipends. In unusual cases, student assistance or clerical help may be funded. Expenses which should be part of normal departmental budgets will not be covered by Faculty Development and Excellence in Teaching Kenan monies. Individual grant applications typically are to be submitted following the deadlines listed above in 5.4.2. Faculty may request exceptions to this schedule on a case by case basis. (Receipts for all expenses must be submitted at the conclusion of each project.)

The development of new courses within one's area of competence is considered a normal part of faculty workload. However, individual Improvement of Teaching Grants may be made 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.

#### **5.4.2.2 Group Grants for Faculty Development and Excellence in Teaching**

Faculty Development and Excellence in 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 and Excellence in Teaching 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

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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.

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.

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 Faculty Development and Excellence in Teaching grants in the same academic year and to faculty in departments which have not previously received such grants in the same academic year. Decisions of the Faculty Development and Excellence in Teaching Committee in the awarding of grants are final.

The recipient of all Faculty Development and Excellence in Teaching Grants must agree to submit a written report within one month of the conclusion of the grant. A group project requires only one report. Reports are to be submitted to the Faculty Development and Excellence in Teaching Committee. Faculty are encouraged to share the report with their departmental chair or chairs.

The report should describe the project and evaluate its worth to both the College and the individual or group.

### 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 Chief Academic Officer 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]*

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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 Chief Academic Officer. 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 stream 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 Chief Academic Officer, the College provides reimbursement for the cost of such travel up to a budgeted limit per year. The Chief Academic Officer 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 Chief Academic Officer.

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**

See [Employee Handbook](#).

## **5.6 TRAVEL BENEFITS**

See [College Policy Library](#).

### **5.6.3 Moving Expenses**

See [College Policy Library](#).

## **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 Chief Academic Officer 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 their 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 stream, full-time faculty members;
- Temporary, non-tenure stream, 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.

## ***CHAPTER VI: EDUCATIONAL SUPPORT FACULTY***

### **Introduction**

As a community of learners, Guilford College engages its students in the learning process in multiple ways. Educational support faculty are those full-time professionals whose job descriptions require educational programming, development, services, direct support, and guidance for enhancing the learning experience. The status of educational support faculty is named in the position description and approved by the Chief Academic Officer. Educational support faculty form a key constituency engaged in decision-making about curricular matters. Their work reflects Guilford's commitment to collaborative learning that stretches beyond the bounds of the traditional classroom.

This section of the Faculty Handbook supplements the Employee Handbook by enumerating the additional rights and responsibilities of educational support faculty.

### **6.1 Faculty Meetings, Forums, and Responsibilities**

Educational support faculty are encouraged to participate in the decision-making functions of the faculty by serving on faculty committees where designated as well as by attending and participating in faculty forums and faculty meetings. Since the faculty of the College shares with the President and the Board of Trustees responsibility for "maintaining the academic standards and general well-being of the College" and has primary responsibility for establishing policies with regard to "curriculum, faculty personnel, degree requirements, methods of instruction, and educational issues related to campus life" (see 1.3 Faculty, above), educational support faculty play a key role in such maintenance and development of programs and policies for the benefit of student learning.

Educational support faculty are encouraged, but not required, to attend and participate in faculty forums and faculty meetings, and they receive all college communications directed to faculty, as well as communication related to other aspects of student educational experience. Other responsibilities include service on faculty and collegewide standing committees, where designated. Ordinarily, newly appointed educational support faculty are not asked to serve on committees the first year but may do so if they request such service.



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The responsibilities and privileges of Academic Freedom apply to educational support faculty as well as other faculty. See "Academic Freedom" (2.0). Although educational support faculty may speak and act freely as private citizens without institutional censorship or discipline, they are expected, like all employees, to follow College policies (including the Social Media policy, which addresses such speech) and make every effort to indicate they are not speaking for the institution.

### **6.2 Review process**

Educational support faculty are reviewed regularly according to the policies outlined for annual review of staff members in the Employee Handbook.

### **6.3 Professional development leave**

See Employee Handbook for employee leave policy.

## **Appendix A- 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 Chief Academic Officer 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

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the Chief Academic Officer's office, and electronic copies are maintained in the Office of Institutional Research and Effectiveness.

The Chief Academic Officer is responsible for ensuring that substantive changes are requested in a timely manner, according to the requirements of the SACSCOC.

## Appendix B- Revision History

Approved by the Faculty, April 2019

### *Editorial changes*

- **Replaced** “he or she” or “she or he” with “he/she/they” throughout to be inclusive
- **Changed** “Friends Historical Collection” to “Quaker Archives” in three places (**1.3.4 Recording Clerk** section; “Committee Files” section of **1.4 Committee Structure**; **4.1.2 Copyright Policy** section)

### *Minor changes*

- **1.4.9 Faculty Affairs Committee:** Changed “has been nominated for tenure or promotion, or is being evaluated for review” to “is being evaluated for tenure, promotion, or review,” to square with section **2.5.6 Process for Promotion to Associate and Full Professor** (which allows faculty members to self-nominate for promotion)
- **1.4.13 Institutional Review Board:** Since there is no IRB website at present, removed the following statement: “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.”

### *Committee membership changes*

- **1.4.5 Clerk’s Committee—Membership:** Changed “one traditional and one CCE student” to “one student”
- **1.4.6 Curriculum Committee—Membership:** Changed “The Academic Dean” to “The Academic Dean or designee”; removed “one representative from the CCE professional staff”; changed “one traditional student, and one student from CCE are also on the committee” to “one student is also on the committee.”
- **1.4.8 Enrollment Committee—Membership:** Changed “one CCE and one TRAD student (preferably students who have recently gone through the admission process)” to “one student (preferably a student who has recently gone through the admission process)”
- **1.4.14 Learning Technology Advisory Committee—Membership:** Changed “Two student representatives—one traditional, one adult” to “One student representative”

### *Major changes already approved*

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- **2.3.2 Deliberative Process:** Replaced with new section approved by faculty, President, and Trustees (October 2018 and February 2019)
- **2.4.4 Preparation of FAC members and others conducting faculty reviews:** Added requirement to undergo anti-bias training and to include a “reflector” in each FAC review process (approved by faculty and President, October/November 2018)
- **2.6.1 Appeals for Review, Tenure and Promotion:** Replaced with new section approved by faculty, President, and Trustees (October 2018 and February 2019)
- **3.100 Instructional Responsibilities:** Replaced with new section approved by faculty, President, and Trustees (October 2018 and February 2019)

### New Changes Approved by the Faculty, April 2021

Section	Description of change
2.5.4	Added a specified process for awarding endowed professorships
Chapter 6	Added an additional chapter to create the status of “educational support faculty”

### New Changes Approved by the Faculty, May 2022

#### Editorial changes

- Replaced vestigial references to positions that no longer exist, such as “Chief Academic Officer” for Academic Dean or Provost, and “Associate Academic Dean” with Associate Dean for Academic Affairs.
- Added the highlighted text to section **1.3 FACULTY** for clarity. “The faculty of the College consists of the President, the **Provost (who serves as the Chief Academic Officer)**, 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, Collegiate, and Lecturer.”
- Replaced gender *inclusive* pronouns [he/she/they] from the 2019 changes (above) with gender *neutral* pronouns [they] throughout, and made necessary editorial changes for verb/subject agreement.
- Introduced the term “tenure stream” to mean all tenured and tenure-track faculty throughout, and included this language in section 2.1.3 for clarification: “Full-time tenured or tenure track teaching faculty members, **designated in aggregate as “tenure stream,”** are assigned the faculty ranks of Instructor, Assistant, Associate, or Full Professor.”

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- Renumbered the document to replace the vestigial X.XXX numbering system with current versions (X.X.X)
- Added Labor Day to the list of holidays (2.2.3).
- Removed the four instances of “adjunct” in the catalog for consistency. [sections 1.4.15; 2.1.3; 2.2.2; and 3.5]
- Updated hyperlinks throughout
- Changed “college-wide” to “collegewide” throughout as per AP Stylebook and Strunk & White.
- Brought font, line spacing, and style into alignment across the entire document.

### Substantive changes

- Replaced language on the **Academic Honor Code (3.5.1)** with a link to the College Catalog, in alignment with the Student Handbook; and deleted language elsewhere made obsolete by this change.
- Modified **Clerk of the Faculty (1.3.3)** to include the option for the Clerk to send a designee to collegewide committees.
- Replaced **Periodic Review of Tenured Faculty (2.4.6)** with **Formative Review of Faculty (3.5)**.