

PROCESS

OLD: 2.252 Renewal of Letters of Agreement--Second- and Fourth-Year Reviews

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

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

In summary, except in the case of temporary appointments, any decision not to renew the appointment of a non-tenured full-time faculty member requires a full review, which requires written recommendations to the President from the FAC and the Academic Dean. Such reviews are normal prior to the sixth year tenure review: one in the second and one in the fourth year of service. See "The Tenure Review Process" (2.400).

NEW: 2.252 Renewal of Letters of Agreement--Third-Year Reviews

This section applies only to faculty on the tenure-track. Appointments that are clearly temporary in nature are so identified at the time of appointment.

Any decision not to renew the appointment of an untenured full-time faculty member requires an FAC review, which requires written recommendations to the President from the FAC and the Academic Dean. One such review is required in the third year of service (the "Third-Year Review") prior to the Tenure Review (see 2.420, "The Tenure Review Process").

During the third year, there is a formal evaluation and review of the tenure-track faculty member's performance by the FAC. The purposes of this summative (or evaluative) review are to reach a decision on whether to extend a fourth annual letter of agreement and to communicate areas in which improvement is needed in the faculty member's performance FOR THE TENURE AND PROMOTION REVIEW.

A tenure-track faculty member who receives a positive Third-Year Review will typically receive fourth, fifth and sixth annual letters of agreement. However, a positive Third-Year Review may carry the stipulation that a subsequent evaluation and review will be held within the next twelve months. Any such review will follow the same procedures as the Third-Year Review. On recommendation of the faculty member's department or division chair, the Academic Dean may also mandate an FAC review in the fourth or fifth year.

Any negative FAC review at or after the Third-Year Review that leads to termination will be communicated on or before May 15, so as to provide a full twelve months' notice of termination.

All untenured faculty on the tenure-track are reviewed annually by FACULTY DEVELOPMENT in any year in which an FAC review is not mandated. The details of this review are described in Section 2.290 ("Departmental Reviews"). These annual reviews will not be used to decide whether to extend a letter of agreement for the following year. They may be used to decide whether an additional FAC review of the faculty member should take place, as described below.

A newly appointed tenure-track faculty member may expect to receive a second and third annual letter of agreement. On recommendation of the faculty member's department or division chair OR THE FACULTY DEVELOPMENT COMMITTEE CHAIR, the Academic Dean may mandate an FAC review in the first or second year. Such a review will use the same procedures as the Third-Year Review. In such a case, a decision not to continue employment is communicated to the faculty member before March 1 of the current academic year if the faculty member is in the first year of service and before December 15 of the current academic year if the faculty member is in the second year of service.

The practice of renewing annual letters of agreement for non-tenured faculty members should not be construed as a commitment by the College to grant tenure subsequently.

2.253 Non-renewal of Non-Tenured Faculty

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

In general, a newly-appointed faculty member can expect at least two letters of agreement. If the faculty member is not to be renewed within the first two years of employment, the College will notify him or her on or before March 1 of intent not to renew during the first year and on or before December 15 during the second year. Non-tenured members who have been teaching full-time at Guilford College more than two years (except in those cases where dismissal for cause is the reason for termination) must receive one year's notice. Non-tenured faculty members may appeal non-renewal decisions through the "Appeals Process" (2.610).

NEW: 2.253 Non-renewal of Non-Tenured 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 2.252 ("Renewal Letters of Agreement; Reviews of Untenured Faculty"). Non-tenured faculty members may appeal non-renewal decisions through the appeals process (see 2.610 "Appeals for Review, Tenure, and Promotion").

NEW: 2.290 Pre-Tenure Annual Reviews

[Entire section is new from FEP. CAPITAL LETTERS are Beth's changes from FEP. Some FEP comments are deleted or moved.]

PRE-TENURE ANNUAL reviews are formative (developmental) assessments that provide faculty members with feedback on their work in each of the four categories of review (see 2.340 "Review Criteria"). These reviews also provide an opportunity to develop expectations for coursework, advising, scholarship, and service to the community, and recommendations for improvement in any of these areas. One goal of these reviews is that the College and the faculty member jointly develop the expectations for the faculty member. These reviews are also intended to be helpful to the faculty member in preparing for FAC reviews.

All untenured faculty on the tenure-track are reviewed annually in the fall of any year in which an FAC review is not occurring. Faculty in the first year engage in a more limited review that focuses on setting goals and expectations. In all cases the ANNUAL review applies to activities since the previous departmental review.

The review is conducted by THE FACULTY DEVELOPMENT COMMITTEE. No later than September 15 of the review year, the faculty member will provide the review committee with the materials described below.

For untenured faculty in their first year, the focus of the materials is on goal-setting:

- A current *curriculum vitae*.
- Syllabi for the courses of the review period, as well as any other course materials that the faculty member wishes to be part of the review.
- A brief statement (typically no more than 1000 words) of the faculty member's goals in the four categories of review.

For all other faculty, the focus is on both goal-setting and assessment of previous goals and achievements. These faculty submit their *curriculum vitae*, syllabi and other course materials, and a statement that (in no more than 2500 words):

- Addresses successes and challenges in teaching, including an analysis of course evaluations for the review year;
- Provides brief descriptions of successes and challenges in the areas of advising, scholarship, and community service for the review year;
- Discusses any expectations or goals from the previous review that have not been addressed by the other items;

- Proposes changes to the faculty member's goals from the previous review, as necessary.

No later than DECEMBER 15 of the review year, the committee will provide the faculty member with the following:

- An assessment of the faculty member's teaching, based on classroom observation by the committee members and review of the faculty member's syllabi and other course materials. When possible, the classroom observations will take place during the previous spring semester according to guidelines set by the Faculty Development Committee. Classroom observations need not take place for first-year reviews. This assessment may take place through individual or group conversations between the faculty member and the committee or by written communication from the committee or individual members to the faculty member.

The faculty member and committee will then meet to discuss expectations, goals, and improvements. This discussion should include new and revised goals for continued faculty growth in teaching, scholarship, advising, and community service, including both recommended improvements and new initiatives. This discussion should also address any needs for additional resources or consideration. A written summary of the discussion should be communicated by the committee to the faculty member.

When (and only when) the committee and the faculty member agree that additional resources or considerations are needed to achieve the goals and improvements, the written summary will be communicated by the committee chair to the Academic Dean by JANUARY 15 of the review year. If the Academic Dean agrees to provide the resources or considerations, a written statement of that is communicated to the faculty member by February 15. If the request for resources or considerations cannot be met, the Academic Dean, committee chair, and faculty member develop a revised summary that is communicated to the faculty member by April 1.

On recommendation of the faculty member's department chair, or the division chair, the Academic Dean may mandate an FAC review of the faculty member in the first, second, fourth, or fifth year of teaching.

The faculty member can choose to provide statements of resources or considerations to the FAC for use in Third-Year, Tenure, or Promotion reviews. These statements are also available to the department chair for use in future reviews. The faculty member may choose to provide other information from the review as part of his or her self-evaluation.

EDITED: 2.310 Information-Gathering Responsibilities

Existing section with changes:

- *Changed to separate faculty items from Dean's office items. Self-evaluation description changed.*
- *Section on supplementary course evaluations removed.*
- *Language for departmental colleague letters slightly changed.*
- *Language for extra-departmental colleague letters clarified.*
- *Faculty Development evaluators specifically excluded from writing unless asked.*
- *Detailed description of advisor evaluations removed.*

The following is the entire proposed new section:

The Academic Dean is responsible for maintaining current personnel files of all faculty members and for distributing and keeping any specific instruments of evaluation adopted by faculty action (e.g., student evaluations of classes and a standardized advisor evaluation). Each file shall include an official transcript and an up-to-date vita of the faculty member.

The Academic Dean is also responsible for notifying in writing all faculty members scheduled to be reviewed. Such notification shall take place on or before October 1st and will provide at least a thirty-day notice before which materials must be submitted for review. Through appropriate College media, (e.g., The Beacon), the Dean will announce the names of faculty to be reviewed and issue an invitation to all members of the community to write letters concerning the person to be reviewed. The chairperson of the FAC will work with the Academic Dean to assure timely collection of all additional material relevant to any individual review. Confidential materials collected for reviews can be seen only by the FAC, the Academic Dean, the President, the Appeals Board (if convened), and the Board of Trustees.

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

1. A written self-evaluation by the faculty member under review. Although there is no set standard for length, a self-evaluation is typically 8 to 12 pages single-spaced. The faculty member should be as concise as

possible while still addressing the four criteria outlined in 2.340 ("Review Criteria").

2. An updated vita
3. Course syllabi for all courses taught during the period of review
4. Other teaching materials, such as examples of assignments, alternative course evaluations, grading rubrics, or other materials to illustrate teaching excellence and growth
5. Copies of publications, reviews, documentation of exhibitions, performances, or lectures
6. Documents that support excellence in advising or service

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

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

1. Copies of all standardized course evaluations for all classes taught at Guilford during fall and spring semesters since the previous FAC review or for the last two academic years at the College, as well as the individual, college, and division averages of numerical summaries for the semesters under review.
2. The previous FAC review letter and any written response submitted by the faculty member after the review. Supporting documents and other material considered for prior reviews are not a part of a current review.
3. Confidential letters of evaluation from all full-time tenured or tenure-track departmental faculty members. The letter will include an analysis of the faculty member's qualifications and work relating to the four criteria outlined in 2.340 ("Review Criteria"). Colleagues who write letters may look at syllabi, have conversations about pedagogy, and observe classes according to the guidelines set by the Faculty Development Committee. Non-tenure-track and first-year faculty members may choose to abstain from submitting letters.
4. Confidential letters from two to three extra-departmental colleagues, nominated by the candidate. These letters shall include an analysis of

the faculty member's qualifications and work relating to the four criteria outlined in 2.340 ("Review Criteria"). Colleagues who write letters may look at syllabi, have conversations about pedagogy, and observe classes according to the guidelines set by the Faculty Development Committee. Members of the Faculty Development Committee who have participated in annual departmental reviews of the faculty member since his or her previous FAC review, and members of this committee or faculty development associates who have mentored the faculty member since the previous FAC review may only write a letter if requested to do so by the faculty member.

5. Confidential letters solicited from thirty-five (35) randomly selected students who have worked with the faculty member over the past two academic years, including at least twenty-five students from class lists (majors and non-majors when possible), and up to 10 advisees (new students and major advisees when possible). The prompts from the Dean's office will ask the student to comment on the faculty member's teaching and advising.
6. Confidential letters from three students, to be named by the faculty member, who have taken a class from or been advised by the faculty member during the period under review.
7. Results of standardized advisor evaluations. A standardized advisor evaluation is one component used by the FAC in assessing "evidence of effective advising" (see section 2.343).
8. Other letters received as a result of invitations posted through the appropriate College media (e.g., The Beacon) or additional items requested by the FAC or the Academic Dean. Note: The failure of any individual or group to provide any or all of the above material in no way invalidates the deliberative conclusions of the FAC. Required material submitted by the faculty member under review or by others after the announced deadline will not be considered as part of the review.

LIGHTLY EDITED: 2.320 Deliberative Process

Mostly keeps existing section with only minor changes:

- States common practice that no member of FAC can evaluate a departmental colleague
- Slight change in language covering how Academic Dean participates – jointly with FAC instead of separate.
- President's procedure and Dean's reporting to faculty member clarified.
- Option for rebuttal letter for positive review described
- Language changed to cover 3rd year review rather than 2nd/4th

NEW: 2.321 Tenure Decisions

[New section from FEP, Beth's addition in CAPITALS]

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

Immediately following the decision of the Board of Trustees, the President shall inform the faculty member in writing of the decision to grant or withhold tenure. A faculty member who is denied tenure may invoke the College's Appeals Process set forth in section 2.610 ("Appeals for Review, Tenure, and Promotion; see also 2.400 "Tenure). **FACULTY MEMBERS WHO ARE NOT GRANTED TENURE WILL BE GRANTED A ONE YEAR TERMINAL APPOINTMENT.**

CRITERIA

OLD: 2.342 Growth as a Scholar

The College believes that there is an inherent connection between teaching excellence and the faculty member's continuing growth as a scholar. Maintaining a specialized professional interest helps to sustain vitality in teaching. "Publication" of the results of continuing scholarly activity is essential and is broadly construed. Making one's efforts public among professional peers brings with it mutual benefits from the exchange of insights and critiques. Some qualitative growth, whether in depth or in breadth, should be evident in such activities over time. Both the College community and the wider network of professional colleagues elsewhere serve appropriately in the nurturing of such growth and can speak to its presence.

In general, it is appropriate for the College to consider the overall quality of an individual's contribution to the intellectual life of the community when making personnel decisions.

Evidence of scholarly growth or creativity in a field shall include (but not be limited to):

- Publication of articles or books;
- Favorable reviews of one's published work;
- Participation in professional organizations;
- Public presentations inside and outside the College;
- Public exhibits of creativity, such as art shows, concerts and dramatic performances;
- Other evidence provided by the faculty member and deemed appropriate by the FAC.

NEW: 2.342 Scholarship and Creative Activity

[From FEP, Beth's addition in CAPITALS]

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

Because teaching is the primary focus of faculty members at Guilford, 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 faculty member's self-evaluation and supporting documentation is the primary means of assessment of these criteria.

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 ACTIVITY.

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. Appendix L summarizes standards that the Faculty Affairs Committee will consider as it evaluates scholarship. The College does not expect all pieces of scholarship to meet all these standards.

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

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

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

Evidence of scholarship of integration is assessed through publication or presentation of theory, literature reviews, meta-analyses, multidisciplinary

research, creative work, or other appropriate work for specialist or non-specialist audiences. Peer reviews and application of the faculty member's scholarship by others may also be used to demonstrate the scholarship of integration.

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

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

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

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

OLD: 2.343 Effective Academic Advising

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 her/his interests and abilities.

Evidence of strong faculty advising shall include (but not be limited to):

- Respect for and rapport with students;
- Consistent and regular availability to students through regular office hours and special appointments (see also 3.170);
- Current knowledge about college academic policies and programs (e.g., internships, study abroad, etc.);
- Timely provision of information about courses, schedules, core requirements, major and minor requirements;
- Timely provision of information about career development and post-graduate education as developed by the academic department;
- Accurate record keeping;
- Referral of students to campus offices offering both on- and off-campus resources (e.g., Campus Life, Career and Community Learning, the Counseling Center, Learning Commons, Multicultural Education, Study Abroad).

Evaluation of effective advising shall come from:

- Major advisees (letters and standardized evaluation forms);
- Non-major advisees (letters and standardized evaluation forms);
- Students from advisors' classes; and
- Departmental colleagues.

NEW: 2.343 Effective Academic Advising

[From FEP]

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

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

Criteria

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.

OLD: 2.344 Service to the College Community

Service includes departmental, committee and other activities sponsored by the College. Each faculty member is expected to serve responsibly in these areas. Such service, however, does not substitute for performance with respect to the first three criteria (stated above in 2.441, 2.442, and 2.443), nor can it consistently be set aside in favor of those activities.

Other forms of service outside the College can present themselves on occasion. These contributions also will be evaluated as appropriate in the overall context. In particular, activities beyond the immediate community which also significantly assist the work of the College may occasionally be considered in personnel decisions.

Some examples of evidence of College community service are listed below:

- Help develop interdisciplinary programs and courses;
- Participate in colloquia and similar programs;
- Join in faculty development projects;
- Stimulate students intellectually in various settings outside the classroom;
- Participate in the governance of the College;
- Take responsibility for College organizations;
- Initiate helpful contacts with alumni;
- Serve the broader constituencies of the College, such as community organizations.

NEW: 2.344 Service to the College Community

[From FEP, Beth's addition in CAPITALS]

Criteria

Service includes departmental, committee and other activities sponsored by the College. 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. Faculty may also demonstrate service by helping develop or direct programs, working on accreditation or reaccreditation, participation in colloquia and other College events, facilitating faculty development projects, initiating helpful contacts with alumni, advising student organizations, and participating in or directing College organizations.

Faculty may make the case that SERVICE activities beyond the immediate college community significantly assist the work of the College and therefore 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.

TIMELINE

OLD: 2.420 The Tenure Timeline

Tenure is granted by action of the Board of Trustees, subsequent to the completion of the College's formal review process. 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 reappointment with tenure may invoke the College's "Appeals Process" set forth in section 2.610. The normal probationary period for a non-tenured member of the faculty hired into a full-time tenure-track position is six years. The tenure review is generally conducted only once for each faculty member, during the fall semester of the sixth year of teaching at the College. Any reduction of the probationary period is agreed upon at the time of initial appointment and is stated as a part of the first letter of agreement to a tenure track appointment. Occasionally, new faculty may be granted one or two years of credit toward tenure for prior teaching. In rare cases, three years of credit may be given. To earn credit, the faculty member must normally have completed an appropriate terminal degree, 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 have shown evidence of excellence in teaching. Candidates will recognize that credit will accelerate the review process. At the time of extending the initial appointment, the Academic Dean, in consultation with the department, recommends to the President that teaching credit be given. The decision as to whether to grant such credit is made by the President.

Under extraordinary circumstances, after a successful four-year review, the tenure review may be conducted at an earlier date upon the written request of the faculty member who will bring the request to the FAC and the Academic Dean, who will consult with the President and/or other appropriate persons before taking action. If the Academic Dean's recommendation is to proceed with the review, the Committee will follow the normal procedure for a tenure review and complete its deliberations as quickly as possible. Its written recommendation will be forwarded to the

President who will respond to the recommendation. The final decision to grant tenure rests with the Board of Trustees.

In exceptional situations, senior faculty and administrators may be hired with tenure. Such a decision shall be approved by the academic department, the FAC, the Academic Dean and the President before proceeding to the Board of Trustees for a final decision.

The practice of renewing annual letters of agreement for non-tenured faculty members should not be construed as a commitment by the College to grant tenure subsequently. Renewal of letters of agreement and the extension of tenure are different decisions and must be considered separately. Unless otherwise explicitly stated, only full-time annual teaching letters of agreement are considered as a part of the probationary 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 summer school contracts, and leaves of absence, unless specific agreements have been reached and recorded in writing. When an untenured faculty member is appointed to a full-time administrative position, the administrative work is not counted as a teaching letter of agreement. By accepting an administrative appointment, the untenured faculty member relinquishes all claim to a continuing faculty position unless there is a written statement to the contrary. Full-time faculty whose teaching load is reduced by some administrative responsibility still accrue years toward tenure. Research grants or fellowships that take the faculty member away from the institution normally do not count toward tenure. Any exceptions will be determined by the Academic Dean. Faculty who receive grants to work on campus with students during the academic year normally must teach 2/3 time in order to accrue time toward tenure.

NEW: 2.420 The Tenure Timeline

[From FEP, Beth's addition in CAPITALS, broken into additional sections]

The probationary period for a non-tenured member of the faculty hired into a fulltime tenure-track position is six years, WITH TENURE REVIEW IN THE SIXTH YEAR. 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.

Prior to the Faculty Affairs Committee's beginning the tenure review process, it is required that the faculty member has completed the appropriate terminal degree. An official transcript or other authorized documentation from the degree granting institution must be received by the Academic Dean no later than August 15 (the first day of the annual period of service for faculty) of the year the person is scheduled to come up BE REVIEWED for tenure. If the faculty member has not completed the appropriate terminal degree by this deadline, the faculty member will NOT BE REVIEWED FOR TENURE AND WILL receive a terminal letter of agreement for the following year.

2.421 Reductions in Probationary Period

Any reduction of the six-year probationary period is agreed upon by the College and the faculty member at the time of initial appointment and is stated as a part of the first letter of agreement to a tenure-track appointment. Occasionally, new faculty may be granted one or two years of credit toward tenure for prior COLLEGE-LEVEL teaching. In rare cases, three years of credit may be given. To earn credit, the faculty member must have completed an appropriate terminal degree, typically will have taught on a full-time basis at a four-year college or university within the past two or three years immediately prior to the date of consideration, and WILL have shown evidence of excellence in teaching. A reduction of the probationary period will accelerate the review process; THE ACCELERATED SCHEDULE WILL BE DESCRIBED AT THE TIME OF APPOINTMENT. At the time of extending the initial appointment, the Academic Dean, in consultation with the department, recommends to the President that teaching credit be

given. The decision as to whether to grant such credit is made by the President.

2.422 Extensions of Probationary Period

FACULTY MEMBERS WHO WISH TO REQUEST AN EXTENSION OF THE PROBATIONARY PERIOD MUST apply for an extension no later than April 15 (the deadline for faculty to return their signed letters of agreement) in the year preceding that in which the faculty member is scheduled to come up BE REVIEWED for tenure. EXTENSIONS OF THE PROBATIONARY PERIOD MAY BE GRANTED FOR PERSONAL OR MEDICAL REASONS. No extension may be granted without application by the faculty member to the Academic Dean. Any extension of the probationary period established in the faculty member's initial letter of agreement is made by the President upon recommendation of the Academic Dean.

A FACULTY MEMBER WHO BECOMES A PARENT THROUGH BIRTH OR ADOPTION DURING THE PROBATIONARY PERIOD WILL BE GRANTED AN AUTOMATIC ONE-YEAR EXTENSION OF THE PROBATIONARY PERIOD, FOLLOWING NOTIFICATION ABOUT THE ADOPTION OR BIRTH TO THE ACADEMIC DEAN. FACULTY MEMBERS MAY REQUEST A WAIVER OF THIS EXTENSION IF THEY DO SO IN WRITING TO THE ACADEMIC DEAN.

Extensions of the probationary period based on approved leaves described in Section 5.200 ("Leave Policy") will be granted. If the faculty member provides reasons other than approved leaves for applying for an extension, the Academic Dean will consult with the department chair 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. Extensions of the probationary period will not be considered by the FAC during the review process.

Unless otherwise explicitly stated, only full-time annual teaching letters of agreement are considered as a part of the period of employment that must pass before tenure can be granted. This specifically excludes part-time, summer school, one-semester or other limited teaching agreements, as well as leaves of absence, unless specific agreements have been reached with

the Academic Dean and recorded in the annual teaching letter of agreement.

When an untenured faculty member is appointed to a full-time administrative position, the administrative work is not counted as a teaching letter of agreement. Moreover, unless the terms of an administrative appointment accepted by the untenured faculty member contain a written statement to the contrary, it is understood that by accepting the administrative appointment the faculty member has relinquished all claim to a continuing faculty position, although applications from such persons for future academic openings are welcome. Full-time faculty whose teaching load is reduced by some administrative responsibility may still accrue years toward tenure. Such accrual should be established in the annual letter of agreement.

Time spent on research grants or fellowships that take the faculty member away from the institution normally does not count for time accrued toward tenure. Any exceptions will be determined by the Academic Dean. Faculty who receive grants to work on campus with students during the academic year normally must teach AT LEAST HALF 2/3 time in order to accrue time toward tenure.

Under extraordinary circumstances, after a successful Third-Year Review, the faculty member may request that the tenure review be conducted at earlier than established in the faculty member's initial letter of agreement.

This request is sent to the FAC and the Academic Dean. The FAC and Academic Dean will make a recommendation to the President. If the President's decision is to proceed with the review, the College will follow the normal procedure for a tenure review in the following year.

In rare situations, senior faculty and administrators may be hired with tenure. Such a decision shall be approved by the academic department, the FAC, Academic Dean and President before proceeding to the Board of Trustees for a final decision.

LIGHTLY EDITED: 2.420 Periodic Review of Tenured Faculty

Changes:

- **First post-tenure review changed to 4th year after promotion to associate from 5th year after either tenure or promotion**
- **This 4th year post-promotion review will “serve as a formative evaluation of the faculty member’s progress toward promotion to full professor.”**

PROMOTION

OLD: 2.500 Promotion

Nominations for promotions in academic rank normally originate with the department chairpersons, or in the case of a chairperson with the Academic Dean, except that any member of the faculty, other than the person nominated, may originate such a nomination after he/she has consulted with the chairperson of the department of the nominee and the Academic Dean. Any nominator indicates in detail in a signed letter to the Academic Dean and the FAC why she/he thinks the nominee is worthy of promotion, showing how the nominee fulfills the criteria (see 2.340 - 2.344).

Recommendations are made for promotion by the Academic Dean, the FAC, and the President. Final decisions are made by the Board of Trustees on the recommendation of the President. If the recommendation concerning promotion is not unanimous, the opposing arguments shall be stated in writing and communicated to the Academic Affairs Committee. If the final decision is not to promote, the Academic Dean will supply a written explanation to the faculty member. When final action on promotion differs from the recommendation of the FAC, the President will provide the Committee with a written explanation of the decision.

Normally, a faculty member without a terminal degree will not be promoted above the rank of instructor. Exceptions may be made for meritorious service or unusual professional experience and accomplishments judged to be an adequate substitute for the terminal degree. The College recognizes that in some disciplines the appropriate terminal degree may not be the doctorate. The earning of any degree, however, is never the sole basis for promotion in rank, except promotion from Instructor to Assistant Professor by virtue of completing the Ph.D.

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

NEW: 2.500 Promotion

[From FEP, Beth's addition in CAPITALS, broken into new sections]

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

2.510 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.

Normally, a faculty member without a terminal degree will not be promoted above the rank of Instructor. Exceptions may be made by the Academic Dean, after consultation with members of the relevant academic department, for meritorious service or unusual professional experience and accomplishments that they consider to be an adequate substitute for the terminal degree.

2.520 Promotion to Associate Professor

Faculty are TYPICALLY promoted to Assistant Professor to Associate Professor when they are awarded tenure. CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR INCLUDE (A) A TERMINAL DEGREE, (B) COMPLETION OF AT LEAST FIVE YEARS OF TEACHING AT THE COLLEGE LEVEL AT THE ASSISTANT PROFESSOR RANK, (C) DEMONSTRATED SCHOLARLY AND/OR CREATIVE ACHIEVEMENT, (D) HIGH QUALITY ACADEMIC ADVISING, AND (E) A RECORD OF DEMONSTRATED SERVICE TO THE COLLEGE COMMUNITY.

Promotion to Associate Professor signals that the faculty member under review has met the criteria for tenure set out in Section 2.340 ("Review Criteria"). There are two exceptions to this policy. First: in cases where the

Faculty Affairs Committee, the Academic Dean, and the President believe it justified, they may decide to recommend a faculty member for tenure but not for promotion from Assistant to Associate Professor. In such cases, the Academic Dean communicates the decision in writing to the faculty member, explaining why promotion was not recommended and conveying specific recommendations for how the faculty member can better meet the criteria for promotion. Second: whether previously tenured elsewhere or not, faculty with sufficient previous teaching experience elsewhere (as determined by the Academic Dean and by the members of the relevant departments), may begin their appointment at Guilford as untenured faculty with the rank of Associate Professor. Any such arrangement must be stated in the faculty member's initial letter of agreement from the Academic Dean's office.

2.530 Promotion to Full Professor

Faculty are promoted from Associate Professor to Full Professor when they are able to demonstrate substantial and sustained achievement in teaching, and marked or sustained EXCELLENCE in at least two of the other areas set out in Section 2.340 ("Review Criteria"), since the PROMOTION TO ASSOCIATE PROFESSOR. CRITERIA FOR PROMOTION TO FULL PROFESSOR INCLUDE (A) A TERMINAL DEGREE, (B) COMPLETION OF AT LEAST FIVE YEARS AT THE RANK OF ASSOCIATE PROFESSOR, (C) SUSTAINED EXCELLENCE IN TEACHING, (D) CONTINUED RECORD OF PEER-REVIEWED SCHOLARLY OR CREATIVE ACTIVITIES, (E) EXCELLENT ADVISING, AND (F) EXCELLENT SERVICE TO THE COLLEGE COMMUNITY, INCLUDING LEADERSHIP ROLES.

2.540 Endowed Professorships

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

2.550 Emerita/Emeritus Status

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

2.560 Process for Promotion to Associate and Full Professor

Tenured faculty members MAY STAND FOR PROMOTION AT ANY TIME WHEN THEY HAVE MET THE CRITERIA FOR PROMOTION. TO BE

CONSIDERED FOR PROMOTION, THE FACULTY MEMBER SHOULD NOTIFY THE ACADEMIC DEAN AND THEIR DEPARTMENT CHAIR IN THE SPRING SEMESTER PRIOR TO THE FAC REVIEW. Candidates for promotion, along with the Academic Dean's office, should provide to the FAC the same set of materials that are part of a formal review, as set out in Section 2.310 ("Materials Included in the Review and Information Gathering Responsibilities"). Recommendations are made for promotion by the Academic Dean, the FAC, and the President. If the recommendation concerning promotion is not unanimous, the opposing arguments shall be stated in writing and communicated to the ACADEMIC AFFAIRS Committee of the Board of Trustees. POSITIVE RECOMMENDATIONS FOR PROMOTION ARE FORWARDED BY THE PRESIDENT TO THE ACADEMIC AFFAIRS COMMITTEE OF THE BOARD OF TRUSTEES, FOR CONSIDERATION BY THE FULL BOARD. Final decisions are made by the Board of Trustees on the recommendation of the President. If the final decision is not to promote, the Academic Dean will supply a written explanation to the faculty member. When final action on promotion differs from the recommendation of the FAC, the President will provide the FAC with a written explanation of the decision.