



FACULTY HANDBOOK  
2023-2024

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# **PART 1: HISTORY, MISSION, GENERAL ORGANIZATION AND GOVERNANCE**

## **1.1 History**

In 1870, the Religious Society of Friends (Quakers) founded Wilmington College. The College has remained on the site of its founding to the present day and the College has remained closely related to the Wilmington Yearly Meeting of Friends. For the first 45 years of its history, Wilmington was a liberal arts college with little indication of a vocational emphasis. Most of the students were from Wilmington and surrounding communities and were primarily Quakers. The Articles of Incorporation were in no way restrictive, describing the purpose of the College as "the promotion of education, religion, morality and the fine arts, and open to all without reference to religious beliefs."

Wilmington College's vocational emphasis appeared during the second 45 years, from 1915 to 1960. By 1923 the College was offering a bachelor's degree in education and by 1927 a School of Education existed with its own dean. Home economics and secretarial science were introduced several years later. Business administration, created as a separate department in 1921, was incorporated into the social sciences division in 1930 and became a separate department again in 1946. Industrial arts started in 1921 and acquired department status also in 1946. Agriculture, originally part of the science program, developed a 3-2 program with Ohio State. In the late 1960s, however, agriculture developed as a separate department and began to offer its own major.

In the late 1940s the College began to attract students from outside the local area. It was a self-help program that first gave the College wider recognition. Under the direction of President Samuel D. Marble, the College constructed several buildings with donated materials and student and faculty labor. At about the same time, the Randall work-study program began. This program allowed students to earn up to 80% of their College expenses by working in a local factory. At the peak of the program, over half the student body worked at the Randall plant and more than half the Randall labor force was composed of Wilmington College students.

The 1960s witnessed a rapid expansion of the Ohio public higher education system.

Increased competition led Wilmington College to expand its recruiting efforts outside of Ohio. The result was a more diversified student body with an increased emphasis on the humanities and the fine arts. By 1971 enrollment reached 999 students.

During the late 1970s and early 1980s three departments grew rapidly: agriculture, economics and administration (business), and education. Supplemented by new programs such as athletic training and communication arts, the on-campus part of the institution gave renewed attention to the career-oriented aspect of the College's mission. From 1975-1995 the College offered degree programs at three state correctional institutions. These programs were a direct outgrowth of Quaker concerns for prisons and prisoners. While funding for these programs has diminished, the College still provides some College level classes and pre-release programming at these institutions.

## **1.2 Mission, Vision and Core Values Statements**

### **1.2.1 Mission Statement**

The mission of Wilmington College is to educate, inspire and prepare each student for a life of service and success.

To fulfill that mission, Wilmington College provides a high quality undergraduate and graduate educational environment shaped by the traditions of the liberal arts, career preparation and the distinctive practices of the Religious Society of Friends (Quakers). By offering academic programs, practical experience and co-curricular activities in a variety of settings to students from diverse backgrounds, the College leads students to gain an

awareness of the world, to acquire knowledge of career and vocation and to seek truth and social justice.

In keeping with the rich heritage of the liberal arts, the College seeks to educate the whole person – intellectual, emotional, physical and spiritual – in ways that foster critical thinking, reflection, the free exchange of ideas, open inquiry, respect for all persons and a desire for lifelong learning. The liberal arts are integrated with career preparation to help students develop the knowledge and skills to succeed in a career or further education.

As an academic community, Wilmington College is rooted in historic Quaker values that include integrity, service, simplicity, equality, peace and social justice and respect for all persons. These values motivate those who learn and work at Wilmington College to make positive contributions to their professions and their communities.

*Approved by the Board of Trustees April 24, 2015*

### **1.2.2 Vision Statement**

Wilmington College intends to make significant progress in the next decade toward being a model college that melds the liberal arts and career preparation in order to graduate liberally educated professionals. To move towards this vision, Wilmington will:

- integrate career preparation with the traditions and foundational skills of the liberal arts;
- challenge students to live the historic Quaker testimonies of integrity, service, peace and social justice, stewardship and respect for all persons and to practice them in their communities, and workplaces;
- promote every student's participation in hands-on experiences including internships, community service, and international study programs;
- create a caring campus community that embraces civility, respect, and trust; and
- demonstrate a commitment to this vision by placing the needs of students at the center of decision-making.

*Approved by the Board of Trustees April 24, 2015*

### **1.2.3 Core Values Statement**

The following core values are fundamental to the success of Wilmington College in realizing its mission and vision. These values are drawn from the College's founding faith, The Religious Society of Friends (Quakers), from important traditions of American higher education, and from universally held beliefs that serve to guide the best in human thought and action.

**Integrity** – This value has been described as the value from which all other values emanate and has importance in this ordered list of values. Integrity as defined by the College community as the fundamental requirement to be fair, honest and ethical in all dealings on campus and requires each of us to assume responsibility for our actions.

**Community** – This value is defined on campus as the desire to create in partnership a learning and working environment that supports and encourages a shared sense of purpose about the importance and value of broad participation, active engagement, open sharing of information, shared responsibility for decision making, and a culture that emphasizes continuous improvement and growth.

**Diversity** – This value is purposeful in guiding our willingness to recruit, retain and graduate a student body that reflects the global communities that the College serves and seeks to foster our understanding and appreciation of different people, cultures and ideas.

**Excellence** – This value requires the College to support and encourage a commitment

to the highest standards in all areas of the College's mission.

Peace and Social Justice – This value comes directly from our Quaker heritage and asks all members of the community to seek non-violent resolution of conflict and just treatment of the world's resources, both human and physical.

Respect for All Persons – This value is fundamental to the development of a peaceful and just community that values the dignity and worth of all persons.

Service and Civic Engagement – This value seeks to foster all members of the campus community to serve others and to accept individual responsibility for being an engaged and effective citizen.

## **1.3 The Board of Trustees**

The Board of Trustees, as provided by the Code of Regulations, consists of a maximum of 33 people and a minimum of 13, of whom the majority must be members of the Religious Society of Friends. Members of the Board are appointed for four-year terms, with a limit of three successive terms. Each year faculty and student representatives meet with the Board on a regular basis.

All of the power and authority of the College is exercised by the Board of Trustees. The Board meets in plenary session three or four times a year. Interim meetings of the Executive Committee are held as needed.

Officers of the Board are Chair, Vice-Chair, Secretary, Treasurer and Assistant Secretary. Standing committees include: Executive, Finance & Audit, Trusteeship, and Quaker Connections. Ad hoc committees are set up from time to time and trustees are frequently asked to serve on task forces that consider particular problems or areas of College operations.

## **1.4 Administrative Structure**

### **1.4.1 The President**

Appointment: The Board of Trustees will select three of its members, the Wilmington Yearly Meeting will select three of its members and the faculty of Wilmington College will select three of its members to compose a nominating committee that will gather, investigate, interview and nominate candidates for the President of the College. This committee so appointed and organized by the Board of Trustees will develop its own requirements for candidates. The Board of Trustees shall select the President from the candidates nominated by the committee. The nominating committee may disband itself by majority action and request a new committee to be constituted, whenever it thinks it is unable to make further progress.

Duties: The President is directly responsible to the Board of Trustees for the execution of the total program of the College. The duties of the President are contained in the By-laws of the Board of Trustees that state, "He/she is responsible for leading the College in a manner consistent with the purpose and mission statement, implementing Board policies, keeping the Board informed, consulting with the Board in a timely manner on issues related to its policy-making and fiduciary responsibilities, and serving as the College's spokesperson and representative. The President has the authority to execute documents on behalf of the College and the Board, consistent with Board policy and decisions, and in the best interests of the College." (From the Board of Trustees By-Laws)

The President appoints academic and administrative officers and staff, serves as an ex officio member of all standing committees of the Board, presents quarterly reports on the income and expenses of the College, submits an annual operating budget to the Board for approval and makes an annual report to the Wilmington Yearly Meeting on the condition of the College.

The President discharges his/her duties with the assistance, advice and counsel of

the members of the President's Council. The members of the Council are listed below.

- a. The Vice President for Academic Affairs/Academic Dean/Dean of the Faculty
- b. The Vice President for Community and Business Development
- c. The Vice President for Student Affairs/Dean of Students
- d. The Vice President for Business and Finance
- e. The Vice President for College Advancement
- f. The Vice President for Marketing and Enrollment Management
- g. The Vice President for Information Technology and Operations
- h. The Chief of Staff

### **1.4.2 The Vice President for Academic Affairs/Academic Dean/Dean of the Faculty**

Duties and Direct Reports:

1. Oversee programs, budget and personnel for main campus academic programs.
2. Propose, implement and monitor approved curriculum for the main campus programs.
3. Coordinate assessment, program review and curriculum development for majors and general education programs on the main campus in consultation with appropriate Area Coordinators, Academic Areas and full-time faculty.
4. Supervise the allocation of academic resources.
5. Coordinate academic staffing with the appropriate Area Coordinator and make recommendations to the President for full-time faculty appointments. Make part-time faculty appointments on the main campus.
6. Oversee the main campus College catalog.
7. Serve ex officio on all faculty committees or appoint a designee.
8. Develop and administer the academic budget for the main campus.
9. Approve all main campus teaching assignments.
10. Evaluate all Wilmington College faculty for promotion, tenure and salary increases working in conjunction with the Tenure, Promotion and Review Committee and Area Coordinators when appropriate.
11. Personnel who report directly to the Academic Dean/Dean of the Faculty include:
  - A. The Associate Vice President of Academic Affairs
    1. Oversee all aspects of student academic support services including but not limited to the Student Resource Center (with Writing Center and Math Center), Disability Services and the academic part of summer orientation.
    2. Administer academic misconduct policy and address cases of misconduct.
    3. Oversee the academic standards and Coordinate appeals for Academic Standards and Appeals Committee.
    4. committee.
    5. Develop and administer student retention program including retention policies, monitoring academic progress, intervention strategies, coordination, communications and service.
    6. Determine the academic status of students with respect to probation, suspension and dismissal on the main campus.
    7. Chair Commencement and oversee this annual event.
    8. Respond to proposals from the Academic Policies Committee, faculty and staff.
    9. Assign advisors and oversee academic advising of all students on the

main campus.

10. Serve on Campus committee as assigned.
11. Coordinate the referral system for students at risk of failure.

B. Registrar

Duties:

1. Coordinate academic schedules for all classes.
2. Monitor proposed teaching loads for main campus.
3. Assist Associate Vice President of Retention and Student Success in the preparation and execution of freshman registration sessions.
4. Oversee and monitor main campus classrooms.
5. Serve on Academic Policies and Commencement Committees.
6. Assist in developing the Academic Calendar.
7. Maintain integrity, accuracy and security of academic records.
8. Plan and implement use of technology for course registration and tracking academic progress.
9. Ensure compliance with Federal regulations.
10. Manage budget for Records Office.
11. Determine student eligibility for continuing participation in athletic programs.

C. Academic Directors

a. Director of the Peace Resource Center

Duties:

1. Coordinate and oversee activities of the Peace Resource Center.
2. Integrate the work of the Peace Resource Center into the campus community particularly through teacher education and international education.
3. Integrate the work of the Peace Resource Center into the Wilmington community.

b. Director of Watson Library

Duties:

1. Submit the annual budget proposal and the budgeting, monitoring and setting of priorities within the framework of the budget.
2. Staff, schedule, supervise, and evaluate all Library staff members under the supervision of the director.
3. Plan, recommend, implement library program development and establish policies consistent with the mission and goals of the Library and of the College.
4. Maintain and improve library relations with the College and surrounding community.
5. Be responsible for the Library building.
6. Develop and maintain the collection.
7. Represent Watson Library to external groups.

c. Curator of the Quaker Heritage Center

Duties:

1. Coordinate and oversee activities of the Quaker Heritage Center.
2. Integrate the work of the Quaker Heritage Center into the campus community.
3. Integrate the work of the Quaker Heritage Center into the Wilmington community.

#### D. Area Coordinators

Appointment and Tenure: Area Coordinators are appointed by the Academic Dean/Dean of the Faculty in consultation with members of the faculty as appropriate, and with the approval of the President. Terms are normally for three years and are renewable. Main Campus Area Coordinators have a 12-month appointment. Area Coordinators are part of the administrative structure when functioning in the role of coordinator and, as such, are responsible to the Academic Dean/Dean of the Faculty.

Responsibilities: Area Coordinators are expected to fulfill their responsibilities in consultation with and with the cooperation of members of their respective areas. In most cases, the Coordinator functions as facilitator, organizer, and coordinator of various responsibilities. Area Coordinators meet on a regular basis with the other Area Coordinators, the Academic Dean/Dean of the Faculty, the Associate Vice President of Retention and Student Success and the Registrar to discuss issues of importance to the academic mission of the College. Because this is a 12-month appointment, Main Campus Area Coordinators are responsible for various duties in the summer.

Duties for Area Coordinators:

1. Supervise the area's mission and the mission of programs, majors, and minors as they relate to the College's mission.
2. Oversee the curricula of programs/majors in area and work with Office of Academic Records to develop academic schedules each semester by specified deadline.
3. Lead Assessment and Program Review of major/minors/programs in the area.
4. Work with Office of Academic Records to evaluate courses from other institutions for transfer credit.
5. Coordinate hiring/orientation of adjunct faculty for curricular needs.
6. Carry out evaluation of area members and adjunct faculty for purposes of retention, promotion, tenure, term contracts, salary increments and post tenure review (when appropriate).
7. Oversee area budget and make adjustments as appropriate.
8. Serve as liaison with other departments on campus, both academic and administrative.
9. Conduct regular, formal meetings/communication of/to the area. Meetings/ communication should occur at least once a month during the academic year.
10. Serve as area representative at all admission/academic affairs events as required (admission events, summer pre-advising, all summer/fall orientation days, Student Recognition Ceremony, etc.) Work with event planner to meet deadlines for printing, planning, etc.
11. Meet with and register all area transfer students, especially during summer months.
12. Update area webpages at least once per semester and during summer by specified deadline.
13. Coordinate meeting with area and area admission counselor at least once per semester.
14. Assist admissions with recruiting activities as requested by specified deadline.
15. Communicate on a regular basis throughout the academic year with

admission liaison on area events, changes in major/minor requirements, internships and any other information helpful to recruiting efforts.

16. Mentor area faculty as needed/as appropriate.
17. Other duties as required (e.g., student advising, oversight of work study students).

### **1.4.3. The Vice President for Community and Business Development**

Duties:

1. Proposes, implements and monitors approved academic programs that will serve the needs of external sites, including Wilmington Online.
2. Provides oversight to ensure that all online academic are conducted in accordance with the academic policies of the College and its accrediting bodies.
3. Oversees creation and implementation of the academic calendar and semester course scheduling for online programs and external sites
4. Works closely with the Academic Dean/Dean of the Faculty
5. Oversees marketing, recruiting and retention activities for online programs, external sites, and workforce development
6. Oversees student support services at all external sites
7. Develops and administers the budget for all external sites
8. Promotes external sites through participation in community activities
9. Serves on selected faculty and institutional committees.
10. Other responsibilities and duties as assigned by the President
11. Personnel who report directly to the Vice President for External Programs are:
  - A. Director of Online Programs
  - B. Prison Education Program Manager
  - C. Recruitment and Enrollment Specialist

### **1.4.4. The Vice President for Student Affairs/Dean of Students**

Duties: Responsible for student life and activities, including the residence halls, multicultural affairs orientation, service learning, campus activities, campus safety and health services.

Supervises: Associate Vice President for Student Engagement, Assistant Vice President for Student Affairs/Dean of Students for Housing, Secretary for Student Life, Director of Career and Workforce Development, First-Year Coordinator, Housing Coordinator, Graduate Assistants, Director of Multicultural Affairs, Director of Greek Life and Wellness Programs, Campus Minister, Director of Service Learning and Orientation, Campus Nurse, Director of Counseling Services, Campus Safety, Coordinator of Conference Services, Mailroom Supervisor, Pyle Center Service Desk

### **1.4.5. The Vice President for Business and Finance**

Duties: Responsible for the overall fiscal management of the College, the Human Resources Office, the physical plant, and computer services. Responsible for monitoring the economic efficiency of programs, maintaining fiscal stability, and providing periodic financial reports to College officers.

Supervises: Controller, Budget Director, Coordinator for Campus Events and Facilities

#### **1.4.6. The Vice President for College Advancement**

Duties: Responsible for the development and fund-raising effort of the College. Also responsible for alumni relations and activities that are part of the alumni effort as well as public relations.

Supervises: Director of Development, Director of Advancement Services, and Director of Alumni and Parents Relations

#### **1.4.7. The Vice President for Marketing and Enrollment Management**

Duties: Responsible for planning and implementing student recruitment and retention efforts as well as financial aid services, student accounts and student one stop.

Supervises: Assistant Vice President of Enrollment, Associate Director of Marketing and Admissions Operations, Director of Student One Stop Center.

#### **1.4.8. The Vice President for Information Technology and Operations**

Duties: The Vice President of Information Technology and Operations provides program management by formulating, directing, implementing, measuring, reporting and coordinating projects to support institutional goals and objectives, progress, strategies, and outcomes in accordance with best practices and established policies and procedures. The Vice President of Information Technology and Operations will play a critical role in evaluating, implementing, and communicating progress of the college's strategic programs and plans.

Supervises: Director of Physical Plant and Director of IT

#### **1.4.9. The Chief of Staff**

Duties: The Chief of Staff will act as an advisor and strategic partner to the president. The position will oversee strategic initiatives and special projects as well as manage and coordinate the administrative functions of the president's office. This position serves as a key liaison for the president with many stakeholders across the institution and represents the president in a variety of formal and informal settings.

### **1.5. Governance Philosophy and Structure**

#### **1.5.3. General Institutional Governance**

The governance of Wilmington College is the responsibility of the Board of Trustees, the administration, and the faculty, each acting within the sphere of its responsibility under the Articles of Incorporation and the laws of the State of Ohio. Important areas of action involve, at one time or another, the initiating capacity, decision making expertise and cooperative involvement of these three groups. It is therefore desirable to provide full opportunity for joint planning and effort in campus governance, seeking consensus and giving due weight to the institutional responsibilities of each group with respect to the particular issue presented.

Issues that benefit from joint decision-making include framing and executing long-range and strategic plans, managing existing and prospective physical resources and drafting and monitoring campus budgets. Additionally, selection of chief officers of the College, including the President, the Academic Dean/Dean of the Faculty, Vice President for External Programs and other administrative personnel whose duties affect curricular and academic affairs, should be a joint responsibility in which Board, administration and faculty have a voice.

If in the course of policy development, serious questions arise about the impact of a particular action on the resources of the College, deference should be given to the judgment of the Board of Trustees who, as fiduciaries, is charged by law with responsibility for financial affairs, property and overall conduct of the agents, employees and students of the College.

**Board of Trustees:** The Board of Trustees is responsible for the general management of the affairs of Wilmington College, all within limitations of the law, and the Articles of Incorporation. The Board of Trustees shall be attentive to advice from representations from the Yearly Meeting, duly appointed for that purpose, giving careful consideration to any concern proposed with possible deferment of action until an understanding is reached with the Board of Trustees, however, having responsibility for final action.

The Board of Trustees shall exercise ultimate institutional authority through its general, academic and financial policymaking and its responsibility for the health and welfare of the institution.

**President:** From the By-Laws of the Wilmington College Board of Trustees:

1. The President serves the Board for such term, compensation and with such conditions of employment as the Board shall determine.
2. The President is the chief executive officer of the College and the chief advisor to and executive agent for the Board of Trustees. The authority of the President is vested through the Board of Trustees and includes responsibility for all the educational and managerial affairs of the College. S/he is responsible for leading the College in a manner consistent with the purpose and mission statements, implementing Board policies, keeping the Board informed, consulting with the Board in a timely manner on issues related to its policy-making and fiduciary responsibilities and serving as the College's spokesperson and representative. The President has the authority to execute documents on behalf of the College and the Board, consistent with Board policy and decisions and in the best interests of the College.
3. The President shall appoint academic and administrative officers and staff and shall render regular reports of these appointments to the Board of Trustees.
4. The President serves as an ex officio member of all standing committees of the Board, and shall staff the Executive Committee, the Trusteeship Committee and the Joint Trustee Nominating Committee.
5. The President shall present, or cause to be presented, quarterly reports on the income and expenses of the College and shall submit an annual operating budget to the Board for its approval. Annually the President shall report to the Board of Trustees the general salary bands by academic rank and a comparison of the College's salary schedule with other Colleges of similar size and characteristics.
6. The President or the Chair of the Board of Trustees shall make an annual report to the Yearly Meeting upon the condition of the College including significant events of the year, its physical property, endowments and finances and the development of its faculty and academic achievements and its goals.

**Faculty:** As the group providing the principal educational service of the College, the faculty makes judgments on curriculum, scholarship, methods of instruction and aspects of student life related to the educational process. In these academic areas, the Board and the administration should act contrary to faculty judgments only in exceptional circumstances, following bona fide efforts at consensus by all parties and for reasons clearly communicated to the faculty.

The faculty shares responsibility with the Academic Dean/Dean of the Faculty for addressing questions of faculty status, tenure and dismissal. Faculty and administration will

jointly arrive at decisions in these areas subject to the final approval of the President.

In fiscal policies and other non-academic institutional policies, the faculty serves as an advisory group to the administration. The administration will consult with faculty in developing and implementing all such policies.

In all these areas of responsibility, faculty and administration will share information and consult together prior to decision making and will seek to reach consensus on decisions.

#### **1.5.4. Faculty Governance Document**

(see Appendix 1.1)

#### **1.5.5. Student Government Association (SGA)**

It is the responsibility of Wilmington College's SGA to serve as the representative voice of the student body, to encourage understanding and respect for the Quaker tradition of peace, service and inner direction and to promote pride in the College. The SGA seeks to serve all students' desires for improved student services and academic programs, as well as promote honest and open communications among students, faculty, administration and staff. The SGA Steering Committee is also responsible for the allocation of the student activity fee. A copy of the SGA constitution and by-laws is available through the Office of Student Services.

#### **1.5.6. Administration/Staff**

There is an Administrative and Support Staff Handbook. Many of the items in this handbook and the Faculty Handbook are similar, but each handbook serves a different group of employees. Copies of the Administrative and Support Staff Handbooks are available online and in the Office of Human Resources.

### **1.6. Committee Structure**

#### **1.6.3. The Board of Trustees and the Faculty**

The Wilmington College Board of Trustees, in carrying out its responsibility as the governing body of the institution, encourages communication with faculty members in several ways. One method is to have some faculty members meet regularly with the Board of Trustees and its committees. The Wilmington College faculty, for its part, is equally interested in meaningful communication with the Board and faculty members are willing to make the time commitment necessary to achieve this communication.

Plenary Sessions: The three Faculty Conveners will be invited to all plenary sessions of the Board in an informational and advisory capacity. So far as practicable, the Faculty Conveners will receive all pertinent information supplied to Board members prior to meetings. The Faculty Conveners will be able to speak to the Board by gaining consent of the Chair prior to the meeting. At the Chair's discretion faculty representatives may be recognized for the purpose of commenting on issues under consideration.

If class schedules or other commitments preclude one or more of the Faculty Conveners from attending a plenary session, the Academic Dean/Dean of the Faculty in consultation with the Faculty Conveners and the Chair of the Board will invite substitutes. Depending on the specific issue(s) before the Board, other faculty members may be invited to attend a specific plenary session by the Chair of the Board. The Board reserves the right to go into executive session, during which time the Faculty Conveners and other non-members of the Board will not be present.

Academic Affairs Committee: Matters of educational policy and faculty welfare will be discussed initially in the Academic Affairs Committee of the Board. Items for Board action

will be conveyed to the Board by the trustee chair of the committee. Faculty members will be invited to the Academic Affairs Committee meeting by the Academic Dean/Dean of the Faculty in consultation with the trustee chair of the committee. Board Meetings (except for the Trusteeship Committee) are open to all faculty who wish to attend except when the Board or a Board Committee is in executive session.

Other Board Committees: Frequently, faculty members can provide information and advice helpful to Board Committee deliberations. To facilitate meetings of faculty members with Board Committees, the Faculty Conveners in consultation with the Academic Dean/Dean of the Faculty will select a faculty representative to each Board Committee except Trusteeship.

The faculty representatives to each of the committees will be able to speak in committee meetings and shall be accorded general access to pertinent materials related to items under discussion at such meetings. The faculty representative will do his/her best to represent what s/he understands to be the faculty position on issues before the committee. Faculty representatives will not participate in final decisions or otherwise vote on matters before the committee.

#### **1.6.4. Administrative Committees**

(For complete description see Appendix 1.2)

1. Academic Council
2. The President's Council

#### **1.6.5. Institutional Committees**

(For complete description see Appendix 1.3)

1. Institutional Animal Research and Care Committee
2. Institutional Review Board
3. Issues and Artists Committee
4. Judicial Board and Appellate Board
5. Library Information and Technology Committee
6. Safety and Emergency Response Committee
7. Staff Council
8. Student Life Committee

#### **1.6.6. Constituent Committees**

(For complete description see Appendix 1.4)

1. Faculty Committees
  - a. Academic Standards and Appeals Committee
  - b. Academic Policies Committee
  - c. Assessment Committee
  - d. Faculty Council
  - e. Graduate Program Committee
  - f. Grievance Committee
  - g. Instructional Development and Resources Committee
  - h. Program Review Committee
  - i. Tenure, Promotion and Review Committee
2. Student Committees
  - a. Student Publications Board

#### **1.6.7. General Governing Policies for Institutional and Constituent**

## Committees

1. The faculty and most College related committees use Quaker business procedures rather than Robert's Rules of Order. Questions tend to be presented as problems-to-be-solved, not solutions-to-be-defended. The presiding officer, acting as Clerk of the Meeting, tries to formulate the judgment of the whole in terms acceptable to the whole. "Sense-of-the-meeting" implies unity, not unanimity: a decision is reached when the opposition, if any, is willing to "go along" with a proposal. This procedure places heavy demands on individuals, both to say what they think and to "stand aside" if they do not feel strongly enough to block the will of the whole. The philosophy behind this procedure is based on the premise that each individual is rooted in the same reality as every other individual and that group decisions can be reached that reflect the needs of the group if personal and partisan considerations are set aside. (See Appendix 1.6).
2. Membership of non-permanent members (see Appendices 1.2, 1.3, and 1.4) of Administrative, Institutional and Constituent Committees (listed in Sections 1.6.2, 1.6.3 and 1.6.4, respectively) extends from the first Monday following commencement. Two exceptions to this occur. Members of the Academic Standards and Appeals Committee and the Recruitment and Retention Committee will assume responsibilities the first Monday of the fall semester. If meetings occur during the summer and the Faculty Conveners cannot obtain an adequate number of members for a meeting, they may call on previous members or newly appointed members to obtain a quorum. One exception to this is the Academic Standards and Appeals Committee. Members who previously served will hear all appeals from the spring semester.
3. A quorum is the majority of the total committee membership. If a quorum is not present and a decision must be made, action can be taken subject to review at the next regular meeting where a quorum is achieved.
4. In the spring of each academic year, the Faculty Conveners or the Academic Dean/Dean of the Faculty survey faculty members regarding their preferences for committees on which to serve for the following year. As soon as possible after annual election to faculty positions, the newly elected Faculty Conveners and the Academic Dean/Dean of the Faculty will meet to make committee assignments. The outgoing Presiding Clerk may be invited to participate. The committee assignments will be announced before Commencement. In order for each faculty member to be involved in a variety of committee assignments, the Academic Dean/Dean of the Faculty and the Faculty Conveners will maintain a system of rotation. Typically, faculty will be rotated onto new committees every two or three years. Without violating the system of rotation, and after considering qualifications and balance, faculty members will be assigned to committees according to their preferences. (Faculty approved revision 2/27/2017)
5. Each committee will hold an organizational and planning meeting during the first six weeks of the academic year. If a committee establishes a regular meeting time on some sequential basis, it should be stated in the minutes and reported to the Faculty Meeting. Each committee should establish a standard means of notifying all members of meeting times. Agendas should be prepared and, as far as possible, distributed to members prior to all meetings.

The President and the Academic Dean/Dean of the Faculty, as ex officio members of all committees, will receive notices, agendas and minutes for all meetings. All standing committees must meet at least once per semester with additional meetings determined by the presiding clerk of the committee.

6. Each committee will adhere to the following policies and procedures for handling the records of committee business:
  - a. Each committee will keep a permanent, up-to-date book of minutes that shall be a complete record of all committee actions.
  - b. A copy of these minutes shall be sent to the President, the Academic Dean/Dean of the Faculty and the Recording Clerk within ten days of the meeting. Minutes will be posted on the Intranet as appropriate.
  - c. Each committee's minutes should contain the following information: meeting date and time, members present and absent, old business (indicating clearly actions taken or decisions made) and name of the person compiling the minutes.
  - d. The Tenure, Promotion and Review Committee takes two different types of minutes. When discussing matters of policy that address concerns of the entire faculty, these members shall follow a, b and c above. When discussing issues of promotion, tenure, third- and sixth-year review and faculty evaluation, minutes shall be kept for the purpose of refreshing the memory of committee members regarding their deliberations. These minutes will be made available to a faculty member who appeals a decision of the committee but will otherwise be kept confidential. Academic Standards and Appeals Committee follow the same procedures with respect to student appeal discussions.
7. Each committee will report its activities in the following manner:
  - a. By filing a committee report with the Academic Dean/Dean of the Faculty and the Faculty Conveners once each semester, which will be posted on the intranet.
  - b. If the committee has taken an action that requires the approval of the Faculty Meeting, or some other appropriate group or individual, the report should state clearly the specific action needed and the justification for such action. It is the presiding clerk of the committee's responsibility to make certain reports are compiled correctly and forwarded to the appropriate individual or group.
  - c. Institutional and Constituent Faculty Committees should report to the Faculty Meeting at least once per year.
  - d. Institutional and Constituent Faculty Committees are intended to function largely in a screening and initiating role in preparing specific plans for action on the part of the larger College community. Members of the faculty and staff, but particularly the Faculty Conveners, Faculty Council and the Academic Dean/Dean of the Faculty, may submit items to a committee with requests for the committee to investigate and propose solutions to them.
  - e. The Faculty Conveners and the Academic Dean/Dean of the Faculty should make certain that issues are moving through the committee structure "with all deliberate speed."

## **1.7. Faculty Handbook Amendments and Revisions**

Section 1.6.4 and Sections 2 and 3 of this handbook represent areas of institutional life shared to some degree by the administration and the faculty. Amendments and revisions to these sections should be sent to Faculty Council. In such cases, Faculty Council will review the proposal, consult with appropriate committees and report its recommendation to the Faculty Meeting. If the faculty approves the change, it will be forwarded to the administration (the Academic Dean/Dean of the Faculty and the President), who will approve the change, reject the change or seek further consultation with the faculty in an effort to reach consensus. Once consensus is reached, the President will forward the change to Board of Trustees for final action.

The remainder of Section 1 and Sections 4, 5, 6 and 7 of this handbook contain information for the faculty but include policies for which the faculty is not directly responsible. Changes in these sections will be reported to the faculty in a timely manner but do not require approval by the Faculty Meeting.

Any five members of the Faculty, the Academic Dean/Dean of the Faculty, or the President may propose amendments or revisions in writing. In cases where the Faculty Council is consulted, it may review, initiate and edit proposed changes in the handbook.

Consistent with the responsibilities of the Board of Trustees as set forth throughout the handbook, the authority to amend any portion of this Handbook remains exclusively with the Board of Trustees. Nothing contained in this handbook shall be construed otherwise.

*Approved by Board of Trustees July 2017*

## **PART 2: FACULTY CONTRACT POLICIES, REGULATIONS AND PROCESSES**

In keeping with its mission statement, Wilmington College seeks to employ faculty members who are committed to its ideals and who maintain an active interest in the growth and development of their students as well as in their own academic disciplines. While faculty members must be well-qualified in their field of specialization, it is equally important for them to meet students at their own level of development and to help them grow intellectually both in their own understanding of each faculty member's particular discipline and of the inter-relatedness of academic disciplines. While scholarly research and publication are valued and appreciated, they are not a prerequisite for employment at Wilmington College.

Wilmington College was founded by and is affiliated with the Religious Society of Friends. Friends value community. But a spirit of Quaker community can be maintained only as long as all members participate actively in the life of the College. Formally, faculty members may encourage community by cooperating in the governance of the College and informally they may cultivate an atmosphere of collegiality by resolving disagreements in a friendly manner, by respecting honest differences of opinion and sometimes a willingness to "stand aside" in a consensus process when complete agreement cannot be reached on an issue. Quaker consensus on an issue does not require a complete agreement, but it does require the complete understanding and cooperation of each participant.

### **2.1 Definition of Faculty Status**

#### **2.1.1 Full-Time Faculty**

Any person hired to teach at least 22 semester hours of coursework or its equivalent during the academic year with the mutual expectation of a continuing appointment is a full-time faculty member. Special assignments, e.g., coaching and play directing, may be written into contracts in lieu of a stated number of hours of classroom teaching or as a percentage of the full-time load. Full-time faculty members may hold tenured, probationary (i.e., tenure-track) or term contracts. All full-time faculty members carry one of the following ranks: Professor, Associate Professor, Assistant Professor or Instructor.

Non-tenured faculty on term contracts are entitled to the rights and are subject to the responsibilities of this handbook, consistent with their status as full members of the faculty. Such faculty are subject to evaluation and supervision by their Area Coordinator and

### **2.1.2 Part-Time Faculty**

Any person hired under a single contract to teach at least 12 semester hours, but less than 22 semester hours or its equivalent of coursework during the academic year, is a part-time faculty member. Part-time faculty members are not eligible for tenure, but they carry one of the four faculty ranks listed in 2.1.1. Part-time faculty who teach at least 18 semester hours in the 9-month academic year and perform advising or committee work are eligible for all fringe benefits that full-time faculty receive. Part-time faculty participate fully in all faculty meetings and are considered members of that body. They are also entitled to the rights and are subject to the responsibilities of this Faculty Handbook.

### **2.1.3 Adjunct Faculty**

Any person hired to teach one or more courses on a semester basis is an adjunct faculty member. Adjunct faculty members are hired as the need arises; therefore, they have no expectation of a continuing contract and are neither eligible for tenure nor fringe benefits. Faculty members desiring adjunct teaching responsibilities following retirement may submit proposals for this purpose to the Area Coordinator and the Academic Dean/Dean of the Faculty. Adjunct faculty members are assigned academic rank based on education and experience. An adjunct faculty handbook is available.

### **2.1.4 Special Appointment Faculty**

**Emeritus:** Faculty members retiring from Wilmington College are eligible for appointment to emeritus status. A faculty member must have had faculty rank at the College for a minimum of ten years to be eligible for emeritus status. Privileges of emeritus faculty include office and mail space when available and participation as feasible in academic ceremonies, including processions at convocations and commencement exercises, and admission to most campus events.

**Visiting:** Individuals appointed to fill a temporary position, e.g., a vacancy resulting from a leave or an illness of a regular faculty member, are called visiting faculty members. They are assigned one of the four faculty ranks based on educational credentials and experience and the term "visiting" precedes the rank, e.g., Visiting Assistant Professor of History. Visiting faculty members, although possibly full-time with some fringe benefits, are not eligible for tenure and have no expectation of reappointment. However, years spent in a visiting appointment may be counted as years in rank (for promotion) or years of service (for tenure and/or sabbatical) if a visiting appointee is subsequently hired into in a regular full-time position.

### **2.1.5 Administrators with Faculty Rank**

Administrators with appropriate academic credentials may be given faculty rank and may be promoted based on teaching, scholarly activities and community service, but they are not eligible for tenure. A tenured faculty member who is assigned to an administrative position, however, may retain that tenure and may return to the faculty for teaching after adequate planning for the return takes place. The Tenure, Promotion and Review Committee recommends these appointments to the President who makes the appointment and submits a report to the faculty.

1. **Librarians:** Professional librarians (holders of the nationally recognized terminal degrees in the field) are classified as administrators and as such are subject to the provisions

of the Administrator's Handbook. They may be eligible for faculty rank.

2. Student Resource Center Personnel: These individuals are also classified as administrators and as such are under the provisions of the Administrator's Handbook. They are also eligible for faculty rank.

3. Coaches: Coaching is an administrative function and coaches who are not full-time faculty members will receive administrative contracts. Coaches who are not faculty members are not eligible for faculty rank.

4. Laboratory Assistants: Individuals hired as laboratory assistants are classified either as student workers or as support staff.

### **2.1.6 Determining Qualified Faculty/Faculty Credentialing Policy**

It is the policy of Wilmington College to certify the credentials of all faculty [i.e., full time, part time, adjunct and visiting/ tenured, probationary (tenure-track) or term contracts (non-tenure track)] as defined by the Higher Learning Commission (HLC). Per the HLC, "qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent 'tested' experience, may be considered by the institution in determining whether a faculty member is qualified."

#### **Faculty Credential Guidelines**

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, the institution gives primary consideration to the highest earned degree in the discipline or subfield in accordance with the guidelines listed below.

1. Faculty teaching baccalaureate courses must possess an academic degree relevant to what they are teaching, hold a doctor's or master's degree in the teaching discipline or subfield or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
2. Faculty teaching general education courses at the undergraduate level must hold a doctor's or master's degree in the teaching discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, the faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
3. Faculty teaching graduate and post-baccalaureate course work should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

#### **Using Equivalent "Tested" Experience as a Basis for Determining Minimally Qualified Faculty**

1. HLC allows "an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching." The institution considers, as appropriate, related work experiences in the field, professional licensure and certifications, other credentials, ABD without a master's degree, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.
2. When faculty members are employed based on equivalent experience, the

institution defines 3 years of experience working in the industry as the minimum threshold of experience necessary. The faculty will also submit a written statement of their tested experience that will be evaluated by the Academic Dean/Dean of the Faculty and Area Coordinator of their discipline, in addition to the Verification of Faculty Credentials form that is used in the appointment process for all faculty.

#### Verification and Documentation of Faculty Credentials

Documentation of the credentials of all full-time and part-time faculty and main campus adjunct faculty who are instructors of record for one or more courses will be retained by the Office of Academic Affairs. Documentation for Branch campus adjunct faculty will be maintained by the Branch campus administration.

Documentation shall include:

1. An official academic transcript of highest degree. Official transcripts for the degree used for credentialing must be on file prior to the beginning of the course(s) to be taught. An official transcript is defined as a transcript or other academic record that includes notation that it is official. All transcripts submitted from foreign universities or schools must be evaluated for equivalency to United States accredited coursework by a university approved agency.
2. Current Resume/ CV. Demonstration of competence per review of professional and work experience, technical and performance competency, records of publication, certification, and/or other qualifications.
3. The Academic Dean/Dean of the Faculty shall complete a Verification of Faculty Credentials Form for each full time or part time faculty employee at the time of hire. Area Coordinators shall complete the Verification of Faculty Credentials Form for all adjunct faculty with final approval by the Academic Dean/Dean of the Faculty (for main campus adjunct appointments) or the VP of External Programs (for branch adjunct faculty). The form will demonstrate sufficient evidence that the credentials of prospective full time/ part time or adjunct hires meet WC policy. The Academic Dean/Dean of the Faculty will complete the form for all full time or part time faculty hires.
4. Faculty employed based upon tested experience will also submit a statement of their experience in addition to the above.

*Approved by Faculty 11/9/2015*

*Approved by the Board of Trustees, April 2016*

#### **2.1.7 Qualifications for Initial Appointment to Academic Ranks**

It is the policy of Wilmington College to recruit and appoint faculty members who are well qualified and hold the doctorate or other appropriate terminal degree whenever possible. Special attention is given to each candidate's potential for teaching and scholarly excellence and for contributing to the College community. The Academic Dean/Dean of the Faculty and the President, in consultation with the appropriate Area Coordinator, determines the initial academic rank of each faculty member based on the minimum expectations set forth below. All faculty teaching in the graduate program will have joint appointments in the related undergraduate program.

*Revision Approved by Faculty Council 11/2017*

1. Instructor: Minimum qualifications include a master's degree in the teaching field and some teaching experience, e.g., part-time college-level, graduate teaching assistant and/or supervised teaching practicum.
2. Assistant Professor: Minimum qualifications include completion of a master's

degree or substantial completion of work toward the doctorate (ABD) or other appropriate degree as defined by the letter of appointment, and three years of college-level teaching experience or its equivalent. Three years of full-time college-level teaching experience or its equivalent are required of faculty without terminal degrees.

3. Associate Professor: Minimum qualifications include the doctorate and six years of college-level teaching experience or its equivalent. Under certain circumstances individuals without a terminal degree might qualify for associate professor, but their life and career would have to show unusual excellence in teaching, scholarship and service. It is unlikely that one could be initially appointed to this rank.

4. Professor: Minimum qualifications include a doctorate, or other appropriate advanced degree as defined by the letter of appointment, and seven years of teaching experience at the associate professor level or its equivalent, with exceptional attainment in teaching, scholarship and service to profession, College and community.

5. Minimum Qualifications for Part-Time Faculty:

Instructor: Master's degree or at least three years of teaching experience or its equivalent.

Assistant Professor: Master's degree and more than two years of full-time college-level teaching experience or its equivalent.

Associate Professor: Doctorate degree and more than five years of teaching experience or its equivalent.

Professor: Only available to individuals having held that rank as a full-time faculty member at Wilmington College or a similar institution.

Part-time faculty who hold faculty appointments in other institutions are employed only with the approval of those institutions. Normally, such faculty are given equivalent rank at Wilmington College.

Area Coordinators, who make requests in writing to the Academic Dean/Dean of the Faculty, initiate main campus supplemental contracts. Such contracts are usually preceded by a "letter of appointment" detailing the assignment. Contracts are usually mailed within two weeks of the first day of classes, after it has been determined that a class of adequate size exists. Normally the minimum enrollment for a 100- or 200-level course is 10 students and for a 300- or 400-level course is 7 students.

## **2.2. Types of Contracts**

Faculty contracts, whether for new appointees or continuing faculty, are normally for nine months (two semesters) of teaching with payment spread over twelve months. Additional salaried assignments are contracted separately, and payments are usually made at the completion of the assignment. Contracts for continuing faculty are mailed to the home address of the faculty member before the beginning of the contract period. The College pledges to fulfill its contracts without reservation and assumes that the contract is binding on the faculty member unless it is set aside by mutual agreement. A request for release from a contract must be filed in writing with the Academic Dean/Dean of the Faculty who will then forward it to the President for a final decision.

The initial contract will be accompanied by a letter of appointment, usually from the Academic Dean/Dean of the Faculty but on occasion from the President, stating the conditions of employment including any unusual aspects mutually agreed upon at an earlier time.

### **2.2.1. Term Contracts**

Term contracts are entered into for a period specified in the contract. Term contracts are renewable. A faculty member, who is not on a tenure-track but has successfully completed a six-year review, may receive a three-year renewable faculty appointment. This type of appointment is reserved for positions for which funding is reasonably assured over the life of the contract. Faculty serving on term contracts are subject to notice of non-renewal set forth in Section 2.8.3.

### **2.2.2. Probationary Contracts**

A faculty member who is non-tenured and, in a tenure-track position will receive a probationary faculty appointment. The probationary (non-tenure) period for an initial appointment is six years. Faculty members with both the doctorate and up to three years of previous full-time College teaching experience may be considered for tenure before their sixth year of teaching at Wilmington College. Such an arrangement, however, must be negotiated at the time of the initial contract and must appear in the letter of appointment. Without prior agreement, the tenure review takes place during the sixth year of full-time teaching. Faculty serving on probationary contracts are subject to notice of non-renewal set forth in Section 2.8.3.

### **2.2.3. Severance Contracts**

Severance contracts are issued for the final term after termination or non-renewal and represent a final contract with no opportunity for renewal.

### **2.2.4. Tenured Contracts**

When a faculty member is awarded tenure, the President will convey this decision to the faculty member in writing. Tenured faculty members will continue to receive an annual tenured (continuous appointment) contract specifying rank and salary. Tenured faculty members are on continuous appointment unless separated from the College according to provisions contained in Section 2.8.

### **2.2.5. Locus of Appointment**

The appointment of all faculty members is made by the President upon the recommendation of the Academic Dean/Dean of the Faculty and appropriate faculty members. No full-time contract is valid without the signature of the President.

## **2.3 Faculty Search, Appointment and Orientation Procedures**

The search procedure for full- and part-time faculty positions can be found in Appendix 1.13.

### **2.3.1 Employment Procedures**

**Determining Needs:** The Academic Dean/Dean of the Faculty determines overall faculty needs in consultation with appropriate faculty and administrative individuals. Faculty needs are brought to the attention of the Budget and Planning Committee to determine availability of budget with the final budgetary decision resting with the President.

In supporting its mission, it is the intention of the College to achieve as much ethnic and gender diversity among the faculty as possible. It is the responsibility of the Area Coordinator in consultation with the Academic Dean/Dean of the Faculty and the appropriate Area Coordinators to determine staff needs in the area, the existence of vacancies, level of appointment and specific qualifications sought.

**Publication of Vacancy:** Once the President approves a new or replacement position, the Human Resources Office, after consultation with the Area Coordinator and the Academic

Dean/Dean of the Faculty, will advertise the position. The College shall also advertise the position by contacting graduate departments in a number of universities and make other appropriate contacts, including an effort to obtain female and minority candidates.

Notices should make it clear that Wilmington College is an equal opportunity employer, and care should be taken that information as to the existence of the vacancy is available to both men and women and to possible minority candidates.

Decision to Appoint: The search committee gathers input from all individuals and groups who met with the candidate. It contacts references of all finalists and compares candidates. This process requires discussion among the Area Coordinator, the Academic Dean/Dean of the Faculty and the President. As soon as feasible after the visit, the chair of the search committee should put his/her recommendation in writing to the Academic Dean/Dean of the Faculty, who sends it with his/her own recommendation to the President. The President makes the final appointment, usually in consultation with the Academic Dean/Dean of the Faculty. Following the decision to appoint, the Academic Dean/Dean of the Faculty, or at the Academic Dean/Dean of the Faculty's discretion, another person contacts the candidate by telephone to discuss details of the appointment, including salary, rank, moving expenses, credit for prior teaching experience and any other contractual matters. If mutual agreement is reached on these matters, and it is determined that the candidate wishes to accept the appointment offered (up to seven days may be given for the candidate to make a final decision), the Academic Dean/Dean of the Faculty prepares the letter of appointment.

Letters of Appointment and Contracts: The letter of appointment should state explicitly the terms agreed upon so that there will be no misunderstanding regarding the appointment. While the Academic Dean/Dean of the Faculty usually prepares the letter of appointment, the President may also wish to review or write the letter of appointment. Letters of appointment may supersede normal provisions of the Faculty Handbook and must be delivered to the candidate before the contract is signed. The completed contract must be signed by the President in order to be valid.

Follow-Up: Once the position has been filled or when certain candidates have been eliminated, the Human Resources Office notifies unsuccessful candidates, usually by letter, that they are no longer being considered. Special attention should be given to unsuccessful candidates who have been invited to campus and to the prompt payment of their travel expenses.

On the first day of employment, new faculty members should report to the Human Resources Office for benefit orientation and sign-up.

It is the responsibility of the Academic Dean/Dean of the Faculty, working with the Area Coordinators, to make certain that the new faculty member receives all necessary information, including Faculty Handbook, Catalog, reporting dates, information on book orders and information on business forms and procedures. It is the responsibility of the Academic Dean/Dean of the Faculty to begin a file on the new member, including correspondence, credentials and, as soon as possible, an up-to-date personnel form.

Orientation: The orientation of new faculty members is the joint responsibility of the Academic Dean/Dean of the Faculty and the Area Coordinators.

Equal Opportunity: Wilmington College does not discriminate based on age, race, color, religion, national or ethnic origin, gender, sexual orientation, or disability in the administration of education policies, employment, or any other College program or activity. Employment decisions will be based on furthering the principles of equal employment opportunity, and all decisions concerning hiring, promotion, transfer, administration, employee benefits and all other programs will be made on a non-discriminatory basis.

Special Appointment Provisions. In the case of certain positions in the Religion & Philosophy program and for the position of Campus Minister, it is the practice of the College to grant preference to individuals who are members of the Religious Society of Friends.

## **2.4 Human Resources Records**

### **2.4.1 Pre-Employment**

Individuals seeking a faculty appointment at Wilmington College are required to submit a letter of application, a resume, a statement of teaching philosophy and three names for references. The President, the Vice-President for Academic Affairs/Dean of Faculty, the Area Coordinators, members of the search committee and members of the academic area are allowed access to all application materials. At the completion of the search, all candidate materials are transferred to the Human Resources Office.

### **2.4.2 Official File**

When a newly appointed faculty member returns a signed contract, an official file is created in the office of the Academic Dean/Dean of the Faculty. Initially, this file contains the information in 2.4.1, plus a copy of the initial contract and a copy of the letter of appointment. The Academic Dean/Dean of the Faculty adds information to this file if it falls into one of two categories: (1) information relating to the effectiveness of a faculty member, (2) correspondence between the faculty member and Academic Affairs office, and (3) the annual performance evaluation summaries prepared by the Area Coordinator and the faculty member (including a summary of student evaluation). Whenever any information is added to this file, faculty members must be informed by the Academic Dean/Dean of the Faculty in a timely manner and must receive a copy of what has been placed in the file. Faculty members may review the contents of their official file periodically and may file a response to any part of the file, which is then retained in the file. Other evaluation materials for each faculty member are contained in notebooks maintained by the Academic Dean/Dean of the Faculty.

### **2.4.3 Business File**

Another file, the business file, is maintained in the Human Resources Office. It contains a copy of the contract and information necessary for employment and for insurance purposes (e.g., W-4 forms, TIAA payroll withholding permission form, and health insurance information).

### **2.4.4 Roster of Faculty and Promotion and Tenure**

The Academic Dean/Dean of the Faculty maintains a current roster of all full-time and part-time faculty members in all the categories in Section 2.1. This list also includes all faculty members who are eligible for tenure reviews. The Academic Dean/Dean of the Faculty also makes a list of all faculty members eligible for promotion according to Section 2.6 which is distributed to the members of the Tenure, Promotion and Review Committee.

### **2.4.5 Grievance File**

When a faculty member initiates the grievance process, the Presiding Clerk keeps a file on the relevant information pertaining to the grievance. That file is transferred to the Clerk of the Grievance Committee if the grievance reaches a formal stage. At the resolution of the grievance, all files pertaining to the grievance are kept by all parties (including Faculty Conveners and/or Grievance Committee members) for a period of five years.

## **2.5 Evaluation**

The evaluation process is designed to achieve three objectives:

1. It provides faculty members with information about their performance and promotes excellence in all aspects of their work.
2. It furnishes part of the evidence for formulating recommendations and decisions on tenure and promotion.
3. It enhances professional and collegial interactions among faculty members. Specific elements of the evaluation process are set forth below, and a summary chart is in Table 2.5.3-2.

Standards for faculty performance vary based upon the level and rank that faculty members seek to obtain. While the following criteria are intended as general guidelines for annual reviews and persons on non-tenure tracks, the standards for teaching, scholarship and service are higher for persons applying for tenure or for ranks above Assistant Professor. For example, the criteria for tenure include "superior ability and effectiveness in teaching," "contributions to the professional literature of one's discipline," and "effective participation" in College/community service. For specific requirements, see Sections 2.6.1 (Promotion Policy) and 2.7.1(2) Criteria for Tenure.

Subject to specific requirements for promotion and tenure referenced in Sections 2.6 and 2.7, general performance as a faculty member will be evaluated according to the criteria listed in Sections 2.5.1 and 2.5.2, which are arranged in order of overall importance to the Wilmington College community. No specific numerical weight is assigned to any single criterion in order to provide sufficient flexibility for each faculty member to consider individual circumstances, contributions, interests and/or abilities.

In terms of total evaluation faculty may weigh their teaching effectiveness between 60% and 80%, scholarship should account for between 10% and 20% and general service should account for between 10% and 20%. Each criterion is important and meeting each of the criteria at a minimum level defines satisfactory performance.

### **2.5.1 Standards of Performance**

The three areas considered in the evaluation of faculty effectiveness are teaching, scholarly growth and service. Each criterion is important, with satisfactory performance defined as meeting each of the criteria at a minimum level.

Adequate teaching involves careful and consistent preparation for classes, clear and stimulating presentation of materials, recognition of the worth of students as individual persons, the use of creative approaches in dealing with individual differences, the evaluation of student work by fair and just standards clearly understood by students and the development in students of some enthusiasm for the course.

Evaluation of teaching will be based on instructional delivery, instructional design, content expertise and course management. For this purpose, instructional delivery refers to the effectiveness of faculty performance in the classroom. Instructional design refers to the structure of syllabi, assignments, examinations and other course materials. Content expertise refers to substantive knowledge about one's teaching discipline. Course management refers to compliance with administrative deadlines for class rosters, academic difficulty information, attendance data, and final grades. The following ranges provide examples of possible weighting for how faculty can stress various aspects of their teaching:

- Instructional Delivery (Student evaluations 10% – 20% and classroom visit 5% – 15%)
- Instructional Design (20% – 40%)
- Content Expertise (25% – 45%)
- Course Management (5% – 15%)

Faculty members should show evidence of continuing scholarly growth and

achievement in the profession through participation in regional and national meetings, service as expert consultants, research and writing, and/or recognition by authorities in the particular discipline. Each area will provide the standards by which a faculty member may meet or exceed expectations.

Service involves participation in area and College-wide committees, professional service and general community service.

## 2.5.2 Effective Faculty Activity

1. Teaching effectiveness as evidenced by:

- Instructional delivery and classroom performance
- Instructional design
- Content expertise
- Course management
- Interaction with students
- Development of new course materials, new approaches to teaching, etc.
- Contemporary practices and course content as appropriate to discipline
- Attendance at teaching workshops
- Other indicators, as deemed useful by areas and/or individual faculty members, including but not limited to, evidence of implementation of suggestions for improvement of teaching from previous evaluations, alumni ratings, exit interviews with graduating seniors and other structured student interviews

Multiple types of information are essential in judging an activity as elusive as "good teaching." Judgments on teaching effectiveness for decisions on retention, tenure or promotion will be based on more than one source of information. Student ratings, colleague ratings and administrative ratings will constitute the minimum types of information on which teaching effectiveness will be based.

2. Scholarly effectiveness as evidenced by:

- Professional authorship of books or articles
- Submission of articles under consideration for publication
- Presentation at professional conferences
- Productive research
- Invited lectures
- Published book or performance reviews
- Professional recognition, honors and awards
- Appropriate consulting activities
- Recitals, exhibits and performances in disciplines where this is appropriate (e.g., fine arts)
- Grant proposals submitted to external agencies (whether funded or not)

3. Effectiveness in general service as evidenced in the following possible areas:

- College Service:
- Performance as a faculty advisor, including availability to advise students and accuracy of advice.
- Committee work on the college campus
- Involvement in Faculty Meeting
- Area and program duties and contributions
- Participation in special programs, events, lectures, and performances
- Involvement in academic student activities (adviser to a student organization)
- Involvement in student activities

- Contributions to branch campus programs
- Informal relationships with faculty and students (e.g., entertaining student groups)
- Positive involvement in the continuing effort to improve the quality of life and programs at Wilmington College
- Involvement in student recruitment
- Representing the college at events
- Involvement with alumni
- Professional Service
- Election to position in a professional organization
- Consulting or counseling
- Peer reviewing or editing of a professional journal
- Service to a professional committee
- Organizing and/or chairing professional conference panels
- Membership and participation in professional societies and their meetings
- Attendance at workshops, summer institutions, etc.
- Community and Public Service
- Participation in community organizations and public service such as social justice or environmental issues.

### **2.5.3 Evaluation Procedures**

#### **2.5.3.1 Annual Evaluations**

The following methods will be used to evaluate the performance of faculty members annually:

a. Evaluation by Students

Normally, all faculty members will conduct student evaluations using a standardized evaluation instrument on a regular basis as outlined below and reflected in Tables 2.5.3.1-1 and 2.5.3.1-2. Course selection for student evaluation will be made by the Academic Dean/Dean of the Faculty in consultation with the faculty member and Area Coordinator. If faculty members are not satisfied with the course selected, they may request that the questionnaire be given to students in an additional course or courses.

If recommended by the Area Coordinator as part of the yearly evaluation report or by the Promotion, Tenure and Review Committee as part of third year review, the Academic Dean/Dean of the Faculty may require more frequent evaluation of a faculty member's classes. The Academic Dean/Dean of the Faculty may also recommend more frequent evaluation after consultation with the appropriate Area Coordinator.

Table 2.5.3.1-1 defines minimum use of student evaluations. More frequent administration will be conducted under circumstances noted above or when requested by the faculty member.

Table 2.5.3.1-1. Student Evaluation Schedule

All faculty (of any rank, and tenured or non-tenured) have student evaluations in the following manner:

- each faculty member during his/her first five years has every course every semester evaluated by students
- each faculty member from his/her sixth year on has one course per year evaluated by students

Of course, faculty may choose to have more classes evaluated by students if they wish.

*Approved by the Faculty 5-13*

Faculty members will take care to protect the privacy of student responses to the questionnaire. They also will inform students that they will not examine copies of the individual questionnaires until the semester is over. Faculty members will leave the classroom when students are filling out the questionnaires and will ask a student to collect the responses and return them to office of the Academic Dean/Dean of the Faculty.

After the questionnaires have been compiled and analyzed, the Academic Dean/Dean of the Faculty will place a summary report in the faculty member's official file and provide a copy to the faculty member. The Academic Dean/Dean of the Faculty may choose to discuss the report with the faculty member. The faculty member may ask to discuss the report with the Academic Dean/Dean of the Faculty and may ask to submit written comments to be placed in his/her official file. He/she may also choose to discuss the results with their Area Coordinator.

The Academic Dean/Dean of the Faculty will provide the results of the student questionnaires to the Promotion, Tenure and Review Committee if requested. The Academic Dean/Dean of the Faculty or Vice President for External Programs will take care to assure that the student evaluation results are properly interpreted.

b. Unit Evaluations & Classroom Visitations

By the date specified in Table 2.5.3-2, faculty will annually submit a copy of their Faculty Activity Report, the report of a peer classroom teaching visit (if not done by the Area Coordinator), and copies of student evaluations (if not received by the Area Coordinator from the Academic Affairs Office) to the Academic Dean/Dean of the Faculty and the Area Coordinator.

All faculty (of any rank, and tenured or non-tenured) must be peer evaluated once per academic year. (approved by the faculty 5-13)

The evaluation will include either a visit to the faculty member's class or a videotape of the class, at a mutually agreed upon time. Prior to the visit or the taping session, the faculty member will discuss with the Area Coordinator or other evaluator the objectives and methods for that particular class. Class visits will take place as indicated in Table 2.5.3-2. If a member of the faculty other than the Area Coordinator is selected, s/he must file a written report of the intended date of the classroom visit with the Area Coordinator by February 15th of the year of evaluation. If this does not occur, the Area Coordinator will conduct the evaluative visit and prepare the report. After completion of the classroom evaluation, the evaluator will meet with the faculty member to discuss her or his findings.

Another member of the faculty with suitable disciplinary background will evaluate the Area Coordinators, using a process identical to that outlined above. For Area Coordinator evaluation in the years before application for third year review, tenure or promotion, the selection of the peer reviewer must be approved by the Academic Dean/Dean of the Faculty in consultation with the Clerk of the Tenure, Promotion and Review Committee.

All evaluators will write a qualitative narrative that shows consideration of the following elements:

Clarity of instruction as evidenced by:

- Command of content
- Keeping discussion focused
- Presenting multiple examples of each concept
- Presenting definitions of new or unfamiliar terms
- Making connections to content from previous classes
- Answering students' questions thoroughly
- Delivering content coherently
- Maintaining students' attention and involvement
- Interaction between students and faculty such that
- Students are comfortable asking questions, and the faculty member is responsive to the students.
- Students are comfortable expressing opinions and the instructor is tolerant of other points of view.
- There is mutual respect in the classroom.
- The instructor is addressing and is aware of all students in the class, and all are treated equally.
- The instructor asks questions to encourage students to extend their thinking. Students are responsive.
- The instructor monitors student understanding of content and provides feedback.

Upon completion of these and other methods of gathering information, the Area Coordinator or Peer Evaluator will prepare a written report on the faculty member's classroom performance. The Area Coordinator or Peer Evaluator will then meet with the faculty member to discuss the contents of the report. The faculty member will sign a copy of the report to indicate that the faculty member has read the report. If the faculty member is satisfied with the accuracy and fairness of the report, s/he will sign it to indicate consent. If the faculty member is not satisfied with the report, s/he may prepare a response and submit it directly to the Academic Dean/Dean of the Faculty.

The Academic Dean/Dean of the Faculty will place the report and response (if any) in the faculty member's official file. This material is available only to the faculty member, senior academic administrators, the president and, when appropriate for review, promotion or tenure considerations, the Tenure, Promotion and Review Committee.

When a class visit is required as a part of the Faculty evaluation system, the visit must be evaluative in nature. We encourage faculty to invite or participate in visits of any of the following types:

- An Evaluation Visit which can be conducted by either a Peer or an Area Coordinator. Such visits are conducted at periodical intervals as

part of the evaluation system, after which the evaluator writes a report first shared with the faculty member.

- A Mentoring Visit where the mentor may be a faculty member's official mentor or another trusted member of the faculty. The mentor will give the faculty member feedback, but nothing will be in writing. The advice and suggestions of a mentor are confidential at the discretion of the one being mentored.
- A Learning Visit is one in which a faculty member visits the classroom of another in order to gain insights and ideas to benefit their own teaching. One engages in a learning visit when new to the Wilmington Culture in order to better understand how this faculty teaches our students. After a long career at Wilmington one may engage in a learning visit in order to stay current with teaching practices.

c. Annual Faculty Activity Report

Each faculty member will submit an Annual Faculty Activity Report to the Academic Dean/Dean of the Faculty and the Area Coordinator, using either the long form or short form (Appendix 1.7), depending on their current year of service (Table 2.5.3.1–2).

Under appropriate circumstances, in consultation with Tenure, Promotion and Review Committee, the Academic Dean/Dean of the Faculty may require more frequent review of a faculty member’s performance.

The evaluation forms have been prepared to give specific direction to the faculty member, based on the criteria in Sections 2.5.1 and 2.5.2. Special care should be given to assess progress on personal goals set the year before and identify goals for the coming year. Faculty members may submit additional data and comments beyond that called for on the self–evaluation form.

The short form Annual Faculty Activity Report is submitted to the Academic Dean/Dean of the Faculty and the Area Coordinator by May 30.

The long form Annual Faculty Activity Report is submitted to the Academic Dean/Dean of the Faculty and the Area Coordinator by May 30 and responded to in writing by: the Academic Dean/Dean of the Faculty, the Area Coordinator and by a Peer Evaluator if a third reader is so desired by the faculty member. The Report and copies of all letters will be placed in the faculty member's official file. It is also made available to the Tenure, Promotion and Review Committee, and academic administrators for use in promotion, tenure and merit pay determinations. However, its primary use is to help the faculty member identify areas of strength and weakness and set goals for the coming year.

Table 2.5.3.1–2. Overview of Faculty Evaluation System

FOR TENURE–TRACK FACULTY:

| Year of Service | Evaluation Components   | Due    |
|-----------------|---|--------|
| 1–2             | Long form, class visit (once per academic year), student evaluations (every course) | May 30 |

|                           |   |            |
|---------------------------|---|------------|
| 3                         | Third-Year Review Portfolio, class visit (once per academic year), student evaluations (every course)                                   | January 15 |
| 4                         | Short form, class visit (once per academic year), student evaluations (every course)  | May 30     |
| 5                         | Long form, class visit (once per academic year), student evaluations (every course)   | May 30     |
| 6                         | Tenure Review Portfolio, beginning in year 6 and after: class visit (once per academic year), student evaluations (one course per year) | Oct 1      |
| Years post-tenure         | *Note – student and peer evaluations are determined by years of service   |            |
| 1-2                       | Short form/CV   | May 30     |
| 3                         | Long form   | May 30     |
| 4                         | Short form/CV   | May 30     |
| 5 (not seeking promotion) | Short form/CV   | May 30     |
| If Seeking Promotion      | Notify Academic Dean/Dean of the Faculty & clerk of TPR   | Dec 15     |
| 5 (seeking promotion)     | Long form   | May 30     |
| 6 (not seeking promotion) | Short form/CV   | May 30     |
| 6 (seeking promotion)     | Promotion Portfolio   | Jan 15     |
| Years post-promotion      | *Note – student and peer evaluations are determined by years of service   |            |
| 1-2                       | Short form/CV   | May 30     |
| 3                         | Short form/CV   | May 30     |
| 4-5                       | Short form/CV   | May 30     |
| 6                         | Long form   | May 30     |

FOR NON-TENURE TRACK FACULTY:

| Year of Service      | Evaluation Components   | Due    |
|----------------------|---|--------|
| 1-2                  | Long form, class visit (once per academic year), student evaluations (every course)   | May 30 |
| 3                    | Third-Year Review Portfolio, class visit (once per academic year), student evaluations (every course)                                 | Jan 15 |
| 4                    | Short form, class visit (once per academic year), student evaluations (every course)  | May 30 |
| 5                    | Long form, class visit (once per academic year), student evaluations (every course)   | May 30 |
| If Seeking Promotion | Notify Academic Dean/Dean of the Faculty & clerk of TPR   | Dec 15 |
| 6                    | Sixth-Year Review Portfolio, Beginning at year 6 and after – class visit (once per academic year), student evaluations (every course) | Oct 1  |

|                       |   |        |
|-----------------------|---|--------|
| Post-6 (3-year cycle) | *Note – student and peer evaluations are determined by years of service   |        |
| 1                     | Short form/CV   | May 30 |
| 2                     | Long form   | May 30 |
| 3                     | Short form/CV   | May 30 |
| Continuous Part-time  | Class visit (once per academic year), student evaluations (every course for first five years, one course per year at sixth year and beyond) | May 30 |
| Adjunct               | Class visit (once per academic year), student evaluations (every course for first five years, one course per year at sixth year and beyond) | May 30 |

### 2.5.3.2 Special Evaluations

At the final faculty meeting during the prior spring semester and the first faculty meeting during the fall semester, the Clerk of the Tenure, Promotion and Review Committee will distribute a list of faculty members eligible for third-year review, tenure review and sixth-year review, as well as a schedule for the various steps in the evaluation. The Clerk of the Tenure, Promotion and Review Committee will also personally contact each eligible faculty member.

#### a. Third-Year Review

During their third year of service, full-time faculty members with term and probationary contracts receive a separate evaluation process in lieu of the annual evaluation process. For those faculty members serving under term contracts, the third-year review process provides a more in-depth evaluation of their performance than is available through the annual evaluation process. It also provides a foundation for possible consideration for tenure in the event they are later placed on a probationary (i.e., tenure-track) contract. However, nothing about the third-year review process will be tantamount to receiving tenure-track designation.

For faculty members serving under a probationary contract, the third-year review serves a very important function as a first stage toward consideration in their sixth year for tenure. The report of the third-year review identifies areas of growth and improvement needed for a favorable tenure decision. A positive review in the third year does not assure later granting of tenure. That decision is made based on the faculty member's effectiveness at the time of tenure review in the sixth year.

The following procedures are used for third-year reviews:

1. Faculty members under review will prepare a portfolio containing information and supporting documentation on faculty performance in the areas of teaching, scholarship and service. Guidelines for materials to be placed in the portfolio are found in Appendix 1.21. The portfolio will be submitted to the Clerk of the Tenure, Promotion and Review Committee by January 15.
2. The Academic Dean/Dean of the Faculty will provide the Tenure, Promotion and Review Committee with a file on each faculty member being evaluated, consisting of materials such as past self-evaluations, student evaluations and annual faculty evaluations.
3. The Office of Academic Affairs will collect written evaluations from ten students and/or graduates who have taken courses from the faculty member and/or have been their advisee. The faculty member being evaluated will submit the names of five students and the

Tenure, Promotion and Review Committee will select the remainder. The students will be asked for their evaluation of teaching, advising and overall faculty effectiveness. The letter requesting the evaluation will include a copy of the criteria of evaluation in Sections 2.5.1 and 2.5.2.

4. The Office of Academic Affairs will collect open-ended written evaluations from six faculty colleagues who have worked closely with the faculty member at Wilmington College. These evaluators will include the Area Coordinator and, for faculty whose primary assignment is to an external program, should include the Vice President for External Programs. The faculty member being evaluated will submit the names of three colleagues and the Tenure, Promotion and Review Committee will select the remainder. The letter requesting the evaluation will include a copy of the criteria of evaluation in Sections 2.5.1 and 2.5.2. The Clerk of the Tenure, Promotion and Review Committee will also accept letters from unsolicited faculty.
5. The Tenure, Promotion and Review Committee will invite the faculty member's Area Coordinator (and/or the Vice President for External Programs if applicable) to meet with the Committee to discuss the overall effectiveness of the faculty member under review.
6. The Tenure, Promotion and Review Committee may invite the faculty member under review for a discussion should the need arise.
7. When these steps have been completed, the Tenure, Promotion and Review Committee will review the materials and send a report of the results to the faculty member, the President, the Academic Dean/Dean of the Faculty and the Vice President for External Programs (if applicable).
8. The Academic Dean/Dean of the Faculty notifies the candidate in writing about the results of the review, copying the President on the letter.
9. After the candidate receives the letter from the Academic Dean/Dean of the Faculty, s/he may meet with the Tenure, Promotion and Review Committee to discuss its recommendations. The faculty member will also be given the opportunity to respond to the committee report in writing and attach his/her response to the report.
10. After the Tenure, Promotion and Review Committee meets with the faculty member (if requested), it will place the materials it has gathered in the faculty member's official file in the Office of Academic Affairs.
11. Throughout this third-year review process and especially in the final report, care will be taken to make it clear that nothing in the evaluation process suggests that those serving under a term contract are being converted to tenure-track status.

b. Tenure Review  
See Section 2.7

c. Evaluation for three-year term contracts

1. Sixth-Year Review

Faculty members who are not in tenure-track positions may be eligible to receive renewable three-year term contracts, provided the faculty member meets the eligibility requirements and receives a favorable sixth-year review. Renewable three-year term contracts are reserved for positions that will have a reasonably secure source of funding over the term of the contract.

Each year, the Academic Dean/Dean of the Faculty identifies non-tenured faculty who are in their sixth year of service and determines who is eligible based on the following criteria:

- the financial stability of the position
- academic quality
- other institutional priorities

The Academic Dean/Dean of Faculty, in consultation with the appropriate Area Coordinator, will identify eligible faculty and notify the Clerk of Tenure, Promotion and Review of eligible faculty. The Clerk will be notified prior to the last faculty meeting of the year in the eligible faculty's member's fifth year.

The following procedures are used for sixth-year reviews:

1. Eligible faculty members under review will prepare a portfolio containing information and supporting documentation on faculty performance in the areas of teaching, scholarship and service. Guidelines for materials to be placed in the portfolio are found in Appendix 1.21. The Tenure, Promotion and Review Committee will conduct the sixth-year review using the Criteria for Faculty Effectiveness outlined in Sections 2.5.1 and 2.5.2. The portfolio will be submitted to the Clerk of the Tenure, Promotion and Review Committee by October 1.
2. The Academic Dean/Dean of the Faculty will provide the Tenure, Promotion and Review Committee with a file on each faculty member being evaluated, consisting of materials such as past self-evaluations, student evaluations and annual faculty evaluations.
3. The Tenure, Promotion and Review Committee will collect written evaluations from ten students and/or graduates who have taken courses from the faculty member and/or have been their advisee. The faculty member being evaluated will submit the names of five students and the Tenure, Promotion and Review Committee will select the remainder. The students will be asked for their evaluation of teaching, advising and overall faculty effectiveness. The letter requesting the evaluation will include a copy of the criteria of evaluation in Sections 2.5.1 and 2.5.2.
4. The Tenure, Promotion and Review Committee will collect open-ended written evaluations from six faculty colleagues who have worked closely with the faculty member at Wilmington College. These evaluators will include the Area

Coordinator, and for faculty whose primary assignment is to an external program, should include the Vice President for External Programs. The faculty member being evaluated will submit the names of three colleagues and the Tenure, Promotion and Review Committee will select the remainder. The letter requesting the evaluation will include a copy of the criteria of evaluation in Sections 2.5.1 and 2.5.2. The Clerk of the Tenure, Promotion and Review Committee will also accept letters from unsolicited faculty.

5. The Tenure, Promotion and Review Committee will invite the faculty member's Area Coordinator (and/or the Vice President for External Programs if applicable) to meet with the Committee to discuss the overall effectiveness of the faculty member under review.
6. The Tenure, Promotion and Review Committee may invite the faculty member under review for a discussion should the need arise.
7. When these steps have been completed, the Tenure, Promotion and Review Committee will review the materials and send a report of the results to the faculty member, the President, the Academic Dean/Dean of the Faculty and the Vice President for External Programs (if applicable). The Tenure, Promotion and Review Committee makes one of the following recommendations to the President:
  - Recommend faculty member for three-year term contract
  - Recommend faculty member for one-year term contract
  - Recommend faculty receive a severance contract
8. The Tenure, Promotion and Review Committee must inform the applicant of its recommendation within five business days after the recommendation is sent to the President.
9. If the President disagrees with the recommendation made by the Tenure, Promotion and Review Committee, the President will meet with the Tenure, Promotion and Review Committee and the Vice President for External Programs (if applicable) to discuss the case.
10. The President makes the final decision and informs the Tenure, Promotion and Review Committee and the applicant by January 30.

## 2. Three-Year Term Contract Renewal Review

The Academic Dean/Dean of the Faculty will determine faculty eligible for renewal of three-year notice contracts. At the first faculty meeting during the fall semester, the Clerk of the Tenure, Promotion and Review Committee will distribute a list of faculty members eligible for three-year term contract renewal, as well as a schedule for the various steps in the evaluation. The Clerk will also personally contact each eligible faculty member.

The following procedures are used for three-year term contract

renewal reviews:

1. The faculty member will submit a long form annual evaluation by January 15 to the Academic Dean/Dean of Faculty, the Vice President for External Programs (if applicable) and the Area Coordinator. The Academic Dean/Dean of Faculty will share the contents of the file with the members of the Tenure, Promotion and Review Committee. The Clerk of the Tenure, Promotion and Review Committee will also accept letters from unsolicited faculty. The Tenure, Promotion and Review Committee will base its review on the Criteria for Faculty Effectiveness outlined in sections 2.5.1 and 2.5.2 3.
2. The Tenure, Promotion and Review Committee may invite the faculty member's Area Coordinator (and/or Vice President for External programs if applicable) to meet with the Committee to discuss the faculty member under review.
3. The Tenure, Promotion and Review Committee may invite the faculty member under review for a discussion should the need arise.
4. When these steps have been completed, the Tenure, Promotion and Review Committee will send a report of the results of the review to the faculty member, the President, the Academic Dean/Dean of the Faculty and the Vice President for External Programs (if applicable). The Tenure, Promotion and Review Committee makes one of the following recommendations to the President:
  - Recommend renewal of the three-year term contract
  - Recommend replacing three-year term contract with one-year term contract
  - Recommend not renewing the contract and terminating employment at the end of the third year of the contract
5. The Tenure, Promotion and Review Committee must inform the applicant of its recommendation within five business days after the recommendation is sent to the President.
6. If the President disagrees with the recommendation made by the Tenure, Promotion and Review Committee, the President will meet with the Tenure, Promotion and Review Committee, the Academic Dean/Dean of the Faculty and the Vice President for External Programs (if applicable) to discuss the case.
7. The President makes the final decision and informs the Tenure, Promotion and Review Committee and the applicant by April 1.

### 3. Appeal Procedure

A faculty member whose application for a multi-year contract has been turned down may appeal the decision within 14 calendar days on one or more of the following grounds:

- information of importance to the decision was not considered
- discrimination on a prohibited ground was involved in the

original decision

The first step in the appellate process is for the faculty member to notify the Clerk of the Tenure, Promotion and Review Committee of the basis for appeal. The Clerk will then take the matter to the Tenure, Promotion and Review Committee for referral and possible reconsideration. In the event the faculty member is dissatisfied with the outcome of the referral process, s/he may file a grievance by following the procedures outlined in Section 2.17.

The administration has the burden of demonstrating adequacy of cause for terminating the services of a faculty member who has been in a full-time position for more than seven years.

If a faculty member remains or is placed on a one-year term contract after the sixth-year review or three-year contract renewal review (respectively) , the faculty member is eligible for evaluation for a three-year term contract any time as determined by the Academic Dean/Dean of the Faculty in consultation with the appropriate Area Coordinator. The review will follow the procedures as for a sixth-year review.

## **2.6 Promotions**

(Section covers full- and part-time faculty)

### **2.6.1 Promotion Policy**

The terminal degree for the position will be determined at the time of hire and the faculty member will be informed in writing of the decision. The Academic Dean/Dean of the Faculty may consult experts in the discipline, accrediting bodies and professional organization guidelines in making the determination.

Faculty who enter a terminal degree program after beginning employment at the College should request a letter from the Academic Dean/Dean of the Faculty stating that the degree they are seeking will meet degree eligibility requirements for promotion and tenure. If the faculty member does not receive pre-approval from the Dean of the Faculty, they may still apply for promotion, but in this case, the Tenure, Promotion and Review Committee will determine the appropriateness of the degree. Minimum criteria for promotion:

1. From Instructor to Assistant Professor:  
Consideration for appointment can occur at any time the conditions below are met by the faculty member.
  - a. At least one year of successful teaching at Wilmington College.
  - b. At least a master's degree from an accredited institution in a discipline appropriate to the teaching assignment and at least one of the following two: documentation that the faculty member is enrolled in a doctoral or terminal degree program in a discipline appropriate to the teaching assignment or at least three years of service at the rank of instructor at Wilmington College.
  - c. Evidence of teaching ability.
  - d. Evidence of ability to contribute to the academic governance of the College: involvement in Academic Area governance, in committee work and/or special assignments. Evidence of ability to contribute to service in one's profession and or community.
  - e. Evidence of excellence in scholarship or creative accomplishment.
2. From Assistant Professor to Associate Professor:  
Consideration for promotion occurs during the sixth year as an Assistant Professor at Wilmington College unless the letter of initial appointment specifies an earlier

date for possible promotion based on service elsewhere. Those being considered for tenure during that year may ask that the same materials be considered for tenure and promotion.

- a. A terminal degree from an accredited institution in a discipline appropriate to the teaching assignment or at least ten years of service at the rank of Assistant Professor at Wilmington College.
  - b. Evidence of excellence in the classroom, as well as evidence of ability to establish and maintain high academic standards.
  - c. Demonstrated leadership at the area level, in committee work and in College governance.
  - d. Demonstrated commitment to service at the College, in one's profession and/or in the community.
  - e. Continued evidence of excellence in scholarly effectiveness or creative accomplishment.
3. From Associate Professor to Full Professor:  
Consideration may occur during the seventh year as an Associate Professor at Wilmington College unless the letter of initial appointment specifies an earlier date for possible promotion based on service elsewhere.
- a. A terminal degree from an accredited institution in a discipline appropriate to the teaching assignment.
  - b. Clear and compelling evidence of outstanding effectiveness in the classroom, as well as clear and compelling evidence of ability to establish and maintain high academic standards.
  - c. Outstanding leadership in establishing, implementing and achieving the educational goals of the College, as well as clear and compelling evidence of outstanding effectiveness in governance at the Academic Area level, in committee work and in College governance.
  - d. Demonstrated outstanding commitment to service at the College, in one's profession or in the community.
  - e. Continued strong evidence of excellence in scholarly effectiveness or creative accomplishment.

## **2.6.2 Promotion Procedures**

1. Faculty members who plan to submit a promotion portfolio either post-tenure (from Associate to Full) or off the tenure track, will submit a letter of intent to the Clerk of the Tenure, Promotion and Review Committee by December 15.
2. Faculty members under review will prepare a portfolio containing information and supporting documentation on faculty performance in the areas of teaching, scholarship and service. The Tenure, Promotion and Review Committee will conduct promotion review using the Minimum Criteria for Promotion outlined in Section 2.6.1. The portfolio will be submitted to the Clerk of the Tenure, Promotion and Review Committee by January 15.
3. The Academic Dean/Dean of the Faculty will provide the Tenure, Promotion and Review Committee with a file on each faculty member being evaluated, consisting of materials such as past self-evaluations, student evaluations and annual faculty evaluations. The Clerk of the Tenure, Promotion and Review Committee will also accept letters from unsolicited faculty.
4. The Tenure, Promotion and Review Committee will invite the faculty member's Area Coordinator (and/or the Vice President for External Programs if applicable) to meet

- with the Committee to discuss the faculty member under review.
5. The Tenure, Promotion and Review Committee may invite the faculty member under review for a discussion should the need arise.
  6. When these steps have been completed, no later than March 1, the Tenure, Promotion and Review Committee will send a report of the results of the review simultaneously to the faculty member, the President, and the Academic Dean/Dean of the Faculty. The Tenure, Promotion and Review Committee makes a recommendation regarding promotion to the President.
  7. If the President disagrees with the recommendation made by the Tenure, Promotion and Review Committee, the President will meet with the Tenure, Promotion and Review Committee, the Academic Dean/Dean of the Faculty and the Vice President for External Programs (if applicable) to discuss the case.
  8. The President makes the final decision and informs the Tenure, Promotion and Review Committee and the applicant by April 15. (Candidates under review for both tenure and promotion will be notified by January 30).

### **2.6.3 Promotions Appeal Procedure**

A faculty member whose application for a promotion has been turned down may appeal the decision on the following grounds: information of importance to the decision was not considered or discrimination on a prohibited ground was involved in the original decision.

The first step in the appellate process is for the faculty member to notify the Clerk of the Tenure, Promotion and Review Committee of the basis for appeal. The Clerk will then take the matter to the Tenure, Promotion and Review Committee (that made the original recommendation) for referral and possible reconsideration. In the event the faculty member is dissatisfied with the outcome of the referral process, s/he may file a grievance by following the procedures outlined in Section 2.17. The burden of proof shall be on the faculty applicant during all phases of the appellate process.

## **2.7 Tenure**

### **2.7.1 Tenure Definition and Philosophy**

The continued high quality of instruction at Wilmington College depends primarily on the high quality of its faculty and the freedom of academic inquiry. One of the ways Wilmington College can ensure this quality is through awarding tenure to individuals who meet the criteria discussed below. Wilmington College defines tenure as continuous employment until retirement, resignation, non-reappointment due to financial exigency or program discontinuance, or dismissal for cause (see Section 2.8). Tenure applies to faculty with the ranks of Professor, Associate Professor and Assistant Professor.

Tenure has three elements. First, it guarantees the faculty member academic freedom in his/her teaching and research throughout the contract. Second, it guarantees the faculty member certain rights described in Section 2.9. Third, it guarantees the faculty member a continuous contract at Wilmington College until resignation, retirement, dismissal for cause or other valid reasons (see Section 2.8.3).

1. Eligibility for Tenure
  - a. Only full-time faculty who are on the tenure track are eligible for tenure review.
  - b. Faculty members who come to Wilmington College undergo a first evaluation by the Tenure, Promotion and Review Committee and the of the Faculty during their third year at the College and a final tenure evaluation during their sixth year (see Sections 2.5.3.2 and 2.7), unless another timeline is

outlined in the letter of appointment due to previous experience (see Section 2.2.2).

- c. Faculty members who have both the terminal degree upon appointment and previous full-time college teaching experience may receive credit for up to three years of teaching experience. The details of this arrangement, however, must be negotiated at the time of the initial contract and must be part of the letter of appointment.
- d. A written request to delay a tenure review for one year may be filed by the affected faculty member. The request must be in writing and it must be submitted to the Dean of the Faculty as soon as possible but no later than October 1st of the year of the tenure review. The Tenure, Promotion and Review Committee, the Academic Dean/Dean of the Faculty and the President must approve this request.
- e. If a family member qualifies through Family Medical Leave Act (FMLA) documentation for a paid or unpaid leave under the Family Medical Leave Act of 1993, they are entitled to stop the tenure clock or extend the probationary period. The tenure clock may be stopped for up to one year for each FMLA event. A candidate granted an extended probationary period under these criteria will be reviewed under the same standards as a candidate who has not extended the probationary period. The institution will not impose greater demands on the candidate as a consequence of the longer probationary period. The policy is based on qualification for FMLA leave rather than acceptance of paid or unpaid leave. Notification to stop the tenure clock must be in writing and must be submitted to the Academic Dean/Dean of the Faculty as soon as possible but no later than October 1st of the year of the tenure review.
- f. In no case shall the total number of annual delays under subsections d and/or e above exceed three years.
- g. Tenure may not be attained without a favorable tenure determination announced publicly by the President. It is the responsibility of the faculty member and the Academic Dean/Dean of the Faculty to assure that a proper and timely review takes place.
- h. Off-campus faculty with tenure-track appointments have special arrangements for tenure. Specific information about these appointments is available in the Appendix 1.5. Off-campus faculty who receive tenure are tenured to off-campus branches and not to the College as a whole.

## 2. Criteria for Tenure

As a liberal arts institution Wilmington College places its primary emphasis on teaching and instructional quality. The criteria for tenure at Wilmington College are:

- a. Substantial compliance with all requirements and conditions set forth in the faculty member's letter of appointment.
- b. Superior ability and effectiveness in teaching and advising as evidenced by peer, administrative, and student input.
- c. Scholarly and professional activity appropriate to the position at Wilmington College evidenced by participation in state/national professional activities and by contributions to the professional literature of their discipline.
- d. Effective participation in Academic Area and campus-wide committees, governance, curriculum development, and College/community service.

## **2.7.2 Tenure Evaluation Procedures**

Faculty members serving under a probationary or tenure-track contract are carefully evaluated, normally during their sixth year, leading up to a recommendation on granting tenure. In all phases of the tenure evaluation, the burden of proof shall be on the faculty candidate to demonstrate that it is in the best interest of the College to grant tenure.

The following steps are followed during the tenure review process:

- 2.7.2.1 Faculty members under review will prepare a portfolio containing information and supporting documentation on faculty performance in the areas of teaching, scholarship and service. Guidelines for materials to be placed in the portfolio are found in Appendix 1.21. The portfolio will be submitted to the Clerk of the Tenure, Promotion and Review Committee by October 1.
- 2.7.2.2 The Academic Dean/Dean of the Faculty will provide the Tenure, Promotion and Review Committee with a file on each faculty member being evaluated, consisting of materials such as past self-evaluations, student evaluations and annual faculty evaluations.
- 2.7.2.3 The Tenure, Promotion and Review Committee will collect written evaluations from ten students and/or graduates who have taken courses from the faculty member and/or have been their advisee. The faculty member being evaluated will submit the names of five students and the Tenure, Promotion and Review Committee will select the remainder. The students will be asked for their evaluation of teaching, advising and overall faculty effectiveness. The letter requesting the evaluation will include a copy of the criteria of evaluation in Section 2.7.1(2).
- 2.7.2.4 The Tenure, Promotion and Review Committee will collect open-ended written evaluations from six faculty colleagues who have worked closely with the faculty member at Wilmington College. These evaluators will include the Area Coordinator, and for faculty whose primary assignment is to an external program, should include the Vice President for External Programs. The faculty member being evaluated will submit the names of three colleagues and the Tenure, Promotion and Review Committee will select the remainder. The letter requesting the evaluation will include a copy of the criteria of evaluation in Section 2.7.1(2). The Clerk of the Tenure, Promotion and Review Committee will also accept letters from unsolicited faculty.
- 2.7.2.5 The Tenure, Promotion and Review Committee will invite the faculty member's Area Coordinator (and/or the Vice President for External Programs if applicable) to meet with the Committee to discuss the overall effectiveness of the faculty member under review.
- 2.7.2.6 The Tenure, Promotion and Review Committee will meet with the candidate to discuss his or her qualifications for tenure.
- 2.7.2.7 When these steps have been completed, the committee will review the materials and prepare a report on each faculty member. It will invite the President, the Academic Dean/Dean of the Faculty and the Vice President for External Programs to comment on the report's contents as appropriate.

## **2.7.3 Tenure Recommendations and Decisions**

1. When the Tenure, Promotion and Review Committee has completed the evaluation process described in 2.7.2, its tenured members will reach a decision regarding a recommendation on tenure. The members then will meet with the President of the College to convey its written recommendations and discuss them in detail. The

Committee will make one of the following recommendations:

- a. Recommended: The Tenure, Promotion and Review Committee finds that it is in the best interest of the College to grant tenure to the candidate.
  - b. Not Recommended: The Tenure, Promotion and Review Committee finds that it is not in the best interest of the College to grant tenure to the candidate.
2. Following this meeting, which shall occur no later than the final day of the Fall exam period, the Tenure, Promotion and Review Committee will notify the candidate in writing of its recommendation. The candidate shall be informed as soon as is practical, which shall normally mean on the next working day after the Committee's meeting with the President and Academic Dean/Dean of the Faculty. Under no circumstances shall notification be delayed more than five (5) business days beyond this meeting.
  3. Within one week the candidate may request an interview with the Tenure, Promotion and Review Committee, the Academic Dean/Dean of the Faculty and the President of the College to present any further information before the President makes a final tenure decision.
  4. The President will make the final tenure decision on or before January 30 and will notify the candidate, the Tenure, Promotion and Review Committee, and the candidate's Area Coordinator in writing as to the decision.
  5. In the event the President reaches a determination that is averse to that recommended by the Tenure, Promotion and Review Committee, s/he shall consult with the Committee prior to issuing a final decision.
  6. The candidate may request written reasons for the denial of tenure.

#### **2.7.4 Tenure Appeal Procedures**

A faculty member whose application for tenure has been turned down may appeal the decision on the following grounds:

- The procedures by which the decision was made or the substantive decision itself do not conform to the policies set forth in the Faculty Handbook
- The decision was made based on incomplete or inadequate information
- The decision was clearly erroneous
- The decision reflects discrimination on a prohibited ground as set forth in Section 2.3.1
- The decision represents a denial of free academic inquiry and/or expression

The first step in the appellate process is for the faculty member to notify the Clerk of the Tenure, Promotion and Review Committee of the basis for appeal, who will then take the matter to the Tenure, Promotion and Review Committee for referral and possible reconsideration. In the event the faculty member is dissatisfied with the outcome of the referral process, s/he may file a grievance by following the procedures outlined in Section 2.17. The burden of proof shall be on the faculty applicant during all phases of the appellate process.

A faculty member denied tenure will be granted a severance contract for the year succeeding the one in which tenure was denied. At the conclusion of the severance year, s/he shall be ineligible for further faculty positions at any branch of Wilmington College.

## **2.8 Separation from the College**

### **2.8.1 Resignation**

Faculty members teaching under contract have a duty to provide reasonable notice to

the College before resigning their positions. Resignations taking effect immediately before the start of a semester or in the middle of a semester do substantial damage to the institution, and, at the discretion of the appropriate Area Coordinators, the Academic Dean/Dean of the Faculty or the President, resignations may not be accepted at such times. The appropriate time to tender a resignation is at the end of the academic year and no later than one month after a signed contract is returned for the year.

## **2.8.2 Retirement**

Faculty members planning full retirement at any age should notify the Academic Dean/Dean of the Faculty as far in advance of the event as possible. Those desiring a phased retirement must submit a proposal to the Academic Dean/Dean of the Faculty for his/her and the President's consideration. The College, however, is not obligated to accept the proposal. For further information about retirement benefits and options, please consult the Human Resources Office.

## **2.8.3 Non-Renewal of Non-Tenured Full-Time Faculty Guidelines**

Notification of non-renewal of full-time faculty with probationary (i.e., tenure-track) and term contract appointments must comply with the following guidelines:

- a. Non-tenured faculty contracts for full-time faculty may be written either as term contracts or as probationary contracts (see Section 2.2). Non-tenured faculty members in their first year of service must receive notice of non-renewal at least three months prior to the termination date.
- b. In the second year of service, non-tenured faculty members must receive notice of non-renewal at least six months prior to the termination date.
- c. After the second year of service, non-tenured faculty members must receive notice of non-renewal at least one year prior to the termination date.
  1. Reasons for Non-Renewal
    - a. Non-tenured faculty may be subject to non-renewal according to Sections 2.8.4 and 2.8.5, which outlines reasons for termination and dismissal of tenured faculty.
    - b. In addition, non-tenured faculty members may be subject to non-renewal for the following reasons:
      - Following consultation with the Area Coordinator and the Tenure, Promotion and Review Committee, the Academic Dean/Dean of the Faculty and/or Vice President for External Programs, as appropriate, determine(s) that the faculty member is not able to meet the criteria for tenure (see Section 2.7.1(2)) in the case of probationary contracts or faculty effectiveness (see Sections 2.5.1 and 2.5.2) in the case of term contracts.
      - A non-tenured faculty member has displayed conduct seriously harmful to the best interests of the College, as determined by a consensus of both the Tenure, Promotion and Review Committee and the Academic Dean/Dean of the Faculty.
      - There has been program redirection, reductions in student demand and/or changes in program course loads.

The Academic Dean/Dean of the Faculty and/or Vice President for External Programs, as appropriate, will provide reasons for non-renewal in writing to the

faculty member if requested.

## 2. Appellate Rights

A non-tenured faculty member who receives notice of non-renewal may request in writing that the Academic Dean/Dean of the Faculty and/or the Vice President for External Programs, as appropriate, provide(s) a written statement of the reasons for this decision. S/he shall request this statement within 14 days of receiving notice of non-renewal. The Academic Dean/Dean of the Faculty and/or Vice President for External Programs, as appropriate, shall respond with a written list of reasons within 14 days of the receipt of such a request.

Within 14 calendar days of receiving a written list of reasons for non-renewal, a non-tenured faculty member may appeal decision, following the grievance procedures outlines in Section 2.17. The appeal must be set forth in a clear and concise statement based on one or more of the following grounds:

- the substance of the decision itself does not conform to the policies set forth in this handbook
- the decision was made based on incomplete or inadequate information
- the decision was clearly erroneous
- the decision reflects discrimination on a prohibited ground as set forth in Section 2.3.1
- the decision represents a denial of free academic inquiry and/or expression

The burden of proof shall be on the non-tenured faculty member throughout the grievance and appellate process.

## 2.8.4 Non-Reappointment of Tenured Faculty

### 2.8.4.1 Financial Exigency

The Board of Trustees of Wilmington College reserves the right to curtail programs, terminate, or reallocate non-tenured or tenured faculty in the event of institutional financial exigency. Financial exigency is defined as an imminent and severe deficit that promises to persist into the foreseeable future and that threatens the survival of the College. A bona fide explanation of the financial exigency must be made to the faculty.

The following are general principles applicable in cases of termination because of financial exigency.

Tenured and probationary faculty terminated by reason of financial exigency shall receive notice of the College's intentions as soon as possible after the decision has been made, but they shall not be entitled to notice in advance of the deadlines established in Section 2.8.3. In circumstances where notice is provided after the deadlines, the faculty member will receive instead financial compensation proportionate to the lateness of the notice in the form of one month's salary for every month past the appropriate notification date. Fractional time periods are calculated on a per diem basis.

If an appointment is terminated as a result of financial exigency, the released faculty member shall have right of first refusal with respect to any faculty position offered by the College for which s/he is reasonably qualified for a period of two years following his/her termination.

The service of tenured faculty members should not be terminated in favor of retaining someone without tenure who may at the moment seem to be more valuable.

On rare occasions, however, student and curricular needs may justify a decision to terminate a tenured faculty member and retain a non-tenured faculty member. Tenured faculty members will be given reasonable opportunities to readapt within an Academic Area or elsewhere, but only to the extent that it is in the best interest of the College to do so.

#### **2.8.4.2 Discontinuance of Academic Programs Not Mandated by Financial Exigency**

Termination of an appointment with continuous tenure, a multi-year contract, or of a probationary or special appointment before the end of the specified semester may occur as a result of a bona fide formal discontinuance of any academic program at Wilmington College. Program discontinuance refers to an elimination of an academic program of the College.

The decision to discontinue a program of instruction shall be based upon educational considerations. Such considerations do not include cyclical or temporary variations in enrollment. Instead, they reflect a long-range judgment that the educational mission of the institution as a whole will be enhanced by the discontinuance.

Before the administration issues notice to a faculty member of its intention to terminate a tenured or other appointment because of formal discontinuance, the College will make every reasonable effort to place all faculty members in the affected program of instruction in another suitable position within Wilmington College. If placement in another position would be facilitated by a reasonable period of training, financial and/or other support for such training will be proffered. If no position is available within Wilmington College, with or without retraining, the faculty member's appointment then may be terminated, but only with provision for severance pay equitably adjusted to the faculty member's length of past and potential service. In the event of dismissal, the faculty member shall receive the right of first refusal for any faculty position for which s/he is reasonably qualified that may become available at any branch of Wilmington College for a period of two years from the date of his/her release from the College.

Faculty members may appeal a proposed relocation or termination resulting from a discontinuance decision, by following the grievance procedures set forth in Handbook. The burden of proof shall be on the faculty member to demonstrate by a preponderance of the evidence that the administration's judgment is wholly unreasonable.

### **2.8.5 Dismissal for Cause**

2.8.5.1 Tenured and non-tenured faculty may be dismissed for any of the following reasons:

- 2.8.5.1.1 conviction of an act involving moral turpitude that is punishable as a felony in the State of Ohio
- 2.8.5.1.2 exploitation of the faculty-student relationship whether the act is a violation of the College Sexual Harassment policy
- 2.8.5.1.3 material failure to perform assigned academic duties
- 2.8.5.1.4 incompetence in the performance of academic duties

2.8.5.2 Procedure for Dismissal of Tenured Faculty

2.8.5.2.1 If the Academic Dean/Dean of Faculty concludes that it is in

the best interest of the College to proceed with the dismissal, s/he shall inform the Tenure, Promotion and Review Committee.

2.8.5.2.2 Adequate cause for a 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 as American citizens.

2.8.5.2.3 A dismissal will be preceded by a statement of reasons, and the individual concerned will have the right to be heard by the Tenure, Promotion and Review Committee following the procedures outlined below. Members will ordinarily remove themselves should there be a disqualifying bias or interest, but final determination of recusal will fall to the Tenure, Promotion and Review Committee.

2.8.5.2.3.1 Pending a final decision by the Tenure, Promotion and Review Committee, the faculty member will be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to the faculty member or others is threatened by continuance. Before suspending a faculty member, the administration will consult the Tenure, Promotion and Review Committee concerning the proprietary, length, and other conditions of the suspension. Salary will continue during the period of suspension.

2.8.5.2.3.2 With the consent of the parties concerned, the Tenure, Promotion and Review Committee may hold joint pre-hearing meetings with the parties in order to

2.8.5.2.3.2.1 simplify the issues

2.8.5.2.3.2.2 effect stipulations of facts

2.8.5.2.3.2.3 provide for the exchange of documentary or other information, and

2.8.5.2.3.2.4 achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.

2.8.5.2.3.3 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 waives a hearing but denies the charges or asserts that the charges do not support a finding of adequate cause, the hearing tribunal will evaluate all available evidence and rest its recommendation upon the evidence in the record.

2.8.5.2.3.4 The Tenure, Promotion and Review Committee, in consultation with the President and the faculty member,

will exercise its judgment as to whether the hearing should be public or private. Normally, such hearings will be conducted in private.

- 2.8.5.2.3.5 During the proceedings the faculty member will be permitted to have a support person and counsel of the faculty member's choice. However, neither the support person nor counsel may participate in the proceedings.
- 2.8.5.2.3.6 At the request of either party or Tenure, Promotion and Review Committee, a representative of a responsible educational association will be permitted to attend the proceedings as an observer.
- 2.8.5.2.3.7 The hearing or hearings will be tape recorded and copies will be made available to the parties without cost at their request.
- 2.8.5.2.3.8 The burden of proof that adequate cause exists rests with the institution and will be satisfied only by clear and convincing evidence in the record considered as a whole.
- 2.8.5.2.3.9 The Tenure, Promotion and Review Committee will grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.
- 2.8.5.2.3.10 The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the Tenure, Promotion and Review Committee in securing witnesses and making available documentary and other evidence.
- 2.8.5.2.3.11 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 Tenure, Promotion and Review Committee will identify the witnesses and, if possible, provide for interrogatories.
- 2.8.5.2.3.12 In the hearing of charges of incompetence, the testimony may include that of qualified faculty members from this or other institutions of higher education.
- 2.8.5.2.3.13 The Tenure, Promotion and Review Committee will not be bound by strict rules of legal evidence and may admit any evidence that is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
- 2.8.5.2.3.14 The findings of fact and the decision will be based solely on the hearing record.
- 2.8.5.2.3.15 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 so far as possible until the proceedings have been completed. 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.

2.8.5.2.3.16 When the Tenure, Promotion and Review Committee concludes that the evidence in the record either does or does not provide adequate cause for dismissal, it will so report to the President. If the Tenure, Promotion and Review Committee concludes that an academic penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons. If the President rejects the recommendation of the Tenure, Promotion and Review Committee, the President will state the reasons for doing so, in writing, to the Tenure, Promotion and Review Committee and to the faculty member, and provide an opportunity for response. Either party may refer the decision of the Tenure, Promotion and Review Committee to the Faculty Conveners, who shall review the matter and meet with the parties to try to effect reconciliation. In the event this is not possible, the Faculty Conveners will convey their recommendations to the President, who shall make the final decision.

2.8.5.2.3.17 In the event of an unfavorable decision by the President, the faculty member has the right of appeal to the Grievance Committee for any of the reasons described in Section 2.17 and subject to the process delineated therein.

## **2.8.6 Progressive Discipline Policy**

Whenever any person files a written allegation that a faculty member has behaved in an inappropriate or incompetent manner, the complaint initially goes to the Area Coordinator. In the event the complaint is against an Area Coordinator the initial complaint goes to the person's immediate supervisor. S/he will consult with the faculty member as soon as possible (normally within two business days or, in instances where the faculty member is not available on campus every day, within two class meeting periods). The purpose of this meeting is to inform the faculty member of the situation and informally attempt to resolve it. Following this meeting, the Area Coordinator may discuss this issue, as appropriate, with any other administrator, faculty member, or student whose input may be helpful for full resolution. A written record of the resolution of the matter shall be kept and circulated to all parties involved.

Faculty members are subject to progressive disciplinary measures by the Academic Dean/Dean of the Faculty commensurate with the severity of the circumstances, who may consult with the appropriate Area Coordinator. Progressive discipline means a response to inappropriate or incompetent behavior that provides fair notice of the error and a reasonable opportunity to remedy it. Initial disciplinary efforts normally take the form of a spoken and/or written reprimand. Once bona fide efforts to resolve the problem have been taken, if the problem persists, the Academic Dean/Dean of the Faculty may request that the Tenure, Promotion and Review Committee initiate measures to help the faculty member, which may include but are not limited to, a written warning or other remedial measures. Upon the third infraction, a written warning is sent to the employee and a copy is placed in the employee's official files. If the Academic Dean/Dean of Faculty 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 for a stated period, the administration may institute a proceeding to impose such a severe sanction; the procedures outlined in 2.8.5(2) will govern such a proceeding.

## **2.9 Faculty Rights and Responsibilities**

### **2.9.1 Academic Freedom**

What it does do:

1. Academic Freedom means that both faculty members and students can engage in intellectual debate without fear of censorship or retaliation.
2. Academic Freedom establishes a faculty member's right to remain true to his or her pedagogical philosophy and intellectual commitments. It preserves the intellectual integrity of our educational system and thus serves the public good.
3. Academic freedom in teaching means that both faculty members and students can make comparisons and contrasts between subjects taught in a course and any field of human knowledge or period of history.
4. Academic Freedom gives both students and faculty the right to express their views – in speech, writing, and through electronic communication, both on and off campus – without fear of sanction, unless the manner of expression substantially impairs the right of others or, in the case of faculty members, those views demonstrate that they are professionally ignorant, incompetent, or dishonest with regard to their discipline or fields of expertise.
5. Academic freedom gives both students and faculty the right to study and do research on the topics they choose and to draw what conclusions they find consistent with their research, though it does not prevent others from judging whether their work is valuable and their conclusions sound. To protect academic freedom, universities should oppose efforts by corporate or government sponsors to block dissemination of any research findings.
6. Academic freedom means that the political, religious, or philosophical beliefs of politicians, administrators, and members of the public cannot be imposed on students or faculty.
7. Academic freedom gives faculty members and students the right to seek redress or request a hearing if they believe their rights have been violated.
8. Academic freedom protects faculty members and students from reprisals for disagreeing with administrative policies or proposals.
9. Academic freedom gives faculty members and students the right to challenge one another's views, but not to penalize them for holding them.
10. Academic freedom protects a faculty member's authority to assign grades to students, so long as the grades are not capricious or unjustly punitive. More broadly, academic freedom encompasses both the individual and institutional right to maintain academic standards.
11. Academic freedom gives faculty members substantial latitude in deciding how to teach the courses for which they are responsible.
12. Academic freedom guarantees that serious charges against a faculty member will be heard before a committee of his or her peers. It provides faculty members the right to due process, including the assumption that the burden of proof lies with those who brought the charges, that faculty have the right to present counter-evidence and confront their accusers, and be assisted by an attorney in serious cases if they choose.

#### What It Doesn't Do:

1. Academic freedom does not mean a faculty member can harass, threaten, intimidate, ridicule, or impose his or her views on students.
2. Student academic freedom does not deny faculty members the right to require students to master course material and the fundamentals of the disciplines that faculty teach.
3. Neither academic freedom nor tenure protects an incompetent teacher from losing his or her job. Academic freedom thus does not grant an unqualified guarantee of lifetime employment.
4. Academic freedom does not protect faculty members from colleague or student challenges to or disagreement with their educational philosophy and practices.
5. Academic freedom does not protect faculty members from non-university penalties if they break the law.
6. Academic freedom does not give students or faculty the right to ignore college or university regulations, though it does give faculty and students the right to criticize regulations they believe are unfair.
7. Academic freedom does not protect students or faculty from disciplinary action, but it does require that they receive fair treatment and due process.
8. Academic freedom does not protect faculty members from sanctions for professional misconduct, though sanctions require clear proof established through due process.
9. Neither academic freedom nor tenure protects a faculty member from various sanctions – from denial of merit raises, to denial of sabbatical requests, to the loss of desirable teaching and committee assignments – for poor performance, though such sanctions are regulated by local agreements and by faculty handbooks. If minor, sanctions should be grievable; if major, they must be preceded by an appropriate hearing.
10. Neither academic freedom nor tenure protects a faculty member who excessively and unjustifiably misses class or refuses to teach the classes or subject matter assigned.
11. Though briefly interrupting an invited speaker may be compatible with academic freedom, preventing a talk or a performance from continuing is not.
12. Academic freedom does not protect a faculty member from investigations into allegations of scientific misconduct or violations of sound university policies, nor from appropriate penalties should such charges be sustained in a hearing of record before an elected faculty body (e.g., Grievance Committee).

#### **2.9.2 Professional Ethics**

The faculty of Wilmington College is guided by the following principles in their relations with members of the College community. Each faculty member of Wilmington College is responsible for:

1. Being an effective teacher and scholar
2. Devoting time and energy to develop and improve his/her scholarly competence and teaching effectiveness
3. Representing the scholarly standards of his/her discipline
4. Seeking truth and expressing that truth as s/he sees it respecting and defending the free inquiry of colleagues
5. Sharing in the governance of the College
6. Fully meeting individual commitments to Wilmington College
7. Respecting students as individuals
8. Being honest in dealings with students and encouraging honesty in return

9. Encouraging a spirit of free inquiry in students

### **2.9.3 Unauthorized Disclosure of Confidential Information**

As an enterprise involved in the delivery of academic programs, Wilmington College necessarily must gather confidential information about students, employees and potential employees. Various offices of the College need details about addresses, telephone numbers, Social Security numbers, family background and academic and/or employment history in order to make decisions about administration, financial aid, academic placement and progress, and personnel matters. It is the responsibility of all students and employees of the College to provide up to date and accurate information as requested. It is the obligation of the College and its employees to respect each individual's privacy rights by restricting access to confidential information stored in electronic and conventional files as far as reasonably practicable. Only those persons who have a business need to know confidential information have the right of access to it, and care should be taken to avoid unnecessary disclosure. Violation of this policy may result in dismissal pursuant to Section 2.8.

## **2.10 Sexual Harassment Policy**

See Part 7: Policy on Sex/Gender Harassment, Discrimination and Misconduct (Faculty approved moving this to a new section – Part 7 – of the faculty handbook in May 2013).

## **2.11 Workload**

### **2.11.1 Academic**

Faculty responsibilities include teaching, advising, committee work and participation in faculty and Academic Area meetings and activities. Workload guidelines are theoretical at best, and what a faculty member does resists exact quantification. The time required for preparation, for the reading of papers, for advising and for committee work will vary from person to person and from situation to situation. The general expectation, however, is that each full-time faculty person will teach 22 to 24 semester hours each year and will also carry a reasonable load of advising, committee work and other activities on behalf of the College.

Faculty meetings and retreats, Academic Area activities, service on committees and special programs such as commencement should be considered an integral part of one's workload. Attendance and participation are expected.

Both the emphasis on advising and the recognition of individual attention as part of what a faculty member does in connection with class work, imply that a faculty member should be available to students at regular and stated times. Office hours sufficient to accommodate student contacts (a minimum of five hours per week) should be posted and observed. Availability is particularly important during add-drop days and during times when registration is taking place.

Whereas faculty load normally is calculated based on one credit of load per credit hour of classes taught, the following criteria apply to special cases:

The standard load is 12 hours per semester (four 3-hour courses or three 4-hour courses). A range of 22–24 hours is defined as a normal load. Area Coordinators are expected to assign full-time faculty to a load in this range. If it is necessary for a faculty member to teach in excess of 24 hours, s/he will receive overload compensation.

The following structured learning experiences are credited toward load on the basis of 2 to 1, i.e., two contact hours per week are counted as one hour toward load: laboratories in the natural sciences; social sciences; agriculture; computer science and English; studio art; applied theatre; PE activity courses; research participation and music group rehearsals.

Graduate courses are counted as 4.5 hours of load per three-credit course. Further expectations of graduate faculty can be found in Appendix 1.16.

For those supervising student teachers, load is calculated at the rate mandated by the State Department of Education.

Faculty teaching in education classes with a field experience receive full load credit for class time and an additional credit for supervising the field experience component. In order for credit to be awarded a field component must have a minimum of 20 hours of experience. Courses taught in a non-traditional format will be evaluated separately. For those supervising internships (outside of the Education programs), load is calculated at the rate of one hour of load per 20 hours of internship credit.

The following criteria apply to team teaching:

- a. If the course is "modular", i.e. two or more faculty members teach units of a course on their own, the load for the course is divided according to their respective time spent in teaching. The total load cannot exceed the hours in the course.
- b. If the course is jointly planned and both faculty members are fully involved in all or nearly all of the sessions of the course, each receives  $\frac{3}{4}$  of the total credit toward their load, i.e., with a four-hour course, each would receive three hours of credit toward load.

All adjustments in faculty workloads, whether teaching fewer or more hours or shifting other assignments, should be made in consultation with and with the approval of the Academic Dean/Dean of the Faculty. When pre-registration indicates insufficient enrollment, reasonable efforts will be made to reassign the faculty member to a course s/he has already taught or to give the faculty member sufficient time to prepare a new course.

Research and scholarly activities are encouraged during appropriate parts of a faculty member's career. Early in a career the major emphasis will be on developing the skills connected with teaching, while as an individual's career develops the amount of scholarly activities should increase in proportion with an individual's accumulating scholarly style and knowledge. A more complete explanation of the criteria for promotion and for tenure can be found in Sections 2.5, 2.6 and 2.7.

### **2.11.2 Outside Employment/Consulting**

Faculty members hired on a full-time basis have a duty to devote their working time, energy and skills to the education of their students and to the improvement of the College as a whole. Performance of outside committee assignments, academic research, community service and teaching responsibilities may at times require the faculty member to leave the campus for temporary periods, but such assignments should not interfere with the professional responsibilities of the faculty member to the College. In keeping with this expectation, acceptance of outside employment or consultation during contract time requires the consent of the Academic Dean/Dean of the Faculty, following full disclosure by the faculty member of the nature and extent of his/her outside activities. Failure to comply with this policy, under conditions where substantial conflict with professional responsibility to the College exists, may result in dismissal pursuant to Section 2.8.5.

## **2.12 Conflict of Interest Policy**

Conflict of interest arises when a faculty member is unable to exercise independence of judgment because of tension between responsibility to the College and responsibility to oneself or another. In small institutions like Wilmington College, where individuals are often asked to play a variety of roles, conflict of interest problems tend to arise more frequently than in larger settings

where responsibilities can be divided among a larger number of persons.

When a conflict of interest is perceived, one should make a full disclosure of the underlying facts to all affected persons and proceed to act only after their consent is obtained. In instances where one's duties or roles within the institution are themselves in conflict, the only ethical course of conduct is to withdraw from making a decision and to seek the appointment of a disinterested individual to fulfill one or both functions.

As professionals who serve in a variety of roles, faculty members must be sensitive to situations involving a conflict of interest on their part. A conflict of interest occurs whenever an individual faculty member's personal interests and potential gain come into conflict with or otherwise compromise the integrity and interests of students, colleagues or the College. Faculty members should discuss any action that might involve a conflict of interest with their Area Coordinator.

Examples of potential conflicts of interest include but are not limited to

- a. teaching, supervising and/or participating in decisions affecting an immediate family member or a person with whom one has or has had an intimate relationship
- b. being a voice in consensus in committee deliberations regarding proposals or actions which lead to a direct personal benefit, as in awarding faculty development grants, tenure and promotions
- c. accepting remuneration for consulting or doing workshops while representing the College in an official capacity (not as an independent contractor) unless agreed upon contractually
- d. accepting royalties or charging students for the adoption of one's own personal publications or teaching aids without permission of the Academic Dean/Dean of the Faculty
- e. purchasing equipment, instruments or supplies for college teaching or activities from a private firm or individually provided services with which the employee is affiliated or receives personal benefits or rewards

## **2.13 Working Conditions**

### **2.13.1 Academic Regalia**

All full-time faculty members are expected to attend commencement and convocation during first year student orientation unless specifically excused by the appropriate Vice President. Academic caps and gowns are required for faculty members who participate in these events and convocation. Faculty members may buy or rent regalia at their own expense by contacting the Bookstore.

### **2.13.2 Offices and Equipment**

All full-time faculty members are assigned an office, usually, but not always, a private office. These offices are equipped with a computer, telephone, desk and book and records storage space. The appropriate Vice President makes office assignments. All items in the office initially remain the property of the College. Faculty members may add their own pictures, additional furniture, lamps but any alterations to the room (built-in furniture, drapes, numerous pictures, etc.) or microwave ovens or refrigerators should only be undertaken after consultation with the Director of the Physical Plant. Permission to paint offices must also be secured from the same official.

### **2.13.3 No Smoking/Tobacco Policy**

No one shall use tobacco in any form in any College-owned or leased building or vehicle. The only places on campus where tobacco use is permitted will be in individual

student rooms in residence halls and outside of buildings on campus.

It is the responsibility of all members of the College community to observe this policy. Its success depends upon the willingness, understanding and cooperation of all individuals.

**Violation by Employees:** If a violation occurs and cannot be resolved between the individuals, the matter should be brought to the attention of the appropriate supervisor or administrator. If the matter cannot be resolved at the supervisory level, the matter may be referred to the Human Resources Office.

**Violation by Students:** If a violation cannot be resolved between the individuals, the matter may be referred to the Office of the Vice President for Student Affairs/Dean of Students. Students who have concerns about the violation of this policy by employees may also refer such matters to the Office of the Vice President for Student Affairs/Dean of Students which will contact the appropriate office.

**Violation by Community Members, including Visitors, Contractors, Vendors and all Other Individuals:** If a violation occurs, the matter should be brought to the attention of the individual. If the matter cannot be resolved, it should be brought to the attention of the Administrator responsible for the area being visited.

#### **2.13.4 Drug and Alcohol Abuse**

This policy is based in part on the Testimonies and Queries (See Appendix 1.12) set forth in the Student Handbook, which directly address behaviors harmful to the body, including the injurious effects of drugs and alcohol. The policy is also based on federal and state laws pertaining to drug and alcohol abuse in the workplace. The misuse and abuse of drugs and alcohol pose a serious threat to the College, its employees and students. College policy for administrators and faculty is as follows:

- a. Possession, use or sale of unauthorized or illegal drugs or the misuse of legal drugs at any time on College premises or during working hours is prohibited.
- b. College employees responsible for student trips off the campus are responsible for understanding and taking reasonable measures to carry out the alcohol policies in the Student Handbook.

Supervisors will apply appropriate disciplinary measures toward those violating these policies. These measures are defined elsewhere in this handbook and will reflect the seriousness of the violation and previous violations of the policy.

### **2.14 Leaves/Vacations/Absences**

#### **2.14.1 Academic Breaks and Sabbaticals**

Faculty members essentially work a nine-month contract, although it is expected that the summer will be devoted in part to professional development and scholarly activities. Likewise, there may be exceptional circumstances when communication with faculty members is necessary during academic breaks (winter, summer, etc.) and sabbaticals, e.g., for input on time-sensitive issues such as student grade appeals and course scheduling; therefore it is important for faculty members to be available for communication by providing contact information to the Office of Academic Affairs. If a faculty member anticipates being unavailable for a period of time, that information should also be provided. During the academic year faculty members are expected to be available for one week before the beginning of classes and one week after the last scheduled final. During the academic year faculty members have the same holidays as students. It should be made clear, however, that with adequate notice a request for an Academic Area or faculty meeting (or other meeting) might be called during a student holiday. Faculty members will be expected to attend such

meetings.

### **2.14.2 Sick Leave**

Faculty members who are unable to perform their job due to illness or injury for a short period of time (normally less than a week) during the contract year should notify their Area Coordinator, who will notify the Dean of Faculty and others with a need to know. Absences of 3 consecutive work days or more will require a doctor's certification. The faculty member and Area Coordinator will arrange to have colleagues in the Academic Area or other faculty either dismiss the class or teach the class. Faculty members will receive their regular pay during periods of short absences (less than 8 calendar days).

Whenever it becomes evident that an illness or disability will exceed 3 concurrent work days, provisions of the Family and Medical Leave Act (FMLA) may be applied. If the illness or disability exceeds 7 concurrent days, short-term disability may be applied. A medical leave longer than 90 days may be eligible for long-term disability.

Extended sickness (up to 12 weeks) will not result in loss of position or loss of tenure. Pay during extended sickness may be covered by the College's disability plan if occurring during the academic year. Arrangements for the timing and nature of resuming academic work (virtual or in person) will be made in conjunction with the Area Coordinator and Dean of Faculty. Faculty that experience extended illnesses during the contract year must apply for short term disability benefits that would begin on the 8th calendar day of absence for up to 12 weeks. These absences may also qualify under the Family and Medical Leave Act (FMLA) if an employee has worked for the College for at least 12 months and not used up all FMLA for the year. To receive FMLA protection for a foreseeable leave, the employee must notify Human Resources in writing at least 30 days prior to the event. If the event is unforeseeable, the need for FMLA protection must be communicated to Human Resources in writing as soon as practicable. Illnesses that continue beyond 90 days may qualify for long term disability benefits. (see Section 2.15.1(7)).

Under the Family and Medical Leave Act (FMLA), a qualified employee must be granted up to 12 weeks of leave in a 12-month period\* for absences due to (1) the birth or placement of a child with the employee for adoption or foster care, (2) any documented serious health condition of the employee, (3) a documented serious health condition of a spouse, son, daughter, or parent of the employee, (4) a qualifying exigency arising out of the fact that your spouse; son or daughter; or parent is on covered active duty or call to covered active duty status with the Armed Forces or (5) you are the spouse; son or daughter; parent; or next of kin of a covered service member with a serious injury or illness. The remaining time will be unpaid unless, in the case of childbirth or personal illness, the employee qualifies for short-term disability.

\*The 12-month period begins based on the beginning of the first FMLA leave requested by an employee and is defined for each employee.

A "qualified" employee is defined by law as one who has been employed for at least twelve months (not necessarily consecutive months) and have worked at least 1,250 hours during the previous twelve-month period. An employee must also be at a work site where the employer has at least 50 employees no more than 75 miles from the site.

A "serious health condition" is defined as (1) an illness, injury, impairment or physical or mental condition that involves a period of incapacity or treatment following in-patient care in a hospital, hospice or medical care facility, (2) a period of incapacity requiring an absence or more than three days, or (3) continuing treatment by or under supervision of a health care provided for a chronic or long-term condition or disability that is incurable.

For birth, adoption or foster care placement, the leave must be taken all at one time

(see Parental Leave Policy, 2.14.10, for further information about this situation). For other covered reasons, the leave may be taken consecutively, intermittently, or on a reduced schedule. However, if the leave is based on planned medical treatment, employees are required to make a reasonable effort to schedule the treatment so as not to unduly disrupt the operation of the College. (Under the law, classroom instructors may not be able to take intermittent or reduced-schedule leave if it takes them out of the classroom for more than 20% of the time and is deemed to be too disruptive to students. In addition, they may not be permitted to return from leave near the end of a school term.)

Again, qualification for leave under FMLA does not result automatically in paid leave. However, benefits will be maintained during FMLA leave with the employee paying the same share as is normal.

Unless designated as a "key employee as defined by the Family Medical Leave Act," an employee taking leave under FMLA will be returned to the employee's same (or equivalent) position unless the employee would have been terminated in the absence of any leave. A doctor's release is required for employees on FMLA leave for their personal illness. Failure to return at the end of the approved leave period shall be treated as a voluntary termination by the employee.

### **2.14.3 Military Leave**

Military Leave will be granted in accordance with the law.

### **2.14.4 Civil Duty (Jury Duty)**

Time off will be granted for jury duty to all full-time faculty members. The College will pay the difference between the jury allowance and the faculty member's regular salary. Due to the fact that payment for jury duty is not received until the end of the semester, the faculty member will be paid his/her regular salary with the stipulation that all monies received for jury duty will be signed over to the College. Receipts of payment for jury duty should be presented to the Human Resources Office to ensure proper record keeping. Upon notification of jury duty, the Area Coordinator and the appropriate Vice President should be notified.

### **2.14.5 Bereavement**

The College recognizes that the occurrence of death in the immediate family may require an absence from work for a period of time. A faculty member will be allowed necessary absence with pay to attend or to make funeral arrangements. Extensive absences should be discussed with the appropriate Vice President.

### **2.14.6 Personal Leave**

Such leaves with pay are almost never approved.

### **2.14.7 Vacation**

Faculty members leaving Wilmington (or their normal home address) for an extended vacation (usually more than a week) shall notify the Academic Dean/Dean of the Faculty or the President that they will be gone and where they might be reached during the vacation.

### **2.14.8 Absences**

Faculty members must notify the Academic Dean/Dean of the Faculty, the Vice President for External Programs, as appropriate, when they are unable to report for work. The administrator may request a certificate signed by the attending physician for absences

caused by illness. In instances of hospitalization or extended illness (five or more working days), or absence due to a job injury, it may be necessary to obtain a release from the attending physician before returning to work. A faculty member, who must leave the campus during the day, thus missing classes, should also notify the appropriate administrator prior to leaving. Any faculty member who is habitually absent from his/her job without proper proof of illness will be considered to have a chronic absenteeism problem and will be counseled by the appropriate Vice President and/or the Human Resources Office. Dismissal proceedings may follow if efforts are not made to correct the problem.

## **2.14.9 Leave of Absence (Without Pay)**

In special circumstances, a personal leave of absence without pay may be granted. Requests for unpaid leaves of absence must be submitted, in writing, for a specified period of time (usually at least one semester and not more than two years) to the Academic Dean/Dean of the Faculty or Vice President for External Programs. The leave must be approved by the Area Coordinator with the final approval by the Academic Dean/Dean of the Faculty or Vice President for External Programs and the President.

Requests should be made as far in advance as possible. The faculty member may return to active status prior to the originally scheduled expiration of the leave, if such earlier return is agreed to by the Academic Dean/Dean of the Faculty and the President.

Requests will be handled on a case-by-case basis considering:

- purpose and length of the leave
- expected length of service of the faculty member upon his/her return
- current length of service of the faculty member
- the operating needs of the Academic Area
- the problem incurred in hiring a temporary replacement

Personal leaves will normally be granted by the semester, by year or for two years. If a faculty member wants to extend a leave from a semester to a year, or any similar extension, s/he must apply in writing to the Academic Dean/Dean of the Faculty or the Vice President for External Programs for such an extension. If the leave extension is disapproved, the faculty member must return to work at the previously agreed time. Usually leaves will not be granted for a time longer than the faculty member's service to Wilmington College.

If it is found that the leave is not actually being used for the purpose for which it was granted, the Academic Dean/Dean of the Faculty may cancel the leave and direct the faculty member to return to work by giving written notice to the faculty member. If the faculty member is actively working at another assignment (unless previously approved as part of the leave provision), corrective action, up to and including dismissal, will be taken. A faculty member who fails to return to duty at the usual time following a leave of absence will also be dismissed. All dismissals referred to in this section will follow Sections 2.8.3 or 2.8.4.

A faculty member on a personal leave of absence must pay the total cost of the group life, disability and health insurance plan normally provided by the College if coverage is to be continued. Faculty members on leave of absence because of illness may be required to furnish a certificate indicating that the employee is sufficiently disabled to prevent performance of assigned duties. This certificate must be from a physician agreed upon by the faculty member and the Human Resources Office. If the certificate does not show sufficient disability to prevent the faculty member from performing assigned duties, the Academic Dean/Dean of the Faculty may cancel such leave and require the faculty member to report for duty on a specified date. Upon returning to work from a medical leave, the faculty member will be required to furnish a statement indicating ability to perform assigned duties from an agreed upon physician.

A personal leave of absence may be granted for such reasons as, but not limited to:

- health problems of an extended nature
- maternity, paternity or care of family member
- extended vacation period
- educational purposes
- to serve in an elected civil office
- to serve with Vista, the Peace Corps, or other similar agencies
- military leave

### **2.14.10 Parental Leave Policy**

In order to assist and support new parent relationships and to assist with balancing work and family matters, Wilmington College provides Paid Parental Leave to eligible full-time faculty and staff as follows.

Paid Parental Leave is defined as leave for the birth of a child to an eligible employee (biological parent) or the placement of a child with an eligible employee for adoption (each of which is a qualifying event) and excludes other types of leave. Although the birthing and non-birthing parent are both eligible for Paid Parental Leave, if both parents are employees of Wilmington College, the paid leave must be shared between them.

Paid Parental Leave must be taken within one year of the qualified event and may not be taken intermittently. However, Paid Parental Leave may be granted prior to an adoption when deemed necessary to fulfill legal requirements.

Paid Parental Leave will run concurrently with Family and Medical Leave (FMLA) but will be a supplement to Short Term Disability benefits when applicable.

Employees on Paid Parental Leave will maintain all benefits and deductions for required taxes and benefit premiums will be taken.

### **2.14.11 Faculty**

Full-time faculty members are eligible for 10 weeks of paid parental leave at 100% of their base compensation in a semester in the 12 months following the birth or adoption. For the birthing parent, it will be combined with and in addition to short-term disability; however, the combined short-term disability and paid leave benefits may not exceed 16 weeks. If short-term disability benefits exceed 6 weeks, the 10 weeks of paid leave will be correspondingly reduced to limit the total leave to 16 weeks.

Coordination with the Academic Dean/Dean of Faculty will be required in scheduling Paid Parental Leave and will address specific circumstances for a faculty member's return to work. It will be understood that, if a return to duties occurs during a semester, there may not be a return to teaching duties, or there may be a return to partial teaching duties, depending on circumstances. A return to work without teaching duties may include committee assignments, departmental duties, advising, or special faculty projects (not clerical or non-faculty work), depending on circumstances.

## **2.15 Fringe Benefits**

### **2.15.1 Mandatory Fringe Benefits**

1. Workers' Compensation: Subject to law all Wilmington College faculty members are covered by Workers' Compensation. Should a faculty member be injured while on the job, s/he should immediately notify the Academic Dean/Dean of the Faculty or the Human Resources Office. Any medical attention received, either from the hospital or from the faculty member's physician, will be covered by Worker's Compensation. The faculty member is responsible for notifying the hospital or the attending physician

that a Worker's Compensation claim should be submitted to the Human Resources Office. All accidents must be reported to the Human Resources Office immediately and accident forms filled out for proper documentation.

2. Social Security: All faculty members are covered by Social Security and proper payments are withheld from paychecks.
3. Unemployment Compensation: Faculty members are covered to the extent required under Ohio law.
4. Health Insurance Continuation: Health insurance for faculty members has been extended pursuant to federal law (COBRA). Check with the Human Resources Office for the details of this law. Faculty members are covered to the extent required under this law.
5. Health Coverage: At the time of hire, full-time faculty members are eligible to apply for health care coverage. The Human Resources Office provides the necessary information and application procedures. Since the regulations affecting eligibility and the options of various types of coverage are subject to change, employees should consult the Human Resources Office for information about the available coverage.
6. Retirement Plan: Wilmington College offers a retirement plan through TIAA-CREF for all full-time faculty members. Part-time faculty members may also be eligible to participate in TIAA-CREF (contact the Human Resources Office for details of eligibility). Eligible faculty members must participate in the retirement program after completing three consecutive years of service to the College. The faculty member's contribution to the TIAA-CREF program is matched by the College at the current rate (7% in 2016-2017) of the gross annual salary indicated on the contract. Faculty members may contribute more than 5% of their annual gross salary (amount is limited by law) but must contact the Human Resources Office for details.

The College will endeavor to have seminars for employees regarding the retirement plan. Representatives of TIAA-CREF will sponsor seminars for the purpose of answering any questions an employee may have.

7. Short & Long-Term Disability and Life Insurance. Upon hire, a full-time faculty member is covered by disability insurance and life insurance. This life insurance policy costs are paid by the College. Short and Long-term disability insurance costs are paid by the faculty member. Each full-time faculty member is required to carry these plans.

Short term disability benefits begin on the 8th day of a qualified disability absence. Benefits are paid weekly at 70% of base earnings (tax free) and continue for up to 12 weeks. Long term disability benefits begin after an elimination period of 90 days and are paid monthly at 60% of base monthly earnings (tax free). It is not required to apply for disability benefits during non-contract periods such as summer break. However, if the disability should continue into when the normal contract period begins, the faculty member would be required to submit a claim at that time. Then, if disability is determined, the beginning of the disability period will be dated back retroactively to the day that it started for policy elimination period qualification purposes. There will be no adjustment to compensate already received. It is important to consult the Human Resources Office in all cases of disability.

Pregnancies are covered the same as any disability under the short-term disability plan.

8. Liability Insurance. Faculty members are covered by an institutional policy. A description of the coverage is available from the Business Office.

## 2.15.2 Educational Aid

The College wants full-time employees and their dependents to have an opportunity to complete an undergraduate college education. To that end, the College supports three tuition benefit programs: tuition remission, tuition exchange and tuition grants. Tuition remission and tuition grants are designed to “bridge the gap” between resources available to the employee and the cost of a college degree. Therefore, both programs operate on the assumption that the employee will use all other assistance available first, applying Wilmington College assistance to the remaining tuition.

General Notes:

- An employee or dependent enrolled in any Wilmington College course is subject to the course and College minimum enrollment requirements.
- An employee or dependent must be in “good academic standing” as defined by the institution attended to qualify for remission or grants.
- When an employee resigns or is discharged, all tuition benefits cease at the time of termination and current tuition costs will be pro-rated accordingly.
- Death or disability of an employee will not terminate an existing tuition benefit. The children and spouse will continue to benefit from the policy in force at the time of death or disability whether receiving benefits at the time of death or disability.
- The College retains the right to alter any of the tuition benefits programs without notice.
- Full-time employees will be eligible for the tuition benefit in the first full semester following beginning date of employment.
- No tuition benefits are available for graduate level work.
- Summer school enrollment is available on a space available basis.
- Tuition remission will be reduced if the eligible student (employee or family member) also receives aid from any source that is restricted to the payment of tuition or if the total aid package exceeds direct cost. Ohio Instructional Grant and Choice Grants may be applied to tuition, but not to room and board. Those who live on campus who are eligible for a Pell Grant, College scholarships or other aid that is not restricted to the payment of tuition will not have the tuition remission reduced unless the total aid exceeds direct costs.
- Applicants for tuition remission must file the Free Application for Federal Student Aid (FAFSA) annually. The FAFSA is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
- Employees or dependents enrolled for 6 or more hours will be required to pay the student activity fee and technology fee.

Tuition Remission (Applies Only to Undergraduate Courses Taken at Wilmington College): Full-time employees, and their FAFSA-eligible dependents aged 23 or under and the employee’s spouse may enroll in Wilmington College classes and receive tuition remission subject to the following conditions (No books, fees, or housing expenses are covered). The intent of the employee or dependent determines the conditions that are followed. Courses may be taken to earn a degree, transfer to another institution, or be recorded to document the experience (transcribed courses). Courses may also be taken for enrichment only. In this case the College will record no grade or credit for the courses.

Transcribed Courses:

- Employee must have their supervisor’s permission to attend a course during working hours.
- Only one course may be taken during an employee’s normal working hours per semester. Time missed from work must be made up.
- Eligibility for taking courses must be verified by the Human Resources Office each

semester. The verification form will require a work make-up plan for employees that must be approved by the supervisor and the supervisor's appropriate President's Council member in addition to the Director of Human Resources prior to registration. It is the employee's responsibility to file the proper paperwork in a timely fashion to receive tuition remission.

- Employee or family member must apply for admission to Wilmington College and become matriculated through the normal admissions and registration procedures. Employee may use Catalog provisions for Special Students prior to actual acceptance; however, Catalog limits do apply.
- There is a lifetime limit of 130 semester hours after which only enrichment courses will be allowed (or enough courses to complete one degree with a maximum of two academic majors). Exceptions to this must be appealed to the Office of Academic Affairs and the employee's appropriate President's Council member.
- Employees or family members may also take enrichment courses under the provisions outlined in the next section.

#### Enrichment Courses:

- Courses taken under these policies will not be transcribed. The Human Resources Office will record use of the benefit.
- Courses can be taken on a space available basis only.
- Employee must have their supervisor's permission to attend a course during working hours. Only one course per semester may be taken during an employee's normal working hours. Time missed from work must be made up.
- Eligibility for taking courses must be verified by the Human Resources Office each semester. The verification form will require a work make-up plan for employees that must be approved by the supervisor and the supervisor's appropriate President's Council member in addition to the Director of Human Resources prior to registration. It is the employee's responsibility to file the proper paperwork in a timely fashion to receive tuition remission.
- Registration for the courses will take place no sooner than one week prior to the start of classes.
- Employees and family members must have the instructor's permission to take the course. However, faculty members may not deny permission for reasons other than space limitations in the class. Employees must enroll for the class at the Records Office after verification of employment by the Human Resources Office.
- In order to record participation, allow all students to have e-mail accounts, place all students in Portal rosters, etc., family members selecting the enrichment course option will need to be given an ID (CARS) number by the College.
- There is no lifetime limitation on enrichment courses.

#### Tuition Exchange:

The College also has reciprocal arrangements with a number of other colleges. The Tuition Exchange and Council of Independent Colleges/Tuition Exchange Program (CIC/TEP) are only available on a limited basis. Please contact the Human Resources Office or the Financial Aid Office for availability of openings. If you are interested in having a dependent take advantage of this opportunity, submit an application to the Student Financial Services by August 1 of the year prior to the academic year in which the student plans to enroll. For more information, check the worldwide web at [www.cic.org](http://www.cic.org) or [tuitionexchange.org](http://tuitionexchange.org) and then contact the Student Financial Services.

#### Tuition Grants:

For employees hired before June 30, 1992, tuition grants are available for dependent children studying at another accredited college or university. This grant is for one half of the

full-time tuition charged by the institution attended, not to exceed one half the tuition of Wilmington College. Applicants for a tuition grant at a private college should first check whether the college is part of a tuition exchange program in which the College participates.

This grant will be for no more than 130 semester hours per student. All tuition grant students are encouraged to apply for any available federal and state aid at the institution in which the student is enrolled. Payments will be made directly to the institution attended.

### **2.15.3 Other Benefits**

1. Tuition Exchange Programs: Wilmington College participates in several tuition exchange programs. Eligibility requirements and lists of Colleges in the programs are available from the Human Resources Office.
2. Admission to College Activities: College faculty members are encouraged to participate in the activities of the College including attendance at concerts, athletic events, plays, and various special occasions by or at the College. Members of the full-time faculty and their dependents will be admitted without charge to home athletic events (except special tournament events) by presenting the member's I.D. card at the gate. An admission fee will be required at most other events. A parent must accompany children under 12.
3. Housing: College-owned housing for faculty is limited, although there are a few units that may be available for faculty members whenever vacancies occur. However, it is advisable that faculty members make every effort to secure their own housing as soon as circumstances permit. Further information as to the present status of rental property may be secured in the Business Office.
4. Employee Assistance Programs (Substance Abuse): A referral system for substance abusers is in operation at Wilmington College. Referrals are made to the College nurse and treatment takes place at a local professional agency. Up to certain limits, the county will cover the cost of analysis and treatment. More information on the program can be secured from the College nurse.

### **2.15.4 Faculty Development Opportunities**

Wilmington College seeks to help faculty and administrators grow professionally and develop new skills that add to the effectiveness of the overall College program. To this end, the College provides a variety of faculty development activities discussed in this section.

Faculty development opportunities currently available to faculty members include:

Professional activity fund: It is the policy of the College to promote interest and participation among faculty members in learned, scientific or professional societies appropriate to their teaching fields. The Higher Learning Commission suggests three memberships per faculty member as a reasonable average and it is generally agreed that every faculty member should belong to at least one such association. Payment of membership dues is the responsibility of the faculty member, however, and not the College. Professional memberships related to a teaching field can be paid for by annually budgeted faculty professional development funds.

The College does encourage attendance at the meetings of such associations within the limits of its budget and with the following stipulations:

- a. Each faculty member is entitled to at least a basic level of support (\$600 in 2016-17) per year to cover expenses in attending professional meetings or other professional development activities. This amount is announced at the beginning of each academic year. Faculty should request the use of funds by December 15 of the academic year. All requests for actual reimbursement must be submitted by June 15. After December 15, the Academic Dean/Dean

of the Faculty will use non-requested funds to augment the basic amount for faculty who have submitted requests for funding in excess of the basic amount. The Academic Dean/Dean of the Faculty may reserve a small amount of funds to award faculty who identify opportunities later in the spring semester; however, every attempt should be made to award all available development funds to faculty each year. Funds or reimbursements requested after June 15 will be applied to the next academic year's budgeted amount.

- b. On completing an activity, the faculty member should submit a request for reimbursement to the Office of the Academic Dean/Dean of the Faculty, itemizing expenses, and including receipts where possible (the "Travel Expense Report" should be used). Travel by car should be calculated at the authorized rate. Requests for an advance, before attending a meeting, should be made through the Academic Dean/Dean of the Faculty to the Business Office, and requests for reimbursement should show the amount of the advance, if any, and the difference.
2. Faculty development funds: From time to time money, in addition to travel allowances and sabbaticals, will be available for faculty development. This money must be requested from the Academic Dean/Dean of the Faculty. In some cases money from this fund will be offered to faculty members to undertake a particular type of development activity.
3. Classroom visitation: See Section 2.5
4. Use of outside evaluators: Under certain circumstances, the faculty member may choose to bring in a person from another college to conduct an evaluation of his/her performance. It is the responsibility of the Academic Dean/Dean of the Faculty to secure a satisfactory evaluator. In rare instances a faculty member might request that the Academic Dean/Dean of the Faculty engage an individual from another school to provide formative advice to the Wilmington College faculty member. The Academic Dean/Dean of the Faculty will decide if such a request is justified and will, if s/he decides it is, secure the outside reviewer.
5. Videotaping classroom teaching: This technique can be used under the same constraints as in-person classroom visitation. Any faculty member can use this process informally with other colleagues or even students. Workshops, seminars, conferences: From time to time the College offers in-house workshops, seminars or conferences on a variety of topics. Such events are not mandatory, but faculty members are encouraged to attend. Many organizations such as the Southwestern Ohio Council of Higher Education (SOCHE) and the Greater Cincinnati Consortium of Colleges and Universities (GCCCCU) also offer programs to which Wilmington College sends faculty members. Usually the College covers the expenses to these conferences. There are many national organizations-- the American Council of Education, the American Association of Higher Education, the Council of Independent Colleges, as well as regional organizations, that also offer programs to which Wilmington College faculty members are occasionally sent. Faculty members can also use their funds under 1, 2, and 3, above to attend these events.
6. Advanced coursework: Under certain circumstances (the faculty member does not have a terminal degree or is being retrained in another field) faculty members should consider coursework either without the intent of a degree or to achieve a degree as a form of faculty development. Usually such course work is at the expense of the faculty member, but under some circumstances money from item one above can be designated for specific coursework. Work to obtain the appropriate terminal degree

is usually not considered faculty development work per se as it is designed to make an individual qualified for an initial faculty appointment (see Section 2.1.7).

7. Faculty research grants: Faculty research is valued at Wilmington College. Out of its commitment to academic development in the realm of research, Wilmington College offers monies to faculty requesting financial support. A pool of money based on endowment return and generally equal to \$8,000 is available to faculty requesting up to \$1,000 each for support of research and research-related projects. The Instructional Development and Resources Committee will accept applications no later than September 30th. Additional information may be requested during the review process. Awards will be announced by November 1st and payment initiated during November. A copy of the Faculty Research application is contained in Appendix 1.8.
8. Sabbatical Leaves: After every six-year period of full-time service, any full-time faculty member, whether or not on the tenure track, is eligible for a sabbatical leave. The administration must identify a yearly budget for sabbatical leave by September 15 and alert the Tenure, Promotion and Review Committee to the amount of potential funding for sabbaticals before applicants have submitted proposals. To promote the College's academic excellence, increase its exposure, and support the professional development of its employees, faculty are encouraged to apply for sabbatical leave when eligible, on a regular basis. Proposals for sabbatical leave should be filed with the Academic Dean/Dean of the Faculty by November 15 of the academic year prior to the year for which the sabbatical leave is requested.

Faculty who have more than six years of service since their last sabbatical leave may apply their additional years to the subsequent six-year periods. Leaves of absence do not count toward the six-year period. A one-semester leave followed by one-semester teaching duties shall count as half a year of service.

Computation of sabbatical leave eligibility is illustrated by the following example: Professor A begins full-time service in 1990. S/he has seven years of full-time service and then takes a sabbatical leave in 1997-98. Since s/he has earned an extra year of service beyond the requisite six years, s/he may apply for sabbatical leave in academic year 2002-03 and be eligible for leave in academic year 2003-04.

The sabbatical leave proposal must outline the project the faculty member will undertake, its significance in his/her discipline and its significance for the faculty member's teaching mission at Wilmington College. The above factors (and only these factors) will be used to rank applications. First-time sabbatical proposals should be afforded preferential treatment by the committee.

The Tenure, Promotion, and Review Committee shall make a decision about which candidates have been awarded sabbatical by January 30. Upon approval of a sabbatical request by the TPR Committee, the faculty member, the area coordinator, and the Academic Dean/Dean of the faculty will work together to draft a detailed staffing plan for course coverage during the time of the sabbatical leave.

Sabbatical leaves are granted for one semester at full salary or for one year at half salary. Full salary is the amount the faculty member would normally receive for a full academic load during the sabbatical leave year. Administrative payments are not made during a sabbatical leave unless otherwise negotiated. Half salary divides the previous figure by two. All benefits continue while on sabbatical leave.

Sabbatical leaves are not automatic entitlements but are granted when the project is mutually beneficial to the College and the faculty member. Staffing arrangements may affect the timing of the leave. If an applicant's request for

sabbatical leave is denied by the TPR Committee, s/he may refer the matter to the Dean of Faculty and finally to the President. If candidates are denied sabbatical due to insufficient funding and not due to merit, their applications will have first priority for sabbatical leave the following year.

9. At the conclusion of the sabbatical leave experience, a report is to be submitted to the Academic Dean/Dean of Faculty indicating the results of the sabbatical leave, primarily emphasizing the value of the sabbatical leave to the faculty member's research, teaching, and professional development. This report should be submitted to the Academic Dean/Dean of Faculty within 3 months of the end of the sabbatical leave. Failure to submit a sabbatical leave report may result in the faculty member being ineligible for further sabbatical leaves.
- Educational Leave: This type of leave is designed to allow a faculty member to complete an advanced degree necessary for continued employment or to improve the teaching competence of a faculty member. It may take the form of work toward a conventional doctorate, a period of work in an applied setting, such as an industrial laboratory, a public school, a welfare agency or job rotation to another College area (administration, student services or maintenance). It may also include service on a state, national or international basis (such as the American Friends Service Committee). Usually educational leave does not carry any salary with it, but it normally does allow the retention of limited benefits. There are occasions, however, where salary might be continued. Each educational leave is designed to fit individual circumstances and it will have to be negotiated between the faculty member and the Area Coordinator and the Academic Dean/Dean of the Faculty.

## **2.16 Compensation Policies**

### **2.16.1 Salary**

A faculty contract will specify the amount to be paid and the time period over which payment will occur. Normally paychecks will be available on the 27th of the month. Full-time and some part-time faculty members are paid in 12-month installments. Except when contracts have been written with some special provision (e.g., an additional increment on completion of an advanced degree), salary changes normally become effective only at the beginning of the next fiscal year.

Salary increases may include across the board raises, varying raises for different ranks or different salary levels and individual raises in the interest of greater equity. Bonuses will be determined based on the Area Coordinators' recommendation to the Academic Dean/Dean of the Faculty and the President.

Several types of supplemental pay may be made to faculty members.

### **2.16.2 Overload**

Full-time faculty members or part-time faculty members who teach more than their usual load qualify for extra compensation whether the extra load is on the main campus or on one of the branch campuses. Compensation is made at a rate determined by the Academic Dean/Dean of the Faculty.

All overload arrangements must be understood clearly by the Academic Dean/Dean of the Faculty prior to the teaching; otherwise compensation may not be allowed (see Section 2.11.1). Supplemental pay for full-time faculty members is paid when it becomes clear that their load entitles them to extra compensation. During the semesters they are under a full-time contract, faculty members may not teach more than 5 credits on an overload basis, whether on the main campus, in branch programs, or at other

institutions. Limited exceptions may be made with the approval of a faculty member's Area Coordinator and the Academic Dean/Dean of Faculty, taking into account the costs that additional overloads have on both faculty scholarship and student classroom experience.

The Academic Dean/Dean of the Faculty and the Vice President for External Programs will coordinate the schedules of the full-time faculty wishing to teach during the semester they are not under contract. Normally these full-time faculty will not teach more than a total of two courses during their non-contracted semester.

Proposed change to the handbook section 2.16.2: Overload

#### 2.16.3 Wilmington Campus Summer Semester

The Academic Dean/Dean of the Faculty is responsible for arranging for summer semester courses, keeping in mind the needs of students and the financial implications of course size. Area Coordinators will submit their recommendations for summer courses early in the spring semester, at the time tentative schedules are submitted for the following fall and spring semesters. While every effort will be made to accommodate students needing particular courses, the Academic Dean/Dean of the Faculty may cancel scheduled courses that do not attract sufficient enrollment to be financially viable. The same numerical limits for courses will be applied in the summer as during the fall and spring semesters (see Section 3.3).

As is the case during fall and spring semesters, courses by appointment are to be offered only in exceptional cases and not merely as a convenience to students who could take the courses at another time.

Faculty members will be paid at the regular adjunct or overload rates for courses taught in the summer semester. Unlike fall and spring semester, faculty members will be paid for supervising independent studies and internships at a rate determined by the Academic Dean/Dean of the Faculty.

#### 2.16.4 Payroll Period

Since payrolls are prepared off campus, any information that will affect a change in the paycheck must be brought to the attention of the Human Resources Office at least 30 days prior to the desired change.

#### 2.16.5 Payroll Deductions

Normally deductions are made for the following items:

- 2.16.5.1 Federal, state, and local taxes (based on W-4 employee-filed statements)
- 2.16.5.2 Social Security assessments
- 2.16.5.3 TIAA-CREF salary deduction, as specified by the employee
- 2.16.5.4 Health insurance family premiums above the amount covered by the College
- 2.16.5.5 Long-term disability and life insurance

Several additional deductions are available with proper notification to the Human Resources Office:

1. Contribution to the College development efforts
2. United Way contributions
3. Annuity payments
4. Medical flexible spending account
5. Dependent care flexible spending account

### **2.16.6 Payroll Advances**

Any advance taken must be repaid in the next pay period for individuals paid monthly. Interest at the rate of 18% will be charged on all advances. No advance can be given if the employee still has an outstanding advance. The maximum number of advances an individual can receive within a calendar year will be two. Requests should be presented to the Human Resources Office.

## **2.17 Grievances**

### **2.17.1 Definition of a Grievance**

A grievance is an effort to seek redress from an action or condition caused by one of the following:

1. discrimination as defined in Section 2.3.1 based on age, sex, race, religion, national origin, sexual orientation or other basis prohibited by law
2. denial of academic freedom
3. denial of fair procedures in consideration for tenure, renewal of contract or promotion
4. a violation, misinterpretation or inequitable application of the Faculty Handbook
5. manifestly unfair or clearly inequitable treatment

### **2.17.2 Standards**

1. Any member of the College faculty who encounters an action or situation against which s/he wishes to petition for redress (consistent with 2.17.1 above) is entitled to access to the grievance procedure established in this section. Ordinarily, a grievance must be filed within six months of the event(s) triggering the grievance or within six months of the first knowledge of the event(s) triggering the grievance, unless another section of this handbook specifies an earlier deadline.
2. In general, a grievance is filed only when administrative correction of the situation or condition has been denied; however, failure to avail oneself of administrative remedies does not restrict access to the grievance procedure, although such perusal may be recommended by the Grievance Committee as the appropriate first step in resolving the matter in some cases.
3. A faculty member availing himself or herself of the grievance procedure is not to be subject to recrimination in any form for having done so; nor, however, is s/he exempt from usual and customary evaluation because a grievance procedure is in progress. To the extent possible and consistent with the necessity of a full and just examination of the matters at issue, those involved in the grievance procedure continue their normal academic activities.

### **2.17.3 Procedures**

1. A Grievance Committee, consisting of nine full-time teaching faculty, elected one-third each year by the faculty at the time of election in the spring, is established to hear grievances. Members of the Grievance Committee may not be Faculty Conveners or members of the Tenure, Promotion and Review Committee at the same time. Note: Membership on the Grievance Committee is a 12-month commitment, and members may need to be available during academic breaks (winter, summer, etc.). Faculty members agreeing to run for election to this committee should be aware of this so that they may consider their break situations and availability.
2. Any grievance should be addressed to the Presiding Clerk of the faculty. Upon receiving notice of the grievance, the Faculty Conveners shall meet informally with the parties in an effort to redress grievances or to otherwise resolve the problem.

For this purpose, Faculty Conveners means persons who have been elected to the offices of Presiding Clerk, Assistant Presiding Clerk, and Recording Clerk in the academic year in which the grievance is filed. If a Faculty Convener has a conflict of interest or is otherwise unable to assist substitutions to the extent necessary shall be made from the following list:

- a. Assistant Presiding Clerk–elect (for the following year in which the grievance was filed)
  - b. Immediate past Presiding Clerk
  - c. Recording Clerk–elect
  - d. Immediate past Recording Clerk
  - e. Past Presiding Clerks in order of most recent
3. In the event the Faculty Conveners are unable to resolve the problem, the grieving party may request a formal Grievance Committee hearing within seven days of the final informal meeting of the Faculty Conveners. This request should be addressed to the Presiding Clerk.
  4. The Presiding Clerk shall see that each party select one individual from the Grievance Committee to review the grievance. The two individuals selected shall in turn pick a third member of the Grievance Committee for this purpose. The third member will clerk the hearing of the Grievance Committee. Grievance Committee members who are in the same academic area as a party, or who serve as Area Coordinator for a party, or who otherwise have a conflict of interest shall be disqualified from reviewing the grievance.
  5. The following rules shall apply to the hearing:
    - a. The grieving party and the named party shall have the right to representation by counsel at all stages of the hearing process.
    - b. At least two weeks' notice shall be given to both parties prior to the hearing date. Either party can demand 30 days' notice.
    - c. Either party may move in writing for a continuance after setting forth the reasons, therefore. The Grievance Committee may, in its discretion, grant or overrule the motion, as the interest of justice may require.
    - d. In hearings involving the dismissal or non–renewal of a non–tenured faculty member, the faculty member bears the burden of proving that the administration's decision to terminate or non–renew was clearly erroneous.
    - e. Both parties may present witnesses and other evidence on their own behalf. Although no formal rules of evidence apply during the hearing, the committee may, at its discretion, restrict evidence that is unduly repetitive, misleading, or prejudicial.
    - f. Counsel for either party may attend the hearing, but s/he may not participate directly in the proceedings. The Grievance Committee may restrict questioning that does not tend to elicit facts probative of the matters to be determined.
  6. The Grievance Committee shall issue written findings to the President who shall make the final decision. In the event that an act or omission by the President is the subject matter of a grievance, the Executive Committee of the Board of Trustees shall make the final decision. The mere fact that the President issues a judgment concerning a grievance shall not be construed as "an act or omission by the President" for the purposes of exercising review by the Executive Committee of the Board of Trustees.

## **PART 3: ACADEMIC POLICIES, STANDARDS AND SERVICES**

### **3.1 Classroom Policies**

It is the policy of Wilmington College to provide a sufficient range of courses, both upper division and lower division, to meet the needs of Wilmington students, at times convenient to these students, with as few conflicts as possible without overloading faculty members and without costly repetition of courses. Implementation of this policy requires careful planning, coordination and conscientious review on the part of the Area Coordinator, all members of the area and the Academic Dean/Dean of the Faculty or Vice President for External Programs and careful scheduling by the Registrar. No one office or person is in a position to understand all the problems involved in curricular planning and in scheduling, although the Academic Dean/Dean of the Faculty has the greatest responsibility for effective and efficient scheduling and coordinating schedules on the main campus. The Vice President for External Programs has this responsibility for the external programs. Conferences and cooperation are essential at every step in the process.

### **3.2 Planning Responsibilities**

#### **3.2.1 Planning Responsibilities of the Area Coordinator**

1. To plan the total program in advance, for at least two years, preferably a three- or four-year period. Such planning should take into account enrollment projections, as provided by the Academic Dean/Dean of the Faculty or Vice President for External Programs, the needs of students for specific courses and programs and the workload guidelines stated elsewhere in this handbook. Every effort should be made to operate economically and yet with flexibility.
2. To provide the Academic Dean/Dean of the Faculty and/or Vice President for External Programs with a tentative schedule for the coming year, indicating courses and instructors for each, preferred hours and locations (although both of these may be changed by the appropriate Vice President) and with any notes which may be helpful to those who must plan overall programs at a date specified by the Academic Dean/Dean of the Faculty. Generally, consultation with a faculty member or the Area Coordinator will precede any changes of a class meeting time.
3. To bring such a plan up to date for each semester at the request of the appropriate Vice President and to make certain that the Academic Dean/Dean of the Faculty's office has at all times an updated course description for every course for each semester, so that detailed course descriptions may be available to students, advisers and the faculty evaluation system. Outlines for the course description are available in the Academic Dean/Dean of the Faculty's Office.
4. To review new or revised course offerings and to make certain that all suggested changes are submitted promptly to the Academic Dean/Dean of the Faculty for forwarding to the Academic Policies Committee. Special topic courses may be offered on an experimental basis under a 198 or 398 number without approval of the Academic Policies Committee, although a copy of a course description must be sent to the Academic Dean/Dean of the Faculty with the schedule. The Academic Dean/Dean of the Faculty and the Committee must approve all other courses before such courses can be included in a schedule or entered in the catalog.

#### **3.2.2 Planning Responsibilities of the Deans**

Each individual Dean has oversight of all aspects of their respective academic programs and are, therefore, responsible for coordinating schedules and teaching loads. It is

the responsibility of each Dean:

1. To make sure that Academic Area plans, and schedules are adequate and well thought out and that they conform to faculty workload guidelines.
2. To make sure that schedules are well balanced, that they provide students with as much course access as possible. Final decisions regarding course times and meeting places rest with the appropriate Vice President.
3. To provide enrollment projections and such other information as may be useful in the preparation of schedules and determination of staff needs.
4. To review academic plans, especially those which go beyond the immediate year in light of overall College objectives and projected fiscal or other constraints and to assist academic staff in general with the preparation of plans for their own work, on an individual or Academic Area basis or through special task groups.

### **3.3 Classes**

Classes in the regular program are not offered ordinarily for less than ten students at the 100–200 level or for less than seven students at the 300–400 level. With the consent of the appropriate Dean, exceptions may be made for good reasons, such as the need to offer the course as part of a major program.

It is especially important that classes be held at the stated time immediately before and after vacation periods, and that examinations are administered at the time indicated on the schedule. The examination period is scheduled so that all courses are assigned an examination period. If for some reason the instructor wishes to provide some other activity than that of testing during this period, the instructor has that right. This period is, however, a regular part of the course and must be scheduled for some activity by the instructor. Changing one class or examination for the convenience of either students or faculty frequently complicates the holding of other classes or examinations at their stated times. Permission to move the time of a scheduled final examination must be obtained from the appropriate Dean.

#### **3.3.1 Faculty Attendance at Classes**

Faculty members are expected to meet their classes as scheduled. In case of unavoidable absence, the professor notifies the appropriate Area Coordinator, who will notify the Dean of Faculty if necessary for further coordination. If a faculty member wishes to switch modalities (in person to Zoom or online asynchronous), due to an illness or other unexpected situation that is not noted on the syllabus, this is permissible for up to one week's worth of class sessions over the course of the semester. Specific permission by the Area Coordinator, in consultation with the Dean of Faculty, is necessary for a continuation of the new modality beyond one week. Students should be notified of a change of modality as soon as possible, via email.

#### **3.3.2 Student Attendance at Classes**

Each member of the Wilmington College faculty will provide all students enrolled in his/her courses with a written statement on attendance policy for each particular course in the course syllabus. This statement will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines that term. The College accepts these four categories of excused absences:

- Activities in which the student serves as an official representative of the College (e.g., musical performances, athletic contests, field trips).
- Personal illness, with documentation by the College nurse or a physician, if

possible. In relation to students experiencing COVID19 related symptoms or illness, students should be provided an excused absence and should not be penalized for electing not to attend physical classes in these instances.

- Family or personal emergencies.
- When severe weather makes travel to campus dangerous.\*

Wilmington College recognizes that reasonable attendance requirements will vary somewhat between disciplines, professors and even an individual's courses. The purpose of this policy is to ensure all concerned are clear about expectations in a given course. Faculty members are expected to accept the College's basic definition of excused absences in their individual policies and monitor attendance, but faculty members may also choose to accept other absences as excused (entirely at the discretion of each faculty member). Students are expected to be responsible for informing faculty members about excused absences (including documentation, if required) and for arranging to make up all work missed because of absences. An excused absence in no way removes this responsibility or obligates the professor to provide a student with special assignments or opportunities.

Good communication between students and faculty members is essential in cases of excused absences. Students are responsible for initiating this communication and in as timely a manner as possible. Students who will have to miss class to represent the College should provide schedules of these absences to the faculty member as soon in the semester as they are known. In all cases, it is the student's responsibility to discuss excused absences with affected faculty members and to provide documentation of the excused nature of the absence, if the faculty member requires it.

## Attendance Policies for Courses with Alternative Modes of Delivery at Main Campus

### Hybrid Flex Courses

#### Attendance Policy for Hybrid Flex Courses

All students enrolled in hybrid flex courses must participate in required classroom sessions, as well as log in to the course(s) on Blackboard and complete or submit any assignment(s) or other academic related activities, to be determined by the instructor.

Attendance is required for all class weeks. In the case of hybrid flex courses, "absences" shall be defined as "non-participation." Non-participation may be defined as but is not limited to:

1. Not attending required physical class sessions.
2. Not following the instructor's participation guidelines as stated in the syllabus;
3. Not submitting required assignments;
4. Not contributing meaningful discussion in required chat rooms, discussion boards, or other online forums;
5. Not participating in scheduled academic activities; or
6. Failure to communicate with the instructor as required. Failure to attend as defined above constitutes an absence.

It should be noted that simply logging into the course does not constitute participation. Students must demonstrate that they are academically engaged and participating in the course by submitting required assignments, attending scheduled classroom sessions, attending synchronous online sessions and contributing to discussion forums, etc. as outlined above.

Note: In addition to including the attendance policy statement above in the hybrid flex syllabus template and in the Start Here section in Blackboard, faculty will specify what

role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines in the syllabus. In order to meet USDOE requirements with respect to weekly participation in academic related activities, substantive and regular interaction, and determining students' last date of attendance, faculty will need to record student participation or non-participation each week in Blackboard and be able to provide supporting documentation if required. These records in Blackboard will be archived for federal regulatory purposes.

### Hybrid Traditional Courses

#### Attendance Policy for Hybrid Traditional Courses

Students enrolled in hybrid traditional courses must participate in scheduled classroom and corresponding online synchronous sessions as well as log in to the course(s) on Blackboard and complete any assignment(s) or other academic related activities, to be determined by the instructor.

Attendance is required for all class weeks. In the case of hybrid traditional courses, "absences" shall be defined as "non-participation." Non-participation may be defined as but is not limited to

1. Not attending scheduled physical classroom sessions and online synchronous sessions;
2. Not following the instructor's participation guidelines as stated in the syllabus;
3. Not submitting required assignments;
4. Not contributing meaningful discussion in required chat rooms, discussion boards, or other online forums;
5. Not participating in scheduled activities; or
6. Failure to communicate with the instructor on academic related matters as required. Failure to attend as defined above constitutes an absence.

It should be noted that simply logging into the course does not constitute participation. Students must demonstrate that they are actively participating in the course by submitting required assignments, attending scheduled physical classroom and corresponding synchronous sessions, contributing to discussion forums, etc. as outlined above.

Note: In addition to including the attendance policy statement above in the hybrid traditional syllabus template and in the Start Here section in Blackboard, faculty will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines in the syllabus. In order to meet USDOE requirements with respect to weekly participation in academic related activities, substantive and regular interaction, and determining students' last date of attendance, faculty will need to record student participation or non-participation each week in Blackboard and be able to provide supporting documentation if required. These records in Blackboard will be archived for federal regulatory purposes.

### Online (Asynchronous) Courses

#### Attendance Policy for Online (Asynchronous) Courses

Wilmington College defines an online course week as one which commences at 6:00 A.M. each Monday and ends at 10:00 P.M. the following Sunday. All students enrolled in Online (asynchronous) courses must log in to the course(s) on Blackboard and complete weekly assignment(s) or other academic related activities, to be determined by the instructor.

Attendance is required for all class weeks. In the case of online courses, "absences" shall be defined as "non-participation." Non-participation may be defined as but is not

limited to

1. Not following the instructor's participation guidelines as stated in the syllabus;
2. Not submitting required assignments;
3. Not contributing meaningful discussion in required chat rooms, discussion boards, or other online forums;
4. Not participating in scheduled activities; or
5. Failure to communicate with the instructor on academic related matters as required. Failure to attend as defined above constitutes an absence.

It should be noted that simply logging into the course does not constitute participation. Students must demonstrate that they are actively participating in the course by submitting required assignments, contributing to discussion forums, etc. as outlined above.

Note: In addition to including the attendance policy statement above in the online (asynchronous) syllabus template and in the Start Here section in Blackboard, faculty will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines in the online syllabus. In order to meet USDOE requirements with respect to weekly participation in academic related activities, substantive and regular interaction, and determining students' last date of attendance, faculty will need to record student participation or non-participation each week in Blackboard and be able to provide supporting documentation if required. These records in Blackboard will be archived for federal regulatory purposes.

## Online Synchronous Courses

### Attendance Policy for Online Synchronous Courses

Wilmington College defines an online course week as one which commences at 6:00 A.M. each Monday and ends at 10:00 P.M. the following Sunday. Students enrolled in online synchronous courses must participate in scheduled online synchronous sessions as well as log in to the course(s) on Blackboard and complete any assignment(s) or other academic activities, to be determined by the instructor.

Attendance is required for all class weeks. In the case of online courses, "absences" shall be defined as "non-participation." Non-participation may be defined as but is not limited to

1. Not attending scheduled online synchronous sessions;
2. Not following the instructor's participation guidelines as stated in the syllabus;
3. Not submitting required assignments;
4. Not contributing meaningful discussion in required chat rooms, discussion boards, or other online forums;
5. Not participating in scheduled activities; or
6. Failure to communicate with the instructor on academic related matters as required.

Failure to attend as defined above constitutes an absence.

It should be noted that simply logging into the course does not constitute participation. Students must demonstrate that they are actively participating in the course by submitting required assignments, attending scheduled synchronous sessions, contributing to discussion forums, etc. as outlined above.

Note: In addition to including the attendance policy statement above in the online synchronous syllabus template and in the Start Here section in Blackboard, faculty will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines in the syllabus. In order to meet USDOE

requirements with respect to weekly participation in academic related activities, substantive and regular interaction, and determining students' last date of attendance, faculty will need to record student participation or non-participation each week in Blackboard and be able to provide supporting documentation if required. These records in Blackboard will be archived for federal regulatory purposes.

### Regular and Substantive Interaction Policy for Online and Hybrid Delivery Formats

Those teaching online or hybrid classes must fulfill two requirements in relation to students weekly participation and engagement in academic related activities: (1) for online (asynchronous) courses they must require students to participate on a weekly basis in online forums where interaction with faculty and other students take place; for those teaching online synchronous classes they must require participation in scheduled synchronous sessions; for those teaching hybrid traditional classes they must require participation in scheduled class sessions and corresponding synchronous sessions, and hybrid flex classes they must require students participation in scheduled class sessions; and (2) they must include at least one other form of weekly academic engagement in which students complete a designated activity or assignment for which some type of graded or ungraded feedback from the faculty member is provided. For this purpose, the "weekly engagement" may include:

- submitting an academic assignment
- taking a quiz or exam, completing an interactive tutorial, receiving computer assisted instruction, or participating in a lab
- attending a faculty assigned study group (led by the faculty member or reporting out on assignment to the faculty member)
- participating in a weekly online discussion board about the course subject
- initiating contact with a faculty member to ask a question about the academic subject

The weekly participation and engagement must be described and entered into Blackboard.

## 3.4 Teaching and Learning

Wilmington College places the highest value on good teaching. It does not specify any particular mode of teaching and encourages experimentation. Given their subject matter, the traditions of the discipline that they profess and the size and level of each class, faculty members should give thought to what procedures are likely to be most effective in promoting student learning.

## 3.5 Alternative Class Modalities

Wilmington College limits independent studies and courses by appointment (courses from the regular curriculum taught on a conference basis) to a total of 12 credit hours out of the 124 hours needed for graduation. The College clearly discourages courses by appointment except as they become necessary to meet special needs of a student who will otherwise be unable to graduate or to meet some other requirement or as they become a means for carrying on in an economical way a course which would otherwise be dropped for inadequate enrollment. Good program planning should make it possible to eliminate nearly all courses by appointment.

Independent studies (defined as courses which deal with subjects which are not in the regular curriculum) can be of great value both to students and to faculty. They are of particular value where students may need to carry out special studies which will give greater

depth to their program or which will help them integrate or relate diverse disciplines. They can also be used by a faculty member as an aid to course development, or as a means of pursuing a particular interest in association with a student or students.

Independent studies place heavy responsibilities on the student. Standards should be high, and students are expected to devote the same amount of time as would be expected in a regular course carrying comparable credit. Faculty members should not expect to carry on the usual classroom procedures, but a weekly conference is in order.

#### Hybrid Flex Courses

In a hybrid flex course, students will have a scheduled day(s) each week where they will be required to meet in their scheduled classroom. They will also have assignments and other participation activities that must be completed and submitted electronically each week through the prescribed manner in Blackboard. Students should pay close attention to the course syllabus and communication from their instructor so they will know when their "group" is scheduled to attend the physical classroom. Participation in the scheduled live class sessions and all weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructors assigned deadlines for assignments and participation that week.

#### Hybrid Traditional Courses

In a hybrid traditional course students will have scheduled day(s) each week where they will be required to meet in their scheduled classroom and other day(s) they will participate at the scheduled class time by attending the class live online synchronously via Zoom (or other synchronous platforms specified in the course syllabus). The lecture days will consist of lectures, presentations, discussions, an overview of assignments for the week, etc. as determined by the instructor. Students will have assignments that must be completed each week. Students should pay close attention to the syllabus so they will know when they are scheduled to be in the physical classroom and days they will be scheduled to participate in the class via Zoom (or another platform) noted in the syllabus. Participation in the scheduled live classroom and simultaneous, corresponding synchronous sessions is required. Weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructors assigned deadlines for assignments and participation that week.

#### Online (Asynchronous) Courses

An online course is taught asynchronously. Students will always meet in a virtual contact space through the Blackboard Learning Management System. Each class week will have participation and engagement requirements that must be completed during that week as determined by the instructor. Wilmington College defines an online course week as one which commences at 12:00 a.m. each Monday and ends at 11:59 P.M. the following Sunday. All weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructors assigned deadlines for assignments and participation each week.

#### Online Synchronous Courses

An online synchronous course will require that you attend the live online synchronous sessions during the scheduled meeting times indicated in your course schedule and in the course syllabus. You will also meet in a virtual contact space through the Blackboard Learning Management System. Each class week will have participation and engagement

requirements that must be completed during that week as determined by your instructor. Wilmington College defines an online course week as one that commences at 12:00 a.m. each Monday and ends at 11:59 p.m. the following Sunday. Participation in the scheduled live synchronous sessions and all weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructors assigned deadlines for assignments and participation that week.

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- submitting an academic assignment
- taking a quiz or exam, completing an interactive tutorial, receiving computer assisted instruction, or participating in a lab
- attending a faculty assigned study group (led by the faculty member or reporting out on assignment to the faculty member)
- participating in a weekly online discussion board about the course subject
- initiating contact with a faculty member to ask a question about the academic Subject

The weekly participation and engagement must be described and entered into Blackboard.

### 3.6 Syllabus

Every faculty member is expected to have a syllabus for each class. Required elements of the syllabus are contained in Appendix 1.9.

### 3.7 Evaluation of Student Achievement

Evaluation of student achievement is an important instructional responsibility. Instructors are encouraged to use as many evaluative devices as are appropriate to the course, but no particular mode of evaluation is specified.

Students should be told at the beginning of the course what will be expected of them and how their progress will be measured. The role of class attendance should be clear (see Section 3.3.2). If participation in class discussion is also considered, this fact should also be stated. And the same applies to all other methods of evaluation. In short, the requirements of the course should be made clear to the students in the first few days of class so that there are no surprises later.

Efforts should also be made to provide early evaluations since a major purpose of evaluation is to help students improve performance. This is especially important with freshmen, who often do not know how well they are doing. Short papers and quizzes, which are returned to the student promptly, will aid early assessment. So that arrangements can be made for counseling or tutorial assistance, a report of those students who are in academic difficulty will be requested by the Associate Vice President of Retention and Student Success at mid-term. Any time during the

semester that a student appears to be in need of tutoring, the instructor should suggest that the student contact the Student Resource Center (tutoring center), where arrangements for free tutoring can be made.

Examinations are given during the examination period at the end of each semester. A student may take a final at a different time only if an emergency situation or special circumstances at the time provide the need for a change. Students who think they have special reason to ask for a special examination should pick up a form at the Office of Academic Records, take it to the instructor for approval and have it countersigned by the Associate Vice President of Retention and Student Success. No instructor is authorized to provide a special examination without this form. Students who have three final examinations in one day may petition for relief of one examination.

### **3.7.1 Meaning of Grades**

It is the policy of Wilmington College to strive for fairness in grading and avoid grade inflation. Faculty are encouraged to regard "C-" as a satisfactory grade, which means the student is meeting College standards, and will treat it as such in talking with students, unless otherwise noted in the College Catalog. The grade "A" on the other hand should mean outstanding achievement, with a grade of "B" in between. The grade "D" represents minimally acceptable achievement and the grade "F" indicates failure. The grade of "I" (incomplete) should be given rarely and only when work has not been completed for reasons beyond the student's control. Incompletes from the fall semester must be completed no later than the first Wednesday of February. Incompletes from the spring and summer semesters must be made up no later than the first Wednesday of October. It is the student's responsibility to consult with the professor and complete all work required within the designated time period. If there are extenuating circumstances, students may petition the Academic Standards and Appeals Committee for an extension prior to the "I" deadline.

Beginning with the 2002-2003 academic year, faculty may issue grades of A, A-, B+, B, B-, C+, C, C-, D+, D, or F in courses.

## **3.8 Academic Misconduct**

It is the responsibility of faculty members to understand and carry out their part of the Academic Misconduct policies discussed in the Student Handbook and available in Appendix 1.18. These policies define plagiarism, cheating and classroom misconduct and specify the disciplinary steps involved in responding to such behavior.

## **3.9 Office of Academic Records Policies**

### **3.9.1 Class Meeting Times and Places**

Throughout the academic year, classes should be held on the day and at the time specified by the Registrar; exceptions must be approved by the Academic Dean/Dean of the Faculty. Therefore, unless an exception is approved, all classes are expected to convene at their regular times. Rooms for class meetings and hours during which the class meets are assigned centrally through the Academic Record's Office for the Wilmington Campus up through the first week of class. Afterwards, rooms are handled by Conference Services, and by the appropriate branch Deans. This office keeps a record of available classrooms and the instructor should consult Conference Services or the appropriate Dean's Office if there is a need to shift a classroom for any purpose (e.g., more space, audio-visual needs). Any change of meeting place or of time for more than one class period, should be made only after consultation with the appropriate Dean's Office, and only with approval.

### **3.9.2 Class Lists**

During the first two weeks of each semester, mandatory attendance checks will be conducted to ensure compliance with Title IV regulations and to provide accurate census reporting, The Office of Academic Records will email instructions to faculty regarding this process. Class lists are available through the data management system, WCPortal, and are always current. Faculty members are expected to make every effort to assist the Registrar's Office in maintaining an accurate class roster.

### **3.9.3 Reporting Grades**

Grades are due in the Office of Academic Records by the date and time published in the Academic Calendar. Grades will be submitted online through the data management system, WCPortal. With the submission of final grades, the instructor will also submit an online form for each student who receives a grade of "D", "F", "N" or "I". These forms are used by members of the Academic Appeals Committee as they deliberate the future status of students reported for academic reasons.

Grades cannot be changed except for a certified error on the part of the College faculty or staff. They should be carefully considered before being submitted. Once recorded, grades are used for a number of purposes, including determining honors, athletic eligibility, probation, or dismissal for academic reasons. Some of these actions are taken immediately and cannot be readily revoked, so it is important that final grades be, in fact, final. Nonetheless, genuine errors should be admitted and corrected.

Faculty submitting grade changes are to fill out a brief form, indicating the nature of the acknowledged error in calculating the grade. The form must be signed by the Associate Vice Principle of Academic Affairs and then submitted to the Records Office. When a student receives the semester grade in a course and questions the accuracy or fairness of the grade, it is their responsibility to ask the faculty member to review the calculation of the grade. If an error is discovered, the faculty member may submit a grade change as indicated above. If the faculty member finds no errors in the grade calculation and the student feels there is a serious problem with the grade, the student may choose to submit a grade appeal. A grade appeal form is filled out, with comments from the student, from the professor and from the Area Coordinator. The regular petition to the Academic Standards and Appeals Committee is filled out at the same time. When completed, these forms are returned to the Records Office for submission to the Academic Standards and Appeals Committee for its consideration. The committee clerk notifies the student, the faculty member, the advisor and the Records Office of the committee's action.

## **3.10 Program Evaluation and Planning Policies**

The evaluation of academic programs of instruction is the primary responsibility of three groups: (1) the Vice Presidents for Academic Affairs and External Programs; (2) the Area Coordinators and members of the respective areas; and (3) the members of the Academic Policies Committee. Each major or other program area of the College completes a program review once every five years. The criteria for the program review stress the relation of the unit's mission, goals and resources to those of the College as a whole. The Academic Policies Committee is responsible for disseminating specific information about the criteria for program review as well as the process for committee consideration of the unit's report. If the Academic Policies Committee recommends a change in the allocation of College resources as a result of program review, it forwards its recommendation to Academic Council and, subsequently, to The President's Council.

If it recommends a significant change in the curriculum of the unit, including any alteration, contraction or elimination of any program of instruction, it forwards its recommendation to the Faculty Meeting.

## **3.11 Academic Services**

### **3.11.1 Watson Library**

Watson Library provides a full range of traditional library services, access to electronic information sources, library instruction for individuals and classes, audio-visual services to support instruction and the College Archives and Quaker Collection.

**Collections:** The Library collections support the curriculum and serve the information needs of students, faculty and staff. Faculty share responsibility for collection development and are encouraged to recommend titles for purchase or subscription. The Library participates in Ohio LINK, a statewide consortium of academic libraries, which provides access to the major collections in the state to faculty and students.

**Library Services:** Course reserves are available for both Library-owned and personal materials. Items owned by other libraries may not be placed on reserve. Interlibrary loan (ILL) is provided for faculty and students. There is no charge for obtaining loans or photocopied journal articles. Library instruction is provided informally in the Library to students and faculty who want assistance locating and evaluating sources. Formal course related instruction could be scheduled for classes involved in research.

**Media Center:** The Media Center provides AV support for classroom instruction. Resources include listening and viewing facilities for individuals and small groups, K-12 textbooks and classroom resources, limited production capabilities and assistance locating and borrowing or purchasing AV title.

**The College Archives and Quaker Collection:** includes official College records such as faculty meeting and committee minutes, publications, reports and selected correspondence. College memorabilia is of interest to many campus offices and organizations and often used in creating brochures and displays for reunions and other special events. The College Archives and Quaker Collection also houses the records of Wilmington Yearly Meeting, Ohio Yearly Meeting and a collection of published materials on all aspects of Quaker history, philosophy and thought.

Wilmington College has available, through the Media Center, audiovisual equipment and operators for that equipment. Arrangements for this service may be made by contacting, well in advance of any intended use, the Media Center Manager who will see that the service is provided as needed. This aid to teaching should be carefully planned by the instructor for the betterment of the course(s) involved.

### **3.11.2 Library Policies**

1. **Statement of Purpose:** Watson Library operates as a center for independent learning and inquiry. The Library develops and maintains appropriate collections, provides services to ensure full and effective use of materials and nurtures skills in information gathering, selection and synthesis, which are becoming an increasingly important part of educational and continuing career success. The Library is a member of Ohio LINK offering access to academic materials located in member institutions throughout Ohio. These activities make a direct contribution to the teaching mission of Wilmington College.
2. **Library Instruction:** The library instruction program provides guest lectures, library visits and other experiences to teach students how to make effective use of the Library. Contact the Director of Watson Library to arrange assignments and activities appropriate to your courses.
3. **Reference:** The librarians will assist and advise faculty and students in compiling bibliographies, accessing information sources, and locating materials. They can do computerized literature searches. Inquire at the reference desk.

4. Collection Development: Faculty are encouraged to make recommendations concerning the materials in the collection. Working through Area Coordinators, the Library staff will request faculty assistance in selecting new titles and in weeding out useless materials.
5. Reserves: Both Library and personal materials may be placed on reserve by faculty request. Available options include: two-hour open reserve, two hour closed reserve, three-day reserve, and one-week reserve (for personal materials only). Contact the Circulation Coordinator for more information on these reserve policies.
6. Circulation: Circulating materials checked out to faculty members are due at the end of each semester and may be renewed. Audio-Visual Materials are checked out to faculty for three days and may be renewed for an additional three days. The replacement costs of items kept out for over a year without renewal will be charged to the individual or the Academic Area with which the individual is identified. Non-circulating materials may be checked out for brief periods at the discretion of the Director of Watson Library.
7. Any unanswered questions or desires for further information about the Library and its services should be taken up with the Director of Watson Library.
8. Materials borrowed from other libraries are governed by the policies of the lending library. Individual faculty members are responsible for any fines or lost book charges they may incur.

## **PART 4: ADMINISTRATIVE AND FINANCIAL POLICIES**

### **4.1 Emergency Closing Policy**

It is possible that weather conditions will be such that people will wonder if Wilmington College will have classes. The Wilmington campus will be in operation regardless of weather conditions. The reason for the maintenance of operations is because the College has many students residing on campus. Since these students only have to walk a short distance to classes, and since they will have to be fed, the campus continues to operate.

Off-campus personnel and commuting students should make reasonable attempts to get to classes. If, however, it appears that such attempts may put one's life or health in more than normal danger, it is wise to stay put. If ice, heavy snow (six inches or more), or extreme cold (-10 degrees or lower) prevail, the members of the faculty will understand if off-campus students cannot attend classes. Faculty members who decide not to make the trip to campus should call the Office of Academic Affairs as soon as they know they will not be coming, so classes can be canceled.

Early in the second semester a list of radio stations that will broadcast information on the status of College operations will be available from the Office of Public Relations.

### **4.2 Key Control Policy**

Policies regarding the issuing and use of College keys are under the Physical Plant. The policies can be found in Appendix 1.15 or on the Physical Plant site at WC@home.

### **4.3 Mail, Email and Voicemail**

Faculty members are usually assigned mailboxes in the College mailroom located in Pyle Center along with email addresses and voicemail capability. Mail pick-up facilities are also provided in the main office area at the other campuses. Usually, the Dean of Faculty will request that a post office box, email address, and voicemail be assigned to new faculty members, but a new faculty member should check with the mail room, computer services and telephone services shortly after arrival on campus to see if everything has been assigned. If not, the faculty member should inform

the Academic Affairs Office. Both external and internal mail is delivered to the mailbox and faculty members will be responsible for checking this location along with the email and voicemail periodically (at least daily during the academic year) in order to be certain that important campus communications get to them. Courier service is provided to the branch campuses as needed.

#### **4.4 Telephones**

Usually, each faculty office is equipped with a telephone for on-campus and off-campus calls. It is necessary to have a special sequence of numbers to make long-distance telephone calls. Each Academic Area has "codes" available for the use of its members. The College telephones should only be used for College-related business. This is particularly true for long-distance calls. Any misuse of the telephones could result in the loss of an extension. If a telephone malfunctions, Physical Plant should be notified immediately. Do not call the phone company.

#### **4.5 Purchase Orders and Requisitions**

The Wilmington College purchasing system is described in a manual that can be obtained from the Business Office. The essence of the system is that no purchases can be made, nor College funds committed without a requisition. The Area Coordinator (or other approved faculty member) can complete requisitions, but requisitions over \$500 must be approved by the Academic Dean/Dean of the Faculty.

#### **4.6 Travel**

All travel undertaken as part of College duties and for which College funds are to be used must be reported on the Travel Expense Report within five days of the return to campus. Receipts for all funds claimed should be submitted with the Travel Expense Report. Any cash advances secured for travel purchases must be reconciled as soon as possible after the return to campus (usually five days).

The College maintains a small automobile and van fleet for travel purposes. Whenever possible, always use College vehicles for College travel rather than using a personal vehicle. When College vehicles are not available, mileage reimbursement is at the appropriate rate currently in effect.

The College vehicles cannot be loaned for personal use. The Education Academic Area, intercollegiate athletics, and the Admissions Office have priority usage status with the vehicle pool. Employees who are on official business (official business will be interpreted where necessary by the President, the Academic Dean/Dean of the Faculty, the Deans or the Vice President of Business and Finance) may reserve a College vehicle. Vehicles used for such a trip may not be reserved for more than two consecutive days. The exception would be the Education Academic Area, Admissions Office and Athletics.

All keys for weekend usage must be picked up before 4:30 p.m. on Friday. If the person who reserved the vehicle cannot pick up the keys personally, the area secretary may pick up the keys for her/him. If you sign for a vehicle and find that you will not be using it, please call Physical Plant to cancel your reservation so that others might have the opportunity to use the vehicle. If you think that there is a mechanical problem with any of the vehicles, please inform the Physical Plant Office when you return the vehicle.

College travel does not include travel commuting to and/or from work. No vehicle should be taken home without the prior approval of your supervisor. Using College vehicles for personal trips such as lunch not as a part of College business, shopping and recreation/vacation is not appropriate. All personal usage of College vehicles must be reported by memo to the Business Office. According to IRS guidelines, personal use of an institutional vehicle is the same as receiving income and must be reported accordingly by the institution and the employee.

## 4.7 Weapons

Except as otherwise provided by law, possession of weapons (firearms, handguns, including BB guns and air-soft guns), slingshots, knives (other than utility tools), explosives (including firecrackers), other weapons, dangerous chemicals (outside of a controlled laboratory environment), or any item used in a threatening manner is not permitted on College property or in College buildings. Possession of any "look-alike" item, toy, etc. that resembles a weapon is also prohibited. Employees who knowingly violate this policy may face administrative sanction, including termination of employment.

# PART 5: STUDENT LIFE POLICIES

## 5.1 Student Handbook

Annually the College publishes a Wilmington campus Student Handbook. A copy is available online at [WC@home](mailto:WC@home) and on the [Portal](#).

## 5.2 Student Conduct Code

There is a basic oneness of humanity that says all persons have worth. It is out of respect for ourselves as a part of humanity that we at Wilmington College set forth these principles by which we expect our community to live:

1. The expectation at Wilmington College is that trustees, faculty, administrators, staff and students will treat all persons and all groups with respect.
2. Wilmington College does not condone racial or ethnic epithets, slurs or derogatory remarks or publications by any member of the College community at any College event, and public function, or any educational or institutional activity.
3. The College affirms its belief in the equality of the sexes, and its intent is to bring all policies and practices into harmony with the principle of equality.
4. We expect that all members of the Wilmington campus community who attend athletic or other campus or intercollegiate events will refrain absolutely from harassment of an ethnic or racial nature and will limit personal comments to those which can be reasonably described as good natured. We affirm our belief that sporting events should involve sportsmanlike conduct by participants and spectators alike, and we intend to work with other Colleges and groups with which we share activities, such as intercollegiate athletics, to establish similar codes of conduct.
5. Wilmington College is committed to a Student Code of Conduct that has as its primary objective the solution of problems, and that is so constituted as to minimize the reality or the appearance of conflict of interest.
6. Wilmington intends to go beyond the legal requirements of "equal opportunity" and pledges itself to seek actively members of minority groups, who are qualified for admission as students, for service as trustees and for employment as faculty, administrators and staff. Wilmington seeks to "make riches of its diversity," and to that end will sponsor and support both intercultural and integrated intramural, social, recreational, educational, cultural and service activities.

## 5.3 Records Policy

Wilmington College discloses information in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as articulated in the regulations published in the Federal Register, June 17, 1976. Basically, these regulations elevate to the status of law what has long been general policy at Wilmington College; namely, that the information in student records is privileged

information and is not to be disclosed without prior consent of the student. These regulations also give the student the legal right to have inaccuracies in the records corrected. The student has the right to a hearing in the event of a disagreement as to the accuracy of the records. A record must be maintained of all disclosures of these files to parties other than the student and designated College personnel.

Students and parents of students who are dependents as defined by the Internal Revenue Service have access to student files upon request and may request photocopies of information therein. Three photocopies may be obtained free of charge and a \$1.00 charge is assessed for each additional copy. Confidential letters of evaluation and recommendation placed in a student's record prior to January 1, 1975 are not available to students, but all such letters written after that date are available, unless the student has signed a waiver of access.

The following exceptions to the policy of "prior consent of the student" should be noted: In accordance with paragraph 36 of part 99 of the Privacy Rights of Parents and Students under the General Education Provisions Act of 1974, Wilmington College officials will disclose personally identifiable information from the education records of a student to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or other persons. Under the provisions of paragraph 34 of said part 99, the College reserves the right to disclose information from any of the education records of a student, without his/her consent, to any school in which the student seeks or intends to enroll. A photocopy of such information is available to the student (or parent of a dependent student) upon request. When a student is enrolled simultaneously at Wilmington College and some other institution, e.g., one of the colleges with which Wilmington College has a cross-registration agreement, information in the education records of the student at the two or more institutions involved may be shared by the officials of these institutions with one another without prior consent of the student.

The College maintains the following records or information on the Permanent Academic Record (transcript); the Student Personal File (Office of the Dean of Faculty); the Student Health Record; the Student Accounts Receivable Ledger; the Student Financial Aid File; the Faculty Adviser File; and the Career Center Credentials File (optional). Further information on what is normally released from the student's file, for the institutional directory, for instance, and the student's right to challenge contents in his/her file can be found in the Wilmington College Catalog. (See Records Policy, under Academic Regulations section).

## **5.4 Academic Integrity and Misconduct Policy**

(Policy is in Appendix 1.18)

Students should assume responsibility for their own work, give appropriate credit when using the work of others and protect the resources of the College for other students. The College believes it is important that students develop high ethical standards and encourage mutual trust and respect among themselves and between themselves and faculty.

While most members of the community accept the responsibility of academic integrity, inevitably some members occasionally adopt behaviors which sacrifice their personal integrity. For general guidance of the faculty here are several principles and ideas to strengthen academic integrity:

1. Before starting a test, if space allows, have students sit in alternate seats or separate the chairs in the room.
2. After a test is distributed, the instructor should remain in the room long enough to make certain that students have no questions about the test. If the instructor leaves the room, and there is no requirement that instructors do so, students should know where s/he is if questions arise.
3. If students request that an examination be proctored, the faculty member should

proctor the exam.

4. Inasmuch as possible, do not leave examinations in faculty offices on campus. Carry them home with you overnight.
5. Help students understand the concept of plagiarism within your academic field, particularly if your course involves reports and papers.

If a student reports the possibility of cheating in an examination, or the instructor during an examination or in grading examination papers has reason to believe that cheating has occurred, it is the instructor's responsibility to confront the suspected offender as soon as possible (certainly by the next class period) of coming to a firm suspicion of the offense. If the student cannot be reached in person or by telephone, the instructor should send a written notice to the student's campus mailbox (or if the student does not have a campus mailbox, to the last address on file with the College) within 72 hours of when the offense is first suspected. In any case, the instructor should talk with the student before assigning a grade for the work on which the cheating is suspected.

All faculty members should be familiar with the Academic Misconduct policy.

#### 5.4.1 Judicial Policies and Procedures

The Wilmington College Judicial System for policy violations is described in the Student Handbook.

## 5.5 Students' Rights

Student's rights are described in the Judicial Policies and Procedures section of the Student Handbook.

## 5.6 Advising Organizations

There are many student organizations at Wilmington College. Some faculty members will be asked to advise some of these organizations. To do so is considered a service to the College and is considered when tenure and promotion decisions are made. Faculty members considering this activity should be certain they are willing to devote the time to advising. To accept the responsibility and to provide inadequate supervision will, in most cases, harm rather than assist a faculty member's career at the College. Contact the Vice President for Student Affairs/Dean of Students Office if interested in advising a student group.

# PART 6: EXTERNAL RELATIONS POLICIES

## 6.1 Communication Channels

Inasmuch as possible, all communications with media (newspapers, radio, TV) should be through the Office of the Director of Public Relations. When events occur on campus that might be the focus of attention from area media, the Director of Public Relations should be notified so that s/he might be prepared if calls are received. Campus personnel, including faculty members, should channel requests for information from media to the office of the Director of Public Relations. Exceptions to this policy would be areas where communication between the media and the College is regular and predictable, such as people in athletics and the local media.

The Office of Public Relations also handles all publishing and printing that takes place on campus. A Publications Manual is available from this office that describes the type of services they render and the responsibilities on the part of the user that go with their services. Call the Office of Public Relations for a copy of the manual.

## 6.2 Publicity for Faculty Activities

If a faculty member has an activity that s/he thinks needs publicity, the Director of Public

Relations should be consulted. The Director of Public Relations will talk with the faculty member, write a draft of a story, submit it to the faculty member for review and then submit it to the appropriate media for publicity.

### **6.3 Grants Policy**

Faculty members are encouraged to develop grant proposals for a wide variety of curricular and research needs. Before undertaking the writing of a grant, however, the Academic Dean/Dean of the Faculty must be consulted so that coordination of proposals can take place. All completed proposals must have institutional approval from the President before they are submitted. If proposals will be submitted to foundations or other private sources, the faculty member must check with the Vice President for College Advancement to make certain that the granting agency (the particular foundation) fits the general philosophy of the College. The Office of College Advancement has guidelines for writing grants that should be requested by faculty prior to the development of a proposal.

### **6.4 Use of Institutional Letterhead**

The use of College stationary or any other material bearing an institutional letterhead or symbol should be restricted to official College business. It is particularly important that College letterhead not be used in any way that will indicate the College supports a group or cause that it does not in fact support. Private use of the College letterhead or symbols is likewise to be avoided at all costs.

### **6.5 Political Activity**

Wilmington College respects the right of faculty members to support any political activity that is legal. It in no way wishes to restrict the rights of faculty members in the political arena. In exercising this right, however, faculty members should take care not to suggest the College stands for or against any particular political issue. The College agrees with the AAUP principle that "College and University faculty members are citizens, and, like other citizens, should be free to engage in political activities as so far as they are able to do so consistently with their obligations as teachers and scholars. A faculty member should be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that she/he is not an institutional spokesperson". (AAUP Policy Document & Reports: 1995 Edition, p.33).

### **6.6 Fundraising**

The Vice President for College Advancement is responsible for coordinating all solicitations and all voluntary gift support for Wilmington College in all its programs. All fundraising activity must be coordinated through the Advancement Office. All gifts (cash, securities, and in-kind) must be reported to the Business office through the Advancement Office so that donors may be receipted properly.

This specifically requires:

1. Pre-approval by the Vice President for College Advancement (or his/her designee) of any grant seeking activity.
2. Pre-approval by the Vice President for College Advancement (or his/her designee) of personal solicitations for any College approved program or activity.
3. Pre-approval for any direct mail solicitation for any College approved program or activity.
4. Reporting of all outright gifts to the Advancement Office.
5. Reporting of all in-kind gifts to the Advancement Office.

## **PART 7: Sex Discrimination & Sexual Harassment Policy**

**7.1** Statement of Policy: Consistent with Wilmington College’s testimony, “I will respect the dignity of all persons,” Wilmington College (or the “College”) is committed to providing a learning, working, and living environment free of discrimination, including discrimination on the basis of sex and gender by employees, students, and third parties.

Pursuant to Title IX of the Education Amendments of 1972 (Title IX), Wilmington College prohibits discrimination based on sex (including gender identity, gender expression, and sexual orientation) in its educational, extracurricular, athletic, or other programs or activities that it operates, or in the context of admissions or employment. Specifically, Title IX provides, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Wilmington College considers sex and gender discrimination in all its forms, including sexual harassment, to be a serious offense. Consistent with Wilmington College’s commitment to compliance with Title IX, the College will promptly and equitably respond to all reports and formal complaints under this Sex Discrimination & Sexual Harassment Policy (the “Policy”) in order to end the conduct, prevent its recurrence, and address its effects on individuals and the community.

Inquiries regarding the application of this Policy may be directed to the Title IX Coordinator, the Assistant Secretary of the Office for Civil Rights of the Department of Education, or both.

**7.2** Policy Scope: This Policy applies to sexual harassment in the College’s education programs or activities—i.e., on campus or at locations or events, or under circumstances over which the College exercises substantial control over both the respondent and the context in which the sexual harassment occurs, and includes any building owned or controlled by a student organization that is officially recognized by the College. It applies to face-to-face encounters, social media, and other forms of electronic communication.

This Policy applies to allegations of sexual harassment made against any person in the United States, including any member of the College community, by a member of the College community in connection with any education program or activity, including any person participating in or attempting to participate in the College’s education programs or activities.

Any person may report sex discrimination and sexual harassment in accordance with this Policy (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment—i.e., the complainant). Any person participating in or attempting to participate in the College’s education programs or activities may file a formal complaint of sexual harassment in accordance with this Policy. This Policy applies regardless of gender or sexual orientation, as complainants and respondents—i.e., the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment—may be female, male, non-binary, straight, gay, lesbian, bisexual or transgendered students.<sup>1</sup> For example, both male and female students can be complainants of sexual harassment, and the complainant and respondent can be of the same sex.

### **7.3 Definitions**

**7.3.1** Sex Discrimination: Conduct that denies or limits an individual’s ability to benefit from or fully participate in educational programs, activities, co-curricular programs including athletics, or employment opportunities because of an individual’s sex, gender, gender identity, gender expression or sexual orientation, and discrimination based on an individual’s pregnancy.

**7.3.2** Sexual Harassment: Sexual harassment is a form of sex discrimination and means

conduct on the basis of sex that satisfies one or more of the following:

- a) An employee of the College conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct—i.e., quid pro quo sexual harassment;
- b) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity; or
- c) Sexual assault, dating violence, domestic violence, or stalking.

**7.3.3** Sexual Conduct: Examples of sexual conduct include, but are not limited to:

- a) Making sexual propositions or pressuring an individual for sexual favors;
- b) Touching of a sexual nature;
- c) Writing graffiti of a sexual nature;
- d) Displaying or distributing sexually explicit drawings, pictures, or written materials;
- e) Performing sexual gestures or touching oneself sexually in front of others;
- f) Telling sexual or dirty jokes;
- g) Spreading sexual rumors or rating other students as to sexual activity or performance; or
- h) Circulating or showing e-mails or websites of a sexual nature.

Not all physical contact is sexual in nature. Legitimate nonsexual touching or conduct generally will not be considered sexual harassment. However, it may rise to that level if it takes on sexual connotations.

Sexual harassment encompasses both unwelcome conduct of a sexual nature, as well as other forms of unwelcome conduct on the basis of sex.

**7.3.2.2** Unwelcome Conduct v. Consent: The "conditioning" or "bargain" proposed in quid pro quo harassment may be express or implied from the circumstances. The inquiry into whether sexual conduct is unwelcome does not equate to whether an individual consented to the sexual conduct. When a complainant acquiesces to unwelcome conduct to avoid potential negative consequences, such "consent" does not necessarily mean that the sexual conduct was not "unwelcome" or that quid pro quo harassment did not occur. Whether conduct is considered to be "unwelcome" is a subjective inquiry (i.e., whether the complainant viewed the conduct as unwelcome).

**7.3.2.3** Consent: For purposes of this Policy, consent is defined as the act of knowingly and willingly agreeing verbally or non-verbally to engage in sexual activity. An individual cannot consent if he/she/they

- a) Is incapacitated;
- b) Is impaired by any drug or intoxicant;
- c) Has been purposely compelled by force, including threats, intimidation, or coercion;
- d) Is unaware that the act is being committed;
- e) Is impaired because of a mental or physical condition; or
- f) Pursuant to Ohio law, is under the age of sixteen (16).

Consent must exist throughout a sexual encounter and can be withdrawn at any time.

**7.3.2.4** Incapacity: Incapacity means a state in which rational or reasonable decision-making and the ability to consent is rendered impossible because of a person's temporary or permanent physical or mental impairment including, but not limited to, physical or mental impairment resulting from drugs or alcohol, disability, sleep, unconsciousness, involuntary physical restraint, or illness.

- a) An incapacitated person cannot give consent.
- b) Sexual activity with someone who one knows or should know to be incapacitated is not consented sexual activity and, therefore, is a violation of this policy.
- c) Incapacitation may result from taking "rape drugs." A rape drug is any drug intentionally used to incapacitate another victim to assist in the execution of drug-facilitated sexual assault. Possession, use and/or distribution of any so-called "rape drug" is prohibited, and administering these drugs to another person is a violation of this policy.
- d) Being under the influence of alcohol or other drugs will not excuse behavior that violates this policy.

**7.3.2.5** Force: Force means the use of physical violence or physical imposition to gain sexual access, including the use of threat, intimidation (implied threats), or coercion to overcome a person's free will or resistance.

**7.3.2.6** Threat or intimidation: Threat or intimidation mean actual or implied declarations to inflict physical or psychological harm, to cause damage, or to commit other hostile actions to obtain sexual activity from an unwilling participant.

**7.3.2.7** Coercion: Coercion means unreasonable pressure for sexual activity from an unwilling participant.

**7.3.2.8** Severe, Pervasive, and Objectively Offensive: Elements of severity, pervasiveness, and objective offensiveness are evaluated in light of the known circumstances and depend upon the facts of each situation and are determined from the perspective of a reasonable person standing in the shoes of the complainant. Whether conduct is so severe, pervasive, and objectively offensive depends upon the surrounding circumstances, expectations, and relationships, including, but not limited to, the ages, number, disability status, and positions of authority of the individuals involved, among other factors.

**7.3.4** Sexual Assault: Sexual assault is defined under the Clery Act as an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation ("UCR").

UCR defines a forcible sex offense as a sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent, and includes the following:

**7.3.3.1** Forcible rape – the carnal knowledge of a person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her/their temporary or permanent mental or physical incapacity.

**7.3.3.2** Forcible sodomy – oral or anal sexual intercourse with another person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her/their youth or because of his/her/their temporary or permanent mental or physical incapacity.

**7.3.3.3** Sexual assault with an object – to use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her/their youth or because of his/her/their temporary or permanent mental or physical incapacity.

**7.3.3.4** Forcible fondling – the touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her/their youth or because of his/her/their temporary or permanent mental or physical incapacity.

UCR defines a nonforcible sex offense as unlawful, nonforcible sexual intercourse and includes the following:

**7.3.3.5** Incest – nonforcible sexual intercourse between two persons who are related to each other within the degrees wherein marriage is prohibited by law.

**7.3.3.6** Statutory rape – nonforcible sexual intercourse with a person who is under the statutory age of consent.

**7.3.5** Dating Violence: Dating Violence is defined under the Violence Against Women Act (“VAWA”) as:

- a) Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim/survivor; and
  - i. Where the existence of such a relationship shall be determined based on consideration of the following factors: the length of the relationship;
  - ii. the type of relationship; and
  - iii. the frequency of interaction between the persons involved in the relationship.

**7.3.6** Domestic Violence : Domestic violence is defined under VAWA as: Felony or misdemeanor crimes of violence committed:

- a) by a current or former spouse or intimate partner of the victim/survivor;
- b) by a person with whom the victim/survivor shares a child in common;
- c) by a person who is cohabitating with or has cohabitated with the victim/survivor as a spouse or intimate partner;

- d) by a person similarly situated to a spouse of the victim/survivor;
- e) by any other person against an adult or youth victim/survivor who is protected from that person's acts under the state's domestic or family violence laws.

**7.3.7** Stalking: Stalking is defined under VAWA as:

- a) Engaging in a course of conduct,
- b) Directed at a specific person,
- c) That would cause a reasonable person to
  - i. fear for his or her safety or the safety of others, or
  - ii. to suffer substantial emotional distress.

Stalking includes the concept of cyber-stalking, a particular form of stalking in which electronic media such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcome contact with another person in an unsolicited fashion.

Sexual assault, dating violence, domestic violence, or stalking are inherently serious sex-based offenses. However, stalking may not always be "on the basis of sex"—e.g., when a student stalks an athlete due to celebrity worship rather than sex. When stalking is "on the basis of sex"—e.g., when the stalker desires to date the victim—stalking constitutes sexual harassment. Stalking that does not constitute sexual harassment may still be prohibited under the College's student code of conduct.

## **7.4 Reports & Formal Complaints of Sex Discrimination and Sexual Harassment**

Individuals who have questions about Title IX or this Policy or feel that they have been discriminated against based on sex, sexually harassed, or retaliated against for their involvement in such a report or adjudication, are strongly encouraged to directly contact the Title IX Coordinator or the Alternate Title IX Coordinator.

The College's duty to respond under this Policy is triggered upon the College's actual knowledge of sexual harassment or alleged sexual harassment that occurred within its education program or activity against a person within the United States. Actual knowledge is notice of sexual harassment or allegations of sexual harassment to the College's Title IX Coordinator or any College official with authority to institute corrective measures on behalf of the College.

A formal complaint, as defined in Section 7.4.6 below, is not required to make a report of sexual harassment and initiate a response by the College, including the offering and providing of supportive measures, as defined in Section 7.4.4 below. However, only a formal complaint of sexual harassment will prompt an investigation and grievance process outlined in Section 7.5 below.

**7.4.1** Officials with Authority: An official with authority is a College official who has authority to institute corrective measures on behalf of the College.

For reports involving only students, the College has designated the following individuals as officials who have authority to institute corrective measures on behalf of the College:

- a) President
- b) Vice President of Student Affairs/Dean of Students
- c) Vice President for Academic Affairs/Dean of Faculty
- d) Vice President for Community and Business Development (where the complainant or respondent participates in the College's online programs)
- e) Senior Director of Diversity and Inclusion

For reports involving an employee, the College has designated the following individuals as officials with authority who have authority to institute corrective measures on behalf of the College:

- a) President
- b) Director of Human Resources
- c) Vice President for Academic Affairs/Dean of the Faculty
- d) Vice President for Community and Business Development (where the complainant or respondent participates in the College's online programs)

Officials with authority who receives notice of sexual harassment or allegations of sexual harassment in one of the College's education programs or activities, directly or indirectly, are required to promptly report such sexual harassment or allegations of sexual harassment to the Title IX Coordinator or Alternate Title IX Coordinator. Reporting allows complainants to receive supportive measures and helps to maintain a safe campus environment.

**7.4.2** Reporting Sex Discrimination and Sexual Harassment: Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report, including reporting to the Alternate Title IX Coordinator listed in Section 7.4.3 below. A report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.3

Officials with authority are required to promptly report incidents or allegations of sexual harassment to the College's Title IX Coordinator or Alternate Title IX Coordinator. Where an official with authority is the complainant, you are strongly encouraged to report the misconduct to the College's Title IX Coordinator or Alternate Title IX Coordinator.

Any person who is not an official with authority, including students and members of the College community, are strongly encouraged to promptly report incidents or allegations of sex discrimination and sexual harassment to the College's Title IX Coordinator or Alternate Title IX Coordinator.

**7.4.3** Title IX Coordinators: The Title IX Coordinator is the designated agent of the College with primary responsibility for receiving reports and formal complaints of sexual harassment, signing formal complaints, and generally coordinating the College's compliance with Title IX. The Title IX Coordinator's responsibilities include overseeing the College's response to reports and formal complaints of sexual harassment, including supportive measures, as well as overseeing the College's documentation and recordkeeping set forth in

Section 7.7. The Title IX coordinator provides educational materials and training on Title IX, and generally provides guidance and ensures a fair process for individuals involved in Title IX complaints. Below is the contact information for the Title IX Coordinator:

Nathan Flack  
Student Resource Center Manager  
1870 Quaker Way Pyle Center Box 1253  
Wilmington, Ohio 45177  
Tel: (937) 481-2208 (Ext. 208)  
E-mail: nathan.flack@wilmington.edu

If the Title IX Coordinator has a conflict of interest or is otherwise unable to handle the Title IX matter at issue, an alternate Title IX Coordinator will be appointed.

**7.4.4** Offering and Providing Supportive Measures: Where the Title IX Coordinator receives a report of an incident or allegation of sexual harassment from any individual, including an official with authority or complainant, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures and inform the complainant of the availability of such supportive measures with or without filing of a formal complaint. The Title IX Coordinator will also provide to the complainant a copy of this Policy and explain to the complainant their right to file a formal complaint and the process for filing a formal complaint, as outlined in Section 7.4.6 below.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the College's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the College's educational environment, or deter sexual harassment. Supportive measures may include, but are not limited to, the following:

- a) Extensions of deadlines or other course-related adjustments;
- b) Modifications of work or class schedules;
- c) Campus escort services;
- d) Mutual restrictions on contact between parties—e.g., a no-contact order;
- e) Changes in work or housing locations;
- f) Leaves of absence;
- g) Increased security and monitoring of certain areas of campus; and
- h) Other similar measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures and will consider the complainant's wishes with respect to supportive measures.

The College will maintain the confidentiality of any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the College to provide the supportive measures. To the extent an individual chooses to report an incident or allegation of sexual harassment anonymously or without disclosing the identity of the complainant and/or the respondent, the College will be unable to provide supportive measures to the complainant and/or consider whether to initiate the grievance process against a respondent in response.

**7.4.5** Emergency Removal & Administrative Leave: In addition to implementing supportive measures set forth in Section 7.4.4 above, in emergency situations that arise out of allegations of conduct that could constitute sexual harassment, the College may elect to remove the respondent from the College's education programs or activities. Removal may be made only after the College conducts an individualized safety and risk analysis and concludes that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. Removal may take place before an investigation into sexual harassment allegations concludes or where no grievance process is pending. The Title IX Coordinator may make removal decisions on behalf of the College and may periodically reassess whether an immediate threat to physical health or safety is ongoing or has dissipated such that removal is no longer warranted.

Where the College elects to remove a respondent from its education programs or activities, it will provide the respondent with notice and an opportunity to challenge the decision immediately following removal. The respondent must make any challenge to the Title IX Coordinator.

Where a respondent is a non-student employee, the College may also elect to place the respondent on administrative leave during the pendency of a grievance process under Section 7.5. The Director of Human Resources may make administrative leave decisions on behalf of the College and may periodically reassess whether administrative leave is warranted during the grievance process.

**7.4.6** Formal Complaints of Sex Discrimination and Sexual Harassment: While the College will promptly and meaningfully respond to reports of sexual harassment as outlined in Section 7.4.4 above, only a formal complaint of sexual harassment will prompt an investigation and grievance process outlined in Section 7.5.0 below.<sup>4</sup> A formal complaint is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the College investigate the allegation of sexual harassment. A document filed by a complainant is a document or electronic submission—i.e., electronic mail—that contains the complainant's physical or digital signature, or otherwise indicated that the complainant is the person filing the formal complaint.

Third parties are not permitted to file formal complaints and formal complaints cannot be filed anonymously. However, where the complainant's identity is unknown—e.g., where a third party has made a report—the grievance process may proceed if the Title IX Coordinator determines it is necessary to sign a formal complaint.<sup>6</sup> Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party. Where the Title IX Coordinator signs a formal complaint knowing that the complainant did not wish to do so, the College will respect the complainant's wishes regarding whether to participate or not in the grievance process.

Filing of a formal complaint with the Title IX Coordinator may be accomplished in person, by mail, or by electronic mail, by using the contact information of the Title IX Coordinator listed in Section 7.4.3 above.

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in an educational program or activity of the College.

**7.4.7** Confidentiality of Reports and Formal Complaints: The College will keep confidential the identity of any individual who has made a report or formal complaint of sex discrimination or sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination or sexual harassment, any respondent, and any

witness, except under the following circumstances:

- As may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99;
- As required by law; or
- To carry out the purposes of the Title IX regulations, 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

While consent from a complainant is not required, the Title IX Coordinator or alternate Title IX Coordinator will seek consent from the complainant before the Title IX Coordinator signs a formal complaint and pursues the grievance process. To the extent possible and consistent with the above exceptions, disclosure of any information relating to a formal complaint will be limited to the individuals conducting the College's investigation or resolving the complaint.

If the complainant requests confidentiality or asks that the complaint not be pursued or that the College stop the investigation process, the College will inform the complainant that its ability to respond may be limited as a result, but that it will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation. The College will also inform the complainant that Title IX prohibits retaliation and that it will take actions to prevent retaliation and take strong action against anyone who engages in retaliation, as well as the complainant's right not to participate in the grievance process.

The College must weigh requests for confidentiality and/or requests that no action be taken against the College's obligation to provide a safe, non-discriminatory environment for all members of the College community, including the complainant. The College may not be deliberately indifferent to known sexual harassment. The College will likely be unable to honor a request for confidentiality or a request that no action be taken in cases indicating pattern, predation, weapons, violence, or if a minor is involved.

There are some sources to whom students may report sexual harassment who may maintain complete confidentiality. These sources include:

- Professional Counselor. A professional counselor is an individual employed or contacted by the College who is responsible for providing mental health counseling to members of the College's community and acting within the scope of his or her license or certification. This includes professional counselors at the Wilmington College Health Center, which can be reached at 937-481-2272 (x272).
- Pastoral Counselor. A pastoral counselor is an individual associated with a religious order or denomination and recognized as someone who provides confidential counseling by such religious order or denomination. This person must function within the scope of that recognition in order to keep confidentiality.
- Doctors and Nurses. A doctor or nurse is an individual employed or contracted by the College who is responsible for providing medical health services to members of the College's community and acting within the scope of his or her license or certification. This includes doctors and nurses at the Wilmington College Health Center, which can be reached at 937-481-2217 (x217).
- Victim or Survivor Advocates. A victim or survivor advocate is an individual employed or contracted with the College's Victim Services, WeCare, including those individuals employed or contracted with the College through the Victims of Crime Act (VOCA) grant program. WeCare can be reached through its 24-

hour support line at 937-356-9778.

Nothing in this Policy prohibits or restricts the ability of either party to discuss the allegations under investigation.

## **7.5 Grievance Process for Formal Complaints of Sexual Harassment**

### **7.5.1 Equity in the Grievance Process**

The grievance process treats complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following the grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. Respondents are presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

The Title IX Coordinator, Alternate Title IX Coordinator, investigator(s), any decision-maker(s), including any Adjudicator and the Appeal Board member, and any person designated to facilitate an information resolution process may not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

### **7.5.2 Written Notice of Allegations**

Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice to known parties that includes the following:

- a) notice of this grievance process;
- b) notice of the allegations of sexual harassment with sufficient details known at the time, including,
  - i. the identities of the known parties involved in the incident,
  - ii. the conduct allegedly constituting sexual harassment, and
  - iii. the date and location of the alleged incident, if known;
- c) a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- d) notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney consistent with Section 7.5.7.2 below;
- e) notice that the parties may inspect, and review evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint consistent with Section 7.5.7.5 below;
- f) notice of any provision in the College's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process; and
- g) notice that making a good faith formal complaint that is not later substantiated does not constitute providing false or misleading information.

Written notice will be provided with sufficient time to prepare a response before any initial interview.

If, in the course of the investigation, the College decides to investigate allegations about the complainant or respondent that were not included in the written notice provided above, the Title IX Coordinator will provide written notice of the additional allegations to known parties.

### **7.5.3 Dismissal of Formal Complaint**

While the College will investigate the allegations in formal complaints of sexual harassment, it will dismiss a formal complaint where the conduct alleged:

- a) would not constitute sexual harassment, even if proved;
- b) did not occur in the College's education program or activity—i.e., locations or events, or under circumstances over which the College exercises substantial control over both the respondent and the context in which the sexual harassment occurs, including any building owned or controlled by a student organization that is officially recognized by the College; or
- c) did not occur against a person in the United States.

Such mandatory dismissal, however, does not preclude action under another provision of the College's code of conduct.

The College may dismiss a formal complaint or any allegation therein, if at any time during the investigation or hearing:

- a) a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- b) the respondent is no longer enrolled or employed by the College; or
- c) specific circumstances prevent the College from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

For example, where the identity of a complainant is not disclosed, the College may not be able to gather evidence necessary to establish the elements of sexual harassment, such as whether the alleged conduct was unwelcome or without consent. In such instances, discretionary dismissal may be appropriate.

The Title IX Coordinator will make determinations regarding dismissal and will promptly notify the parties in writing of any dismissal and the reasons, therefore.

### **7.5.4 Time Frame and Temporary Delays**

Upon receipt of a sexual harassment complaint, the College will exercise good faith to investigate and conclude the grievance process in a reasonably prompt time frame.

- a) Once a formal complaint of sexual harassment has been made, an investigation into the complaint will be conducted by the investigator(s) within sixty (60) days of the complaint being made.
- b) Consistent with Section 7.5.7.5, prior to the completion of the investigative report (see Section 7.5.7.6), the Title IX Coordinator will send to each party and the party's advisor, if any, the evidence subject to inspection and review in electronic format or hard copy, with any redactions required by the Family Educational Rights and Privacy Act ("FERPA"). The parties will have ten (10) days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report.
- c) Consistent with Section 7.5.7.6, the investigator(s) will create an investigative report that fairly summarizes relevant evidence within ninety (90) days of the complaint being made.
- d) The Title IX Coordinator will send to each party and the party's advisor, if any, a copy of the final investigative report, in electronic format or hard copy, with any redactions required by FERPA, for their review and written response within three (3) days of completing the investigative report and at least ten

(10) days prior to the hearing.

- e) A hearing before the Adjudicator will be held within one hundred and twenty (120) days of the complaint being made.
- f) The Adjudicator will issue a written determination regarding responsibility within fourteen (14) days of the hearing.

Temporary delay of the grievance process or a limited extension of time frames may be permitted for good cause. Good cause may include, but is not limited to, the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. The Title IX Coordinator will provide written notice to the complainant and the respondent of any temporary delay or limited extension and the reasons for such action.

### **7.5.5 Evidentiary Standard & Evidence**

Determinations regarding responsibility for all formal complaints of sexual harassment, whether against a student or employee, will be made using the preponderance of the evidence standard.

Parties are provided an equal opportunity to participate fully and robustly in the investigation process by gathering and presenting evidence, including fact and expert witnesses and other evidence, reviewing the evidence gathered, responding to the investigative report that summarizes relevant evidence, and asking questions of other parties and witnesses before the Adjudicator has reached a determination regarding responsibility.

However, while not a party to the proceedings, the College bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility provided that the College cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the College obtains that party's voluntary, written consent to do so.

This Policy also does not require, allow, rely upon or otherwise use questions or evidence that constitute or seek disclosure of information protected under legally recognized privilege, such as the attorney-client privilege or the doctor-patient privilege, unless the person holding such privilege waives it.

Investigator(s) must objectively and impartially gather and present any relevant evidence to the Adjudicator in an investigative report, who, in turn, must objectively and impartially evaluate relevant evidence and reach a determination regarding responsibility.

All relevant evidence discovered during this grievance process, including inculpatory and exculpatory evidence, will be evaluated on an objective basis. All credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

### **7.5.6 Consolidation of Formal Complaints**

The College may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one complainant or more than one respondent, references in this Policy to the singular "party," "complainant," or "respondent"

include the plural, as applicable.

## **7.5.7 Investigation of a Formal Complaint**

**7.5.7.1** Investigators: Following the receipt of a formal complaint of sexual harassment, the Title IX Coordinator will designate one or more investigators to conduct the investigation. Eligible investigators include faculty or staff who have been trained in this Policy and the role of an investigator. When the complaint is made against an employee, at least one of the designated investigators will be a member of the Office of Human Resources.

Investigators are responsible for objectively and impartially gathering evidence and presenting any relevant evidence to the Adjudicator in an investigative report as set forth in Section 7.5.7.6 below.

**7.5.7.2** Choice of Advisor: In any related meeting or grievance proceeding, the parties have an equal opportunity to be accompanied by the advisor of their choice, who may be, but is not required to be, an attorney. An advisor may be a member of the College community, an attorney, or another individual not affiliated with the College. During any related meeting or proceeding, however, an advisor's role is limited. Except as permitted during hearings as set forth in Section 7.5.8 below, an advisor is not permitted to engage in the grievance process on the party's behalf or participate directly in any related meeting or proceeding. An advisor may quietly consult with his or her advisee during a related meeting or proceeding in a manner that does not disrupt or interfere with the meeting or proceeding. If an advisor fails to act in accordance with these procedures, he/she/they may be asked to leave the meeting or proceeding.

**7.5.7.3** Gathering of Evidence: During the investigation, both the complainant and the respondent may present written and oral statements, names of witnesses, and other evidence to the investigators. The complainant, respondent, and witnesses may be interviewed as part of the investigation. The interviews will be supplemented by the gathering of any physical, documentary, or other evidence, as appropriate and available. Follow-up interviews will be conducted by the investigators as needed.

All parties and witnesses are expected to provide truthful information. Knowingly providing false or misleading information is a violation of the College's policy and can subject a student or employee to disciplinary action. Making a good faith report to the College that is not later substantiated does not constitute providing false or misleading information.

Any employee respondent is expected to participate and cooperate in the investigation, including submitting to any requested interview by the investigators. If an employee refuses to participate or cooperate in the investigation, that person will be subject to discipline, up to and including termination. Consistent with Section 7.4.7, the investigation may still go forward if a respondent, whether an employee or a student, refuses to participate or cooperate.

**7.5.7.4** Notice of Interviews and Hearings: The College will provide written notice of the date, time, location, participants, and purposes of all investigative interviews, hearings, or other meetings, to a party whose participation is invited or expected. Such notice will be provided with sufficient time for the party to prepare to participate.

**7.5.7.5** Inspection and Review of Evidence: All parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation

that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report set forth in Section 7.5.7.6 below, the Title IX Coordinator will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, with any redactions required by FERPA. The parties will have at least ten (10) days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report.

The College shall make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

**7.5.7.6** Investigative Report: The investigator(s) will create an investigative report that fairly summarizes relevant evidence. Within three (3) days of the completion of the final investigative report and at least ten (10) days prior to the hearing or other time of determination regarding responsibility, the Title IX Coordinator will send to each party and the party's advisor, if any, the final investigative report in electronic format or hard copy, with any redactions required by FERPA, for their review and written response.

The final investigative report will include all the written responses provided by the parties involved, with any redactions required by FERPA.

## **7.5.8 Decision Making of Formal Complaints**

**7.5.8.1** Adjudicator: Prior to the finalization of the investigative report, the Title IX Coordinator will designate a third-party decision-maker trained in this Policy ("Adjudicator") to conduct the live hearing and make a determination regarding responsibility.

The Title IX Coordinator shall provide the investigative report to the Adjudicator. The Adjudicator is responsible for reviewing the investigative report, conducting the live hearings set forth in Section 7.5.8.2, making a determination regarding responsibility, and determining remedies and sanctions. In reaching a determination, the Adjudicator will apply the preponderance of the evidence standard as set forth in Section 7.5.5. The Adjudicator will determine, based on the complete record and applying a preponderance of the evidence standard, whether or not the evidence is sufficient to support a conclusion that the conduct occurred and that there was a violation of this Policy. Following the close of the hearing, if the Adjudicator determines that there was a violation, the Adjudicator will also determine the appropriate remedies and sanctions that should be imposed consistent with Section

7.5.12. In doing so, the Adjudicator may consult with the Title IX Coordinator to obtain information about College precedent for such remedies and sanctions.

**7.5.8.2** Live Hearing: Consistent with Section 7.5.4, a live hearing before the Adjudicator will be held within one hundred and twenty (120) days of the formal complaint being made.

The reporting party and the accused are entitled to the same opportunities to have others present during the hearing, including the opportunity to be accompanied by an advisor pursuant to Section 7.5.7.2.

**7.5.8.3** Cross Examination: Both parties have an equal opportunity to cross examine the other party and any witnesses—i.e., to ask relevant questions and follow-up questions, including those challenging credibility—through his/her/their advisor. Cross examination must be conducted directly, orally, and in real time by the party’s advisor. A party may never personally cross examine another party or witnesses. If a party does not have an advisor present at the live hearing, the College will provide an advisor of the College’s choice, who may or may not be an attorney, without fee or charge, to conduct cross examination on behalf of the party.

Only relevant cross examination and other questions may be asked of a party or witness. As such, before a party or witness answers a cross examination or other question, the Adjudicator must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

Where a party or witness does not submit to cross examination at the live hearing, the Adjudicator must not rely on any statement of that party or witness in reaching a determination regarding responsibility. However, the Adjudicator cannot draw an inference about the determination regarding responsibility based solely on a party’s or witness’s absence from the live hearing or refusal to answer cross examination or other questions.

Cross-examination that may reveal faulty memory, mistaken beliefs, or inaccurate facts about allegations does not mean that the party answering questions is necessarily lying or making intentionally false statements. The degree to which any inaccuracy, inconsistency, or implausibility in a narrative provided by a party or witness should affect a determination regarding responsibility is a matter to be decided by the Adjudicator, after having the opportunity to ask questions of parties and witnesses, and to observe how parties and witnesses answer the questions posed by the other party.

**7.5.8.4** Virtual and Remote Hearings: Live hearings may be conducted with all parties physically present in the same geographic location or, at the College’s discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.

At the request of either party, the College will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the Adjudicator and parties to simultaneously see and hear the party or the witness answering questions.

**7.5.8.5** Record of Hearing: All live hearings, whether they occur in person or virtually, will be recorded via audio or audiovisual recording or transcribed. The record shall be the property of the College. Such recording or transcript will be made available to the parties for inspection and review.

## **7.5.9 Informal Resolution**

**7.5.9.1** Use of Informal Resolution: Where a formal complaint is filed, and at any time prior to reaching a determination regarding responsibility, the College may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. An informal resolution process may not be utilized unless:

- a) The parties are provided written notice that discloses the following:
  - the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and
  - any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- b) The parties provide voluntary, written consent to the informal resolution process.

An informal resolution process may not be utilized to resolve allegations that an employee sexually harassed a student.

**7.5.9.2** Informal Resolution Process: Where an informal resolution process may be utilized in accordance with Section 7.5.9.1 above, such process will be overseen by The Title IX Coordinator or Alternate Title IX Coordinator. The complainant and respondent have the right to an advisor as set forth in Section 7.5.7.2 above.

At any time prior to agreeing to a resolution under this process, any party may withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. In addition, any party can resume the grievance process where the party is dissatisfied with a proposed informal resolution.

As described in Section 7.4.7 above, the College may elect to pursue a formal resolution process even if the complainant does not wish to pursue a formal resolution.

## **7.5.10 Determination Regarding Responsibility**

**7.5.10.1** Written Determination Regarding Responsibility: The Adjudicator must issue a written determination regarding responsibility to be provided simultaneously to the parties that must include the following:

- a) Identification of the allegations potentially constituting sexual harassment;
- b) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- c) Findings of fact supporting the determination;
- d) Conclusions regarding the application of the College's code of conduct to the facts;
- e) A statement of and rationale for the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions to be imposed on the respondent, and whether remedies

designed to restore or preserve equal access to the College's education program or activity will be provided to the complainant; and

- f) The College's procedures and permissible bases for the complainant and respondent to appeal.

The Title IX Coordinator is responsible for effective implementation of any remedies herein.

The Adjudicator will issue the written determination regarding responsibility, which will be provided simultaneously to the parties by the Title IX Coordinator within fourteen (14) days of the hearing. The complainant will be informed of any specific sanctions imposed on respondent directly relating to the complainant in a manner consistent with the requirements of FERPA. The determination regarding responsibility becomes final either on the date that the College provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

### **7.5.11 Appeal to the Appeal Board**

Either the complainant or the respondent may appeal any determination and/or sanction of the Adjudicator or any dismissal of a formal complaint or any allegations therein to the Appeal Board on any of the following bases:

- a) Procedural irregularity that affected the outcome of the matter;
- b) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- c) The Title IX Coordinator, Alternate Title IX Coordinator, investigator(s), or the decision-maker, including the Adjudicator, had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

**7.5.11.1** Appeal Board: Upon receipt of a written request for appeal under Section 7.5.11.2, the Title IX Coordinator will designate an Appeal Board to conduct an appeal. The Appeal Board shall include three (3) members comprised of faculty and administration/support staff, all of whom have received training on this Policy. The Appeal Board may not include the investigator(s), the Title IX Coordinator, or the Adjudicator involved in the grievance process at issue.

The Appeal Board is responsible for reviewing the complete record of the investigation, the live hearing, and the determination of the Adjudicator.

**7.5.11.2** Filing the Appeal: The appeal must be made in writing to the Title IX Coordinator within ten (10) days from when the party receives the written decision of the Adjudicator, including the day on which the party receives the written decision. The written appeal must include the bases for the appeal, as set forth in Section 7.5.11 above, and all relevant information and arguments in support. The Title IX Coordinator will promptly notify the other party in writing when an appeal is filed.

If an appeal is not filed within this time frame, the right to appeal is waived and the determination and/or sanction of the Adjudicator or any dismissal of a formal complaint or any allegations therein becomes final.

**7.5.11.3** Review and Approval of Appeal: The Appeal Board will review the written appeal for scope and determine permissibility of the appeal, which will be limited to the bases set forth in Section 7.5.11 above, and notify the parties regarding whether the appeal is permitted or denied within ten (10) days of the written appeal.

**7.5.11.4** Appeal Procedure: Upon notification that an appeal is permitted, the appellee will be provided with the written appeal and shall have ten (10) days, including the date of receipt, to respond in writing to the statement of the appellant.

The Appeal Board will determine the merit of the appeal, based on its review of the complete record and applying a preponderance of the evidence standard. Such determination shall be made by a majority vote of the Appeal Board. The Appeal Board may affirm, reverse, or modify the determination and/or sanction of the Adjudicator, or remand the matter for further investigation and/or analysis. If the matter is remanded, the process will repeat, generally beginning at the appropriate stage of the investigation or grievance process as indicated by the Appeal Board's remand.

The written decision of the Appeal Board describing the result of the appeal and the rationale for the result will be sent simultaneously to both parties, typically within five (5) days following the Appeal Board's determination and no more than thirty (30) days after approval of the written appeal under Section 7.5.11.3. The complainant will be informed of any specific sanctions imposed on respondent directly relating to the complainant in a manner consistent with the requirements of FERPA.

## **7.5.12 Remedies and Disciplinary Sanctions**

This grievance process treats complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a grievance process prior to the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

The College is committed to taking action to eliminate all sex discrimination and sexual harassment. Where a determination of responsibility for sexual harassment has been made against the respondent, remedies are designed to restore or preserve equal access to the College's education programs or activities, to stop the conduct, prevent its recurrence, and address its effects. Such remedies may include the same individualized services that constitute supportive measures in Section 7.4.4 above but may also be disciplinary or punitive and need not avoid burdening the respondent. To that end, when determining the appropriate remedies or sanctions to be imposed, consideration shall be given to the principle that the sanctions should be proportionate to the offense and seek to provide a remedy to the complainant and to prevent recurrence of the offense for the protection of the campus community. Any student or employee determined to be responsible for violation of this Policy should expect the imposition of remedies and/or sanctions.

Remedies and sanctions for students may include any of those set forth in the Student Handbook and Student Code of Conduct, including modification of living arrangements, dismissal, suspension, reporting to the local police, and other remedies and sanctions determined by the College to be appropriate.

Remedies and sanctions for employees may include any of those set forth in the Faculty Handbook or Staff Handbook, including termination, suspension, removal from

campus, cancellation of contract, written reprimand, oral reprimand, and other remedies and sanctions determined by the College to be appropriate.

## **7.6 Retaliation**

The College strictly prohibits retaliation—i.e., intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX, its regulations, or this Policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for Code of Conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its regulations, or this Policy, constitutes retaliation.

Retaliation does not include the exercise of First Amendment rights or a code of conduct violation charge for making a materially false statement in bad faith in the course of a grievance proceeding. Any person who violates this policy will be subject to discipline, up to and including termination if they are an employee, and/or dismissal if they are a student.

## **7.7 Documentation and Recordkeeping**

Where the Title IX Coordinator receives a report of an incident or allegation of sexual harassment or a formal complaint is filed, the College will create records of any actions, including any supportive measures, taken in response to a report or formal complaint. In each instance, the College will document the basis for its conclusion that its response was not deliberately indifferent and document that it has taken measures designed to restore or preserve equal access to the College's education program or activity. Deliberate indifference occurs only where a response to sexual harassment is clearly unreasonable in light of the known circumstances. Where supportive measures are not provided to a complainant, the College will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The foregoing documentation, as well as the following, will be maintained by the College for a period of seven years:

- a) Each sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript;
- b) Any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the College's education program or activity;
- c) Any appeal and the result therefrom;
- d) Any informal resolution and the result therefrom; and
- e) All materials used to train Title IX Coordinators, investigators, decision-makers, including Adjudicators and Appeal Board members, and any person who facilitates an informal resolution process. The College will make these training materials publicly available on its website.

## **7.8 Education and Training**

Wilmington College is committed to taking steps to prevent discrimination based on sex, including all forms of sex discrimination and sexual harassment, and to address its impact upon any victims. Efforts to address these issues are made by a variety of programs, departments and services available on campus. For example, the College provides new student orientation and employee training programs addressing topics such as (1) the provisions of this Policy; safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or

intervene when there is a risk of sexual harassment; and (3) information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks. The College also provides education on these topics on an ongoing basis for students and faculty.

Title IX Coordinators, investigators, any person who facilitates an informal resolution process, Adjudicators, and Appeal Board members will receive training on this Policy and the proper handling of cases of sexual harassment, including, but not limited to the following:

- a) the definition of sexual harassment,
- b) the scope of the College's education programs and activities,
- c) how to conduct an investigation and grievance process, including hearings, appeals, and informal resolution processes, and
- d) how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Adjudicators will also receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in Section 7.5.8.1 above.

Investigators and Adjudicators will also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth Section 7.5.7.6 above, and make relevancy determinations during live hearings, as set forth in Section 7.5.8.3 above.

Training materials will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

## **7.9 Guidance on Taking Immediate Action in Cases of Sexual Harassment**

In the event that a sex offense (including sexual assault or stalking) has occurred, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. (The decision to press charges does not have to be made at this time. However, following these procedures will help preserve this option for the future and will help in obtaining a protective order, if necessary.) Victims/survivors should not bathe, urinate, douche, brush teeth, or drink liquids. Clothes should not be changed, but if they are bringing all original clothing to the hospital in a paper bag. (Plastic bags damage evidence.)

When necessary seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

In addition to the above College resources, there are also independent resources available to victims of sexual assault. The Alternatives to Violence Center serves any person who is a survivor of sexual assault, including providing court advocacy, counseling, support groups, temporary shelter, education, and a 24-hour crisis line. The Center is located at 94 N South St, 3rd Floor Suite D, Wilmington, OH 45177. The telephone number for the Center is (937) 383-3285 and the crisis line number is (888) 816-1146.

Though the College will undertake its own investigation of any report of sexual harassment, you may also: (1) notify law enforcement authorities, including the Wilmington Police Department; (2) be assisted by campus authorities in notifying law enforcement; or (3) decline to notify such authorities.

## **7.10 Additional Resources**

**7.10.1** College Resources: As listed in Section 7.10 above, students (including the reporting party or accused) may contact the Title IX Coordinator for information on the College's process for responding to reports and formal complaints of sexual harassment and

for assistance through that process. In addition, students may contact the following, all of whom have been trained on the College's sex discrimination policies and procedures and who are available 24 hours per day. The following College resources may be able to provide assistance, but do not necessarily constitute officials with authority under this Policy:

Wilmington College Counseling Center Tel: (937) 481-2272  
Email: kazi\_mcdowell@wilmington.edu

Housing and Professional Staff 1870 Quaker Way Pyle Center Box 1226  
Wilmington, OH 45177  
Business Hours Tel: (937) 481-2369  
After Hours Tel: (937) 283-5158 E-mail: housing@wilmington.edu

Campus Safety  
1870 Quaker Way  
Pyle Center Box 2029 Wilmington, OH 45177  
Tel: (937) 382-0100  
E-mail: campussafety@wilmington.edu

**7.10.2** Local Law Enforcement: The city of Wilmington, Ohio is served by two local law enforcement agencies: the Wilmington Police Department and the Clinton County Sheriff's Office.

Wilmington Police Department  
69 North South Street  
Wilmington, OH 45177  
Tel: (937) 382-3833

Clinton County Sheriff's Office  
1645 Davids Drive  
Wilmington, OH 45177  
Tel: (937) 382-1611  
Hours: 8:00 am – 4:00 pm

## **7.11 Options Outside the College For Resolution of Discrimination Based on Sex**

Students may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education, or with the State Department of Fair Employment and Housing. Contact the campus Title IX Coordinator or the U.S. Department of Education, Office for Civil Rights for current information. The Office for Civil Rights is not a party to the College's internal grievance process and a complaint may be filed with the Office of Civil Rights at any time.

Staff and faculty may file complaints under Title IX under certain conditions, as outlined above; under Title VII, with the Equal Employment Opportunity Commission; or with the State Department of Fair Employment and Housing.

The time limits for filing complaints with State or Federal agencies vary. Contact the relevant State or Federal agency for further information.

## **7.12 Accommodations for Disabilities**

The Office of Disability Services works with students and faculty to ensure that a disability will not be a barrier to equal opportunity and access to educational programs and services. If a

reporting party, accused, or witness needs an accommodation for a disability in order to participate in the investigation and/or grievance procedure, he/she/they should make the request for an accommodation to the Academic Services Director, whose contact information is below:

Disability Services Director  
Robinson Communication Center 111  
(937) 481-2444 (Ext. 444)

The Disability Services Handbook provides additional information about policies, procedures, and resources available at Wilmington College for students with disabilities.

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Endnotes:

<sup>1</sup> The terms complainant and respondent apply where a report has been made or formal complaint filed and include situations in which a parent or guardian has the legal right to act on behalf of the individual.

<sup>2</sup> See Ohio Revised Code 2919.25 and Ohio Revised Code 3113.31 for the state law definition of Domestic Violence.

<sup>3</sup> For students, reports and complaints of sex discrimination that do not constitute sexual harassment under this Policy will follow the grievance procedure contained in the Student Code of Conduct in the Student Handbook. For faculty, reports and complaints of sex discrimination that do not constitute sexual harassment under this Policy will follow the procedure for grievances contained in the Faculty Handbook. For staff, reports and complaints of sex discrimination that do not constitute sexual harassment under this Policy will follow the procedure for grievances contained in the Administrative and Support Staff Handbook.

<sup>4</sup> For students, reports and complaints of sex discrimination that do not constitute sexual harassment under this Policy will follow the grievance procedure contained in the Student Code of Conduct in the Student Handbook. For faculty, reports and complaints of sex discrimination that do not constitute sexual harassment under this Policy will follow the procedure for grievances contained in the Faculty Handbook. For staff, reports and complaints of sex discrimination that do not constitute sexual harassment under this Policy will follow the procedure for grievances contained in the Administrative and Support Staff Handbook.

<sup>5</sup> Parents or legal guardians may also act on behalf of a complainant, respondent, or other party, including with respect to filing formal complaints.

<sup>6</sup> The Title IX Coordinator may sign a formal complaint and a formal complaint may proceed without the consent of the complainant in order to initiate an investigation and adjudication of sexual harassment in order to protect the College community or otherwise avoid being deliberately indifferent to known sexual harassment.

<sup>7</sup> A determination regarding responsibility alone is not sufficient to conclude that any party made a materially false statement in bad faith.

## Appendix 1.1: Faculty Governance Document

### Faculty Meeting Purpose

Responsibility of the faculty for participation in the governance of the College is mentioned in Sections 1.5 and 2.9 of the Faculty Handbook. A specific responsibility for participation in "faculty meetings" is mentioned in Section 2.5.2. In order to provide for regular participation of the faculty in campus governance, the Faculty Meeting has been established.

### Powers of the Faculty

The powers of the faculty in campus governance are those outlined in the AAUP Policy Documents and Reports (1995 edition, page 183) summarized in its statement on Government of Colleges and Universities, Part V:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the President should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the President or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to the realization of faculty advice."

### Membership Members

Members of the Faculty Meeting are all full-time teaching and part-time faculty who teach at least half time. Responsibilities of members include attending meetings, being part of decisions found through the consensus process, serving on committees, and serving as officers when elected.

### Friends of the Faculty

Friends of the Faculty are other full-time College employees, the Director of Watson Library, Academic Deans, Academic Dean/Dean of the Faculty, Vice President for External Programs, President, the Director of Computer Services, Coordinator of User Services, Director Public Relations, Vice President for Enrollment Management, Vice President for Student Affairs/Dean of Students, Vice President of Business and Finance, Vice President for College Advancement, Registrar, Vice President for Athletic Administration, The Director and the Assistant Director of the Student Resource Center, the Director of Institutional Effectiveness, the Director of Human Resources, Campus Minister, Directors/Coordinators of the off-campus branches, and any two students designated annually by the President of the Student Government Association.

Friends of the faculty attend meetings in an informational and advisory capacity and participate fully in discussion.

At the discretion of the Faculty Conveners, when there are issues that are of primary importance to teaching faculty, meetings may be limited to members only. Attendance is not taken, and minutes are not recorded at these meetings. These are designated as restricted discussion meetings. See "Meetings and Agendas" in this Faculty Governance Document for meetings definitions.

### Method of Governance

Decisions are found by means of the consensus process (see Appendix 1.6 of the Faculty Handbook). It is

the responsibility of members of the Faculty Meeting to understand this process.

#### Officers, Terms and Nomination Process

Officers of the Faculty Meeting are three co-conveners, collectively referred to as Faculty Conveners, elected to specific offices during the spring semester.

The PRESIDING CLERK serves a two-year term, the first year as Assistant Presiding Clerk and the second as Presiding Clerk. This officer clerks meetings according to the principles of consensus governance, provides leadership and direction for the faculty, and, as directed by the faculty, serves as their spokesperson.

The ASSISTANT PRESIDING CLERK serves a two-year term staggered with that of the Presiding Clerk so that as the Presiding Clerk goes out of office the Assistant Presiding Clerk becomes the Presiding Clerk for his/her second year in office, and a new Assistant Presiding Clerk is elected. The Assistant Presiding Clerk aids the Presiding Clerk in the activities of faculty governance and assumes the duties of Presiding Clerk in the Presiding Clerk's absence.

The RECORDING CLERK serves a one-year term; a new Recording Clerk is elected annually. The Recording Clerk is responsible for writing and distributing to all Faculty Meeting members and all Friends of the Faculty minutes of faculty meetings including a record of members in attendance. The Recording Clerk also issues notice of business meetings (at least seven days advance) and discussion meetings (at least three days in advance) to all members and Friends of the Faculty.

TERM OF OFFICE: The duly elected officers shall begin duties on the Monday following commencement. During the summer, the Past Presiding Clerk may also be asked to meet with the newly elected officers.

Nominations for officers, and for the tenured member(s) of the Tenure, Promotion and Review Committee shall be accepted by the Nominating Committee (comprised of the Presiding Clerk, the Assistant Presiding Clerk and the Past Presiding Clerk), in the spring semester. The Nominating Committee will accept nominations for a limited period of time and determine the willingness of all nominees to serve (in writing), taking care to assure breadth of representation. On the nomination request form the nominating committee shall indicate the names of the continuing members of the Tenure, Promotion and Review Committee and their Academic Areas, reminding faculty that no more than one person from an Academic Area can serve concurrently on the Tenure, Promotion and Review Committee. The number of open positions for tenured numbers on the Tenure, Promotion and Review Committee shall also be indicated:

The Nominating Committee may not delete any eligible nominee from the list who agrees to run (in writing) except for faculty in the following situations. A faculty member may not serve concurrently on the Tenure, Promotion and Review Committee and the Grievance Committee. A faculty member may not serve concurrently both as a Faculty Convener and as a member of the Grievance Committee. A faculty member may not serve concurrently both as a Faculty Convener and as a member of the Tenure, Promotion and Review Committee. If there are five or fewer academic units (e.g., areas) reporting to the Academic Dean/Dean of the Faculty, a faculty member may not serve as both an Area Coordinator and a Faculty Convener. No more than two members of the same area may serve concurrently on the Tenure, Promotion and Review Committee.

A faculty member nominated for two or three positions (Assistant Presiding Clerk, Recording Clerk, and tenured Tenure, Promotion and Review Committee) may only run for one.

Ballots for candidates for the position of Assistant Presiding Clerk, Recording Clerk, and the tenured positions for the Tenure, Promotion and Review Committee will be presented to the faculty by the Nominating Committee no later than March 1st.

Ballots will be sent to members of the Faculty Meeting either by campus mail or by U.S. Postal Service. Elections for the Assistant Presiding Clerk and the Recording Clerk will be decided by a clear majority of these votes. If in the election for Assistant Presiding Clerk and Recording Clerk no individual receives a majority of votes cast, a runoff election will be held between the two candidates with the highest votes. In the election of members of the Grievance Committee and the Tenure, Promotion and Review Committee, those receiving highest vote counts will be elected to those position(s).

After elections for Assistant Presiding Clerk and the Recording Clerk and the tenured members of the Tenure, Promotion and Review Committee are complete, the nominating committee will solicit nominations for the non-tenured positions on the Tenure, Promotion and Review Committee and the Grievance Committee. On the nominating request form, the nominating committee shall indicate the names of the continuing members of the Committee or Faculty and the just-elected members of the Tenure, Promotion and Review Committee (and their areas) reminding faculty that no more than two persons from an area can serve concurrently on the Tenure, Promotion and Review Committee. On the nominating request form, the nominating committee shall also indicate the names of the continuing members of the Grievance Committee (so faculty will not nominate them) and indicate the number of open positions on the Grievance Committee (it will be at least three and could be higher). A faculty member nominated for both non-tenured Tenure, Promotion and Review Committee and Grievance Committee may not run for both.

Faculty appointments to the Program Review Committee are to be made by election. NOTE: No more than one member from an area may be elected. Clerks of Academic Policies and Assessment serve as Ad Hoc members, elected faculty may not be members of either APC or Assessment Committee. The clerk would be selected by members of the Program Review Committee. No students would be appointed to this committee.

#### Meetings and Agendas

Meetings are of two types:

All policy decisions are made at BUSINESS MEETINGS which are held as needed. The Faculty Conveners will notify faculty members in writing of the dates and agendas of business meetings as soon as possible and no later than one week prior to the meetings. In determining the sense of the meeting on particular items of business, the Faculty Conveners will determine if it is appropriate to take final action at that meeting or to wait until a later meeting for final action.

DISCUSSION MEETINGS are scheduled by the Faculty Conveners to discuss policy issues and other faculty concerns. Policy issues will not receive action at discussion meetings but may later be placed on the agenda of business meetings.

Discussion meetings are of two types:

1. Those of common interest to and attended by all Faculty Meeting members and Friends of the Faculty.
2. Those on sensitive topics which are of primary concern to teaching faculty. Attendance at such discussions, at the specific request of the Faculty Conveners, will be restricted to members of the Faculty Meeting.

Concerns expressed in restricted discussion meetings are handled as follows: the members of the Faculty Meeting either request that the Faculty Conveners place matters they have agreed upon on business meeting agendas, or they authorize the Faculty Conveners to relay faculty concerns to the administration at meetings of the Faculty Council, President's Council, or another option that is agreed upon. If concerns are taken to the Faculty Council, the Faculty Conveners report the administration's response back to the faculty.

- a. Agendas for both types of meetings are set by the Faculty Conveners; those for business meetings are normally set in consultation with the Academic Dean/Dean of the Faculty. Agenda items may be brought to the Faculty Conveners from both committees and individual members of the campus community, or they may be originated by the Faculty Conveners themselves.
- b. The Faculty Conveners will act on behalf of the full faculty between the end of the spring semester and the beginning of the fall semester. They will consult with individual faculty members as required in reaching decisions. When a matter warrants consideration by the Faculty Meeting, such as Faculty Handbook changes as outlined in Section 1.7, and cannot be postponed until fall, a faculty meeting will be called. After bona fide attempts have been made to establish a quorum and to reach consensus of the Faculty Meeting on a newly pressing matter, the faculty conveners may make a decision on behalf of the faculty for such matters.

Procedure for Changing the Faculty Governance Structure  
(See section 1.7)

## Appendix 1.2: Administrative Committees

### ACADEMIC COUNCIL

Accountable to: Vice President of Academic Affairs/Dean of the Faculty

#### Membership and Tenure

|  |             |
|--|-------------|
| Vice President of Academic Affairs/Dean of the Faculty | (permanent) |
| Area Coordinators                                      | (permanent) |

Ad hoc members: Associate Vice President of Academic Affairs, Registrar, Director of Watson Library

Method of Assignment: By virtue of office

Presiding Clerk: VPAA/Dean of the Faculty

Functions: This committee reviews and coordinates academic activities at all campuses, provides advice to the Vice President of Academic Affairs/Dean of the Faculty, sets goals, reviews programs, and promotes and maintains harmony throughout the College in its several constituencies. Academic Council reviews and coordinates activities within the academic sphere and assists in interpreting academic processes and procedures. Communication of Academic Council's activities is essential to constituents served by members of the committee.

### THE PRESIDENT'S COUNCIL

Accountable to: President

#### Membership and Tenure

|  |             |
|--|-------------|
| President  | (permanent) |
| Vice President for College Advancement                 | (permanent) |
| Vice President for Business and Finance                | (permanent) |
| Vice President of Academic Affairs/Dean of the Faculty | (permanent) |
| Vice President for Student Affairs/Dean of Students    | (permanent) |
| Vice President for Marketing and Enrollment Management | (permanent) |
| Vice President for Community and Business Development  | (permanent) |
| Vice President for Information Technology & Operations | (permanent) |
| Chief of Staff   | (permanent) |

Method of Assignment: By virtue of office Presiding Clerk: President

Functions: The President's Council is essentially the President's staff meeting. The Council functions primarily as a liaison among the administrative team.

## Appendix 1.3: Institutional Committees

### General Standards and Procedures for the Functioning of the Committee System

- A. Faculty appointments to committees are made by the Faculty Conveners and the Academic Dean/Dean of the Faculty acting as a "committee of committees" with the approval of the faculty.
- B. Presiding clerks of faculty committees are appointed by the Faculty Conveners and the Academic Dean/Dean of the Faculty with the approval of the faculty. Faculty members are responsible for reporting to the Faculty Meeting and Faculty Conveners.
- C. Representatives (other than faculty) from the branch campus programs, if called for on committees, are appointed by the Vice President for External Programs.
- D. Student representatives to committees are appointed by the Vice President for Student Affairs/Dean of Students.
- E. The administrative and support staff members, unless elected, are appointed by the President.

### INSTITUTIONAL ANIMAL RESEARCH AND CARE COMMITTEE

Accountable to: Vice President for Academic Affairs /Dean of the Faculty

Minutes set to: Academic Dean/Dean of the Faculty

#### Membership and Tenure

|   |                              |
|---|------------------------------|
| Vice President for Academic Affairs/Dean of the Faculty | (permanent)                  |
| Three faculty members                                   | (three-year terms staggered) |

Method of Assignment: By virtue of office, appointed for faculty

Presiding Clerk: Academic Dean/Dean of the Faculty

Functions: Wilmington College policies related to Institutional Review for Animal Care and Research are found in Appendix 1.25 of the Faculty Handbook. These policies form the operating document for this committee.

### INSTITUTIONAL REVIEW BOARD

Accountable to: Vice President for Academic Affairs/Dean of the Faculty

Minutes sent to: Vice President for Academic Affairs/Dean of the Faculty

#### Membership and Tenure

|   |                 |
|---|-----------------|
| Vice President for Academic Affairs/Dean of the Faculty | (permanent)     |
| Two faculty members                                     | (permanent)     |
| One member of the Student Services staff                | (two-year term) |
| Community member (e.g., teacher or physician)           | (two-year term) |

Method of Assignment: By virtue of office, appointed for faculty

Presiding Clerk: Academic Dean/Dean of the Faculty

Functions: Wilmington College policies related to Institutional Review for Research with Human Subjects are found in Appendix 1.13 of the Faculty Handbook. These policies form the operating document for this committee.

#### WESTHEIMER PEACE SYMPOSIUM COMMITTEE

Accountable to: Vice President for Academic Affairs/Dean of the Faculty

Minutes sent to: President and placed on wc@home within one week of approval of minutes

##### Membership and Tenure

|  |                  |
|--|------------------|
| Associate Vice President of Academic Affairs | (permanent)      |
| Curator Quaker Heritage Center               | (permanent)      |
| Two faculty members                          | (two-year terms) |
| Director of Peace Resource Center            | (permanent)      |
| Two students                                 | (one-year terms) |

Ad hoc members include Director of Public Relations, Director of Multicultural Affairs

Method of Assignment: By virtue of office for the administrative and support staff, appointed for the faculty members and appointed for the students.

Presiding Clerk: Curator, Quaker Heritage Center.

Functions: Plans the themes and speakers for the annual Westheimer Peace Symposium including coordination and evaluation.

Remarks: In its planning, the committee will keep in mind the mission and goals of the College and will endeavor to correlate themes and speakers with such academic programs as the Global Issues seminars.

#### JUDICIAL BOARD AND APPELLATE BOARD

Accountable to: Vice President for Student Affairs/Dean of Students

##### Membership and Tenure

|   |  |
|---|--|
| Eight faculty   | (two-year terms staggered – replace four/four) |
| Three administrative staff members  | (one-year terms)                               |
| Twelve students (reappointment may occur)   | (one-year terms)                               |
| Judicial advisor (appointed by the Vice President for Student Affairs/Dean of Students or the Academic Dean/Dean of the Faculty for a particular case, depending on the type of case) |  |

Method of Assignment: Appointed for the administrative staff, appointed for the faculty members, and appointed for the students.

Presiding Clerk: The Judicial advisor for Judicial Board hearings; Vice President for Student Affairs/Dean of Students for Appellate Board Hearings.

##### Functions:

Judicial Board--To conduct hearings on cases presented to it, make a determination of whether the Student Code of Conduct has been violated and prescribe a sanction. (See the Student Handbook for details.)

Appellate Board—to consider appeals of decisions made by the Judicial Board and upholds or denies them. (See Student Handbook for further details.)

#### LIBRARY INFORMATION AND TECHNOLOGY COMMITTEE

Accountable to: Faculty Meeting and Vice President for Academic Affairs/Dean of the Faculty

Minutes sent to: Faculty Conveners, Vice President for Academic Affairs/Dean of the Faculty, and placed on wc@home within one week of meeting

##### Membership and Tenure

|                               |                            |
|-------------------------------|----------------------------|
| Two faculty members           | (two-year terms staggered) |
| Director of Watson Library    | (permanent)                |
| Director of Computer Services | (permanent)                |
| Two students                  | (one-year term)            |

Method of Assignment: By virtue of office for the administrative staff, appointed for the faculty members and appointed for the students.

Presiding Clerk: Director of Watson Library

Functions: Evaluate and recommend library, computing, and technology needs for academic instruction, research, and student learning. Develop and maintain excellent communication between Computer Services, Watson Library, faculty and other academic areas.

#### SAFETY AND EMERGENCY RESPONSE COMMITTEE

Accountable to: Vice President for Business and Finance

Minutes sent to: Vice President for Business and Finance and placed on wc@home within one week of approval of minutes

##### Membership and Tenure

|   |                 |
|---|-----------------|
| Vice President for Business and Finance   | (permanent)     |
| Vice President for Student Affairs/Dean of Students/Dean of Faculty             | (permanent)     |
| Director of Physical Plant  | (permanent)     |
| Campus Safety Lead Officer  | (permanent)     |
| Director of Public Relations  | (permanent)     |
| Assistant Dean for Housing  | (permanent)     |
| One faculty member  | (one-year term) |
| One student   | (one-year term) |
| Ad hoc members include the College Nurse and/or a representative from Athletics |                 |

Method of Assignment: By virtue of office for the administrative and support staff, appointed for the faculty members, and appointed for the students.

Presiding Clerk: Vice President for Business and Finance

Functions: This committee has the broad responsibility of planning, implementing, and yearly review of procedures and practices necessary to provide the Wilmington College community a safe and secure environment, including policy for emergency responses and campus safety activities and issues.

## STAFF COUNCIL

Accountable to: President

Minutes sent to: Placed on wc@home within one week of approval of minutes

### Membership and Tenure

|   |                              |
|---|------------------------------|
| 5 elected Support Staff                                     | (three-year terms staggered) |
| 5 elected Administrative Staff (not on President's Council) | (three-year terms staggered) |
| Director of Human Resources                                 | (permanent)                  |
| Ad Hoc: President   | (permanent)                  |

Method of Assignment and Meetings: Elected annually, monthly

Presiding Co-Clerks: One from administrative staff and one from support staff, both elected Functions:

To provide a sounding board for the interests, needs, and ideas of the Wilmington College administrative and support staff, to serve as a communications medium for the staff and between the staff and other sectors of the College, and, most importantly, to promote, strengthen, and facilitate a stronger sense of community and mutual support among Wilmington College employees. Depending on the nature of issues under consideration in any given year, the Staff Council may determine that it is best for the support staff council members and the administrative staff members to meet independently.

## STUDENT LIFE COMMITTEE

Accountable to: Vice President for Student Affairs/Dean of Students

Minutes sent to: President, Faculty Conveners, SGA and placed on wc@home within one week of approval of minutes

### Membership and Tenure

|   |  |
|---|--|
| Vice President for Student Affairs/Dean of Students   | (permanent)                                  |
| Associate Vice President of Retention Student Success | (permanent)                                  |
| Campus Minister                                       | (permanent)                                  |
| Director of Multicultural Affairs                     | (permanent)                                  |
| Faculty Athletic representative                       | (one-year term)                              |
| Two faculty members                                   | (two-year terms staggered – replace two/one) |
| Two students  | (one-year terms)                             |

Ad hoc members include Vice President for External Programs or designee, representative from Physical Plant, representative from Campus Safety, representative from Athletics, and/or a representative from Housing

Method of Assignment: By virtue of office for the administrative and support staff, appointed for the faculty members and appointed for the students

Presiding Clerk: Vice President for Student Affairs/Dean of Students

### Functions:

- Addresses issues that affect student life outside the classroom.
- Issues of diversity including race, ethnicity, gender, sexual orientation, religious and others.

- Quaker values and religious life on campus.
- Residential life issues.
- Physical and mental health issues.
- Balancing of athletics, academics and other campus activities.

## Appendix 1.4: Constituent Committees

### FACULTY COMMITTEES

#### ACADEMIC STANDARDS AND APPEALS COMMITTEE

Accountable to: Faculty Meeting

Minutes sent to: External minutes that exclude any confidential information should be placed on wc@home within one week of approval of minutes. Internal minutes will be kept by the Associate VP for Academic Affairs or the VP for External Programs.

Membership and Tenure: The Committee may have different personnel for Main Campus and External Programs.

#### Main Campus

Associate Vice President for Academic Affairs

(permanent)

Four faculty members

(2 year terms – replace 2/2)

Two students from main campus

Presiding Clerk: Associate Vice President for Academic Affairs

Ad hoc members may include Vice President for Student Affairs/Dean of Students, Registrar, the Director of Financial Aid and the Director of Admission

Method of assignment: By virtue of office for the administrative staff, appointed for the faculty members and students

Function: The committee will review appeals filed by students for the following issues:

- Additional probationary semester
- Late add/drop of a course
- Grade appeal
- Extension for an incomplete grade
- Academic misconduct charge

The committee may also review any appropriate issues dealing with academic standards. Paperwork and relevant evidence will be collected by the AVPRSS and presented to the committee for consideration in appeals.

Remarks: Since this committee overlaps with Academic Policies, close coordination between the committees will be necessary. The Faculty Conveners and the Academic Dean/Dean of the Faculty will determine the committee of original jurisdiction in cases where the matter is unclear.

#### ACADEMIC POLICIES COMMITTEE

Accountable to: Faculty Meeting

Minutes sent to: Faculty Conveners, the President, the Clerk of Academic Standards and Appeals Committee

#### Membership and Tenure

|   |                  |
|---|------------------|
| Vice President for Academic Affairs/Dean of the Faculty | (permanent)      |
| Registrar   | (permanent)      |
| Vice President for Community & Business Dev or designee | (permanent)      |
| Six faculty members                                     | (one-year terms) |
| Two students  | (one-year terms) |

Method of Assignment: At least three faculty members should carry over from the previous year. Appointments should be sensitive to providing a balanced representation of disciplines across the campus. Faculty appointments to committees are made by the Faculty Conveners and the Academic Dean/Dean of the Faculty.

Presiding Clerk: Presiding clerks of faculty committees are appointed by the Faculty Conveners and the Academic Dean/Dean of the Faculty with the approval of the faculty.

#### Functions:

- Evaluates and recommends policies for general education.
- Evaluates and recommends policies for major and minor academic programs.
- Approves minor changes in the curriculum and reports these to the Faculty Meeting in writing, providing the opportunity for questions, comments or additional information. Examples of minor changes are: changes in course titles, numbers or descriptions that do not change the course substantially; editorial changes in the catalog that do not involve substantial program changes.
- Considers major curricular changes and refers them to the Faculty Meeting with a recommendation to approve, disapprove, or with no recommendation. Examples of major curricular changes are: adding or eliminating majors and minors, changes in major and minor requirements, changes in general education requirements, changes in graduation requirements.

Remarks: This committee is charged with the general oversight of academic policies governing the entire academic program of the College. It works closely with the Academic Dean/Dean of the Faculty. Members of the faculty and student body appointed to this committee should have a strong interest in and significant knowledge of curriculum, philosophy and practice. Because this committee overlaps the Academic Standards and Appeals Committee, close coordination between the two committees will be necessary to avoid duplication of efforts. The Faculty Conveners and the Dean of Faculty will determine the committee of original jurisdiction in cases where the matter is unclear.

#### ASSESSMENT COMMITTEE

Accountable to: Faculty Meeting

Minutes sent to: Academic Dean/Dean of the Faculty, Faculty Conveners, and placed on wc@home within one week of approval of minutes.

#### Membership and Tenure

|  |             |
|--|-------------|
| Associate Vice President of Academic Affairs | (permanent) |
| At least five faculty members                | (one year)  |
| Two students                                 | (one year)  |

Method of assignment: By virtue of office for the administrative staff, appointed for the faculty members, and appointed for the students

Presiding Clerk: Presiding clerks of faculty committees are appointed by the Faculty Conveners and the Academic Dean/Dean of the Faculty with the approval of the faculty

Functions:

- Designs appropriate assessment strategies, assesses the status of academic programs (majors, minors, general education, etc.) and provides results and reports to academic programs.
- Sends analysis of academic programs to Academic Policies Committee and the Academic Dean/Dean of the Faculty.

Remarks: This committee evaluates student learning and the extent to which students meet institutional goals and objectives. It does not evaluate faculty performance.

## FACULTY COUNCIL

Accountable to: Faculty Meeting and Vice President for Academic Affairs/Dean of the Faculty

Minutes sent to: Vice President for Academic Affairs/Dean of the Faculty, Faculty Conveners, and placed on wc@home within one week of approval of minutes.

Membership and Tenure

|  |  |
|--|--|
| Vice President for Academic Affairs /Dean of the Faculty | (permanent)  |
| Three elected faculty members                            | (three-year terms staggered – replace one each year) |
| One of the Faculty Conveners                             | (one-year term)                                      |
| Ad Hoc: President  | (permanent)  |

Method of Assignment: Elected by the faculty. No more than two faculty members from the same area may serve concurrently on the committee. The Nominating Committee has the responsibility of assuring that this rule is not violated. If after the elections are completed it occurs that members of the committee will be on sabbatical or leave a total of two or more semesters, the Faculty Conveners will conduct an election for an alternate to serve in place of those on sabbatical or leave. The process of election is explained in the Faculty Governance Document.

Presiding Clerk: A member elected annually by the Committee to be selected immediately after elections and before Commencement. The name of the clerk will be reported to the Faculty Meeting as soon as possible.

Functions: This committee functions to reduce the need for numerous ad hoc task forces, etc. The committee is the key committee for issues that arise concerning faculty matters, including but not limited to:

- all faculty handbook amendments
- faculty salary and benefits
- faculty evaluation systems
- faculty workload
- morale
- institutional identity

## GRADUATE PROGRAM COMMITTEE

Accountable to: Director of the Graduate Program

Minutes sent to: Faculty Conveners and placed on wc@home within one week of approval of minutes by the committee.

1. Membership and Tenure
  - a. Director of the Graduate Program (permanent)
  - b. Academic Dean/Dean of the Faculty, ex officio (permanent)
  - c. Clerk of Academic Policies Committee (permanent)
  - d. Clerk of Assessment Committee (permanent)
  - e. Clerk of Academic Standards and Appeals Committee (permanent)
  - f. Three faculty teaching in graduate program (one year)
2. Method of assignment: By virtue of office, appointed for faculty.
3. Presiding Clerk: Director of Graduate Program.
4. Functions: Responsibility for oversight and evaluation of the graduate program. The Committee will review academic appeals and proposals for curricular change and oversee the assessment of student learning outcomes.

*Addition Approved by Faculty Council 11/2017*

## INSTRUCTIONAL DEVELOPMENT AND RESOURCES COMMITTEE

Accountable to: Faculty Meeting

Minutes sent to: Faculty Conveners, the Vice President for Academic Affairs/Dean of the Faculty and placed on wc@home within one week of approval of minutes.

### Membership and Tenure

|   |  |
|---|--|
| Academic Dean/Dean of the Faculty (or designee)             | (permanent)                                  |
| Director of Watson Library                                  | (permanent)                                  |
| Four faculty members  | (two-year terms staggered – replace two/two) |
| One student   | (one-year term)                              |
| Ad hoc members include Director of Academic Resource Center |  |

Method of Assignment: By virtue of office for administrators, appointed for faculty, appointed for students.

Presiding Clerk: Presiding clerks of faculty committees are appointed by the Faculty Conveners and the Academic Dean/Dean of the Faculty with the approval of the faculty.

### Functions:

- Investigates methods by which the Committee can aid faculty members in improving instruction.
- Monitors and promotes faculty development, recommending improvements, sponsoring contests, lectures, and other experiences as appropriate.
- Support and encourage faculty research.
- Reviews applications for faculty research grants.

Remarks: This committee is responsible for the broad area of all instructional resources and should work closely with Academic Council to support the value of instructional development and research.

## PROGRAM REVIEW COMMITTEE

Accountable to: Faculty meeting and Vice President for Academic Affairs/Dean of the Faculty

Minutes Sent to: Faculty Conveners, the President, Vice President for Academic Affairs/Dean of the Faculty, Vice President for Community and Business Development

#### Membership and Tenure

|  |                  |
|--|------------------|
| Vice President of Academic Affairs/Dean of Faculty or designee | (permanent)      |
| Vice President for Community and Business Dev or designee      | (permanent)      |
| Assistant Vice President for Academic Affairs                  | (permanent)      |
| 4 Faculty representatives from different Areas                 | (one-year terms) |
| AD HOC members include: Clerks of APC and Assessment           |                  |

Method of Assignment: Faculty appointments to the committee are to be made by election. NOTE: No more than one member from an area may be elected. Clerks of Academic Policies and Assessment serve as Ad Hoc members, elected faculty may not be members of either APC or Assessment Committee.

Presiding Clerk: Clerk would be selected by members of the Program Review Committee. No students would be appointed to this committee.

Functions: The Program Review Committee is charged with performing a comprehensive review of all academic programs and their concentrations, licensures, special programs, certificates etc. This Committee will work in collaboration with programs to evaluate an individual program's strengths, weaknesses, opportunities, and threats. The Committee develops reports based on a program's own assessment, its response to institutional data that aids in the decision-making process on how to strengthen the program, helps to meet the program's current and future needs, and provides a direction for programmatic and institutional strategies and resources. The Program Review Committee may utilize information from other Governance Committees (i.e. Academic Policies Committee, Assessment Committee, Budget and Planning, etc.) to aid in its comprehensive review process. After discussing its findings with the program, the Committee makes recommendations to Faculty Meeting and the Academic Dean/Dean of the Faculty.

#### TENURE, PROMOTION AND REVIEW COMMITTEE

Accountable to: Faculty Meeting

Minutes sent to: President, Faculty Conveners, Vice President for Academic Affairs/Dean of the Faculty and posted on wc@home within one week of approval of minutes (See Remarks below).

#### Membership and Tenure

|                                   |                              |
|-----------------------------------|------------------------------|
| Five tenured faculty members      | (three-year terms staggered) |
| Two non-tenured faculty members   | (one-year terms)             |
| Academic Dean/Dean of the Faculty | (permanent)                  |

Method of Assignment: Faculty positions are elected by the faculty. At least one tenured and two non-tenured faculty members must be elected each year. No more than two faculty members from the same Academic Area may serve concurrently on the committee.

- If two faculty members from the same area are continuing on the committee, then no other faculty member from that area may be on the ballot.
- If only one faculty member from an area is continuing on the committee, then any other faculty members from that area may be on the ballot, but no more than one of them may be

elected. If more than one of them is among the highest vote receivers, then the candidate with the highest number of votes among them will be declared elected.

- If no faculty members from an area are continuing on the committee, then any other faculty members from that area may be on the ballot, but no more than two of them may be elected. If more than two of them are among the highest vote receivers, then the two candidates with the highest number of votes will be declared elected.

If after the elections are completed it occurs that members of the committee will be on sabbatical or leave a total of two or more semesters, the Faculty Conveners will conduct an election for an alternate to serve in place of those on sabbatical or leave. The process of election is explained in the Faculty Governance document.

Presiding Clerk: A tenured member elected annually by the Committee to be selected immediately after elections and before Commencement. Name of the clerk will be reported to the Faculty Meeting as soon as possible.

Functions:

- Carries out the evaluation procedures described in Section 2.5 of the Faculty Handbook and prepares recommendations on promotion and tenure as described in Sections 2.5, 2.6 and 2.7 of the Faculty Handbook.
- Periodically reviews and revises the criteria for tenure and promotion and then forwards it to the Faculty Council for action.
- Provides advice to the Academic Dean/Dean of the Faculty on a wide range of faculty matters.

Remarks: This committee has a crucial role in decisions concerning faculty status and for that reason its members are elected. During the review of faculty for promotion and tenure, the meetings are restricted at the discretion of the clerk and all matters discussed in such meetings shall remain confidential. Committee members are cautioned not to disclose the nature of committee deliberations in these meetings. When engaged in a review of faculty for promotion and tenure, the committee should keep internal minutes that are sufficient to refresh a general set of memories about the substantive views of its various members. In all other matters, minutes should be complete and distributed.

## GRIEVANCE COMMITTEE

Accountable to: Faculty Meeting

Membership and Tenure

Nine faculty members

(three-year terms staggered)

Method of Assignment: Each year three new members are elected by the Faculty to serve three-year terms. Occasionally, continuing members will need to be replaced if they have been elected as Faculty Conveners or to serve on the Tenure, Promotion and Review Committee.

Presiding Clerk: Presiding clerks of faculty committees are appointed by the Faculty Conveners and the Academic Dean/Dean of the Faculty with the approval of the faculty.

Functions: See Section 2.17 of the Faculty Handbook.

## Appendix 1.6: Consensus Decision-Making

Quakers conduct business meetings using consensus to arrive at group decisions. Quakers often describe this process as "reading the sense of the meeting." At Wilmington College we use this process to make decisions in faculty meetings and committee meetings.

The consensus process differs from the Robert's Rules process both philosophically and practically. Philosophically, sense of the meeting aims to help the group reach a decision that all can support. Meeting members begin with a commitment to seek unity.

Practically, the consensus process follows these steps:

1. The clerk conducts the meeting.
2. The clerk states the issue -- usually from a written agenda.
3. The clerk asks for clarification. Committees or other meeting members add information and clarify the issue.
4. The clerk invites all to speak to the issue members express their various perspectives, saying where they agree and disagree.
5. The clerk "reads" the sense of the meeting. The clerk states what s/he thinks most, or all members want the meeting to decide.
6. A minute is written. If all members agree informally with this "sense of the meeting" statement, the Recording Clerk formulates a minute and reads it to the meeting.
7. The clerk then asks if the meeting approves of the minute. Members who approve respond by saying "I approve." The clerk then asks if anyone does not approve, and members who disapprove express their reservations. If all approve, the minute is then recorded as officially approved by the faculty.

### When Disagreements Occur

Sense of the meeting does not require unanimity, but it does require more than a majority vote. It seeks a unity "beyond majority rule" as Michael Sheeran says. Sense of the meeting goes "beyond" in at least three noticeable ways:

1. Openness: Instead of adversaries with fixed positions, members approach the meeting open to possibility, together seeking wisdom leading to the best solution for the group. The decision may be something quite different from any one person's view or desire, a decision that the whole meeting has created. One person's ideas build on another's and differing perspectives are recognized as an integral part of the process.
2. Differing Prospective in Discussion: Differing views may cause the clerk or the meeting members to modify a developing decision and incorporate those ideas.
3. Or the clerk may decide that the sense of the meeting still affirms the direction in which the discussion is moving. To clarify positions, the clerk may ask for those dissenting from the sense of the meeting for reasons for their disagreement, particularly those who have not spoken. Or the clerk may call for moments of silence to allow members to refocus on accomplishing their common purpose.
4. The clerk's task throughout the discussion is to encourage members to voice various perspectives on the issue and to pick up the points of agreement that can lead to a unified sense of the meeting. In this way, the process moves beyond majority rule.
5. Differing Viewpoints in a Sense of the Meeting Decision -- When all views have been heard, the clerk and those who disagree with the sense of the meeting have some specific choices to make to carry out the process. Those who disagree have three choices when the clerk calls for approval:

- a. Stand Aside: Express disagreement but agree to accept and support the decision the rest of the meeting favors.
  - b. Ask to be recorded as opposed: Express disagreement and ask to be formally recorded in the minutes as opposed.
  - c. Oppose the sense of the meeting: In rare instances, an individual feels so strongly that s/he may ask the other members not to proceed with any action on this issue.
6. The clerk has four ways to respond to those who disagree with the sense of the meeting:
- a. Delay the decision: The clerk waits for the next meeting to give members time to think and discuss with each other in light of the differences expressed. Each person should use this time to understand one another. The clerk and assistant clerk will also spend time talking with various persons to seek agreement.
  - b. Send the issue to a committee: The committee will take the issue for further study and report back to the Faculty Meeting. The issue can go to a standing committee, or the clerk can call for an ad hoc committee, usually composed of persons representing the different positions in the meeting.
  - c. Decide to act on the sense of the meeting: Occasionally, a decision must be made in a restricted amount of time. Or the clerk realizes that strong favorable feelings from most in the meeting are pushing for a decision now. In these situations, the clerk must weigh carefully the strength and nature of opposing viewpoints and proceed cautiously to read the sense of the meeting.
  - d. Drop the issue

# Appendix 1.7: Annual Faculty Evaluation Form

Annual Faculty Activity Report (long form)

Due May 30 to the Academic Dean/Dean of the Faculty and the Area Coordinator

This self-prepared report describes activities engaged upon in a 12-month period between June 1st and May 31st.

The Wilmington College Faculty Handbook provides that faculty will submit self-evaluation materials to the Academic Dean/Dean of the Faculty and the Area Coordinator on a regular schedule. The self-evaluation gives faculty members an opportunity to play an active role in their evaluation by providing the foundation upon which all judgments and recommendations for future development will be made. The self-evaluation focuses on four areas: general College requirements, teaching effectiveness and student development, professional development and College/community service. Please describe your activities, evaluate your effectiveness, and identify your expectations in each area.

## 1. Teaching, Instructional Development, Student Development

In a narrative intended for self-reflection, please comment upon your teaching experience during the year. You may make reference to new and continuing courses, methods, literature or technologies as well as efforts to improve pedagogical skills, attendance at teaching workshops, and how classroom visitations have influenced your teaching practices and course design. Consider your class preparation, classroom performance and interaction with students.

Optional Course Materials: If sample course materials such as handouts and assignments are submitted, please limit to two of each.

## 2. Scholarship and Professional Development

Report scholarly and professional activity including—but not limited to: accepted publications (indicate whether peer-reviewed, refereed, or invited), publications under consideration, conference presentations, performances, exhibitions, book or performance reviews; describe grant proposals submitted to external agencies (whether funded or not); honors and awards; attendance at professional meetings.

Please include complete citations of all books, articles, papers, book reviews, columns, concerts, exhibits, public presentations, etc.

Also indicate scholarly and professional development plans for the upcoming year.

## 3. College, Community, and Professional Service

College Service:

- Governance: Report your involvement at Faculty Meeting, participation in area and program concerns and decision-making, appointment or election to college or faculty offices and committees.
- Campus activities: Report participation in special programs, projects and events including lectures and other presentations and performances; participation in campus organizations; representing the college at events, involvement with student recruitment.
- Student involvement: Report your involvement with students outside the classroom including schedule advising, advising of specific academic projects, participation and/or advising of student groups, involvement with alumni.

Professional Service: Report any election to positions in professional organizations; consulting or counseling; peer reviewing or editing of a professional journal; service to a professional committee; organizing and/or chairing professional conference panels.

Community Service: Report any participation in community organizations and public service such as social justice or environment.

#### 4. Personal Goals

Special care should be given to assess progress on personal goals set the year before and identify goals for the coming year.

#### Annual Faculty Activity Report (short form)

Due May 30 to the Academic Dean/Dean of the Faculty and the Area Coordinator

This self-prepared report describes activities engaged upon in a 12-month period between June 1st and May 31st.

Wilmington College requires all faculty members who are not participating in a full evaluation in any given academic year to collect the information required on this form for that year. These short reports should be sent to the Academic Affairs Office for placement in the faculty file and to the Area Coordinator. The reports should be incorporated into the next regularly scheduled full evaluation.

Please attach:

1. Cover sheet: This cover sheet should list and detail the points that have been added to the CV since your last self-evaluation, including:
  - Courses taught
  - Scholarly and Professional Activity
  - College, Community, and Professional Service
  - Personal Goals – Special care should be given to assess progress on personal goals set the year before and identify goals for the coming year.
  
2. Updated Curriculum Vitae

## Appendix 1.8: Faculty Research Grants

- Who: All full-time faculty at Wilmington College (all branches)
- What: \$8,000 (endowment earning rate dependent) from the earnings of a donation made to the College that has been set aside specifically for faculty research support. Awards will be made annually to faculty requesting amounts of \$1,000 or less for research.
- Why: A demonstrated commitment to faculty's academic development through research  
To offer seed money to faculty requesting funds for additional support  
To begin to formally document research success in order to gain additional support for faculty research activity.
- When: Proposals are due September 30th. Awards will be announced November 1st.

Proposals will be judged on the following criteria:

- Quality of Project
- Benefit to the Academic Area or Community
- Significance to Teaching and/or Developing an Academic Environment for Students
- Reasonable Budget

\* All faculty funded for research will be required to turn in a final evaluation upon completion date in the initial proposal.

Proposals for Faculty Research Grants should include the following elements:

Faculty Name:

Date Submitted:

Faculty Signature:

Area:

Title of Research/Project:

1. Description of Research/Project (1–2 pages typed) Please include the following:
  - A. Purpose and objective of research/project
  - B. Research Methods
  - C. Timeline of Research/Project
  - D. Value to Academic Area, Teaching or Community
  - E. Student, Colleague, Community Collaboration
  - F. Other Sources of Support
  - G. Evaluation Plan (how the success of the Research/Project will be determined)
  - H. Other Pertinent Information
2. Budget  
Please detail of the total cost of research/project and proposed use of Wilmington College Faculty Research/Project Funding

## Appendix 1.9: Syllabus Form

Faculty members at Wilmington College are not required to use any specific form for syllabus preparation. However, the following information must be included in all syllabi. A copy of your syllabi must be sent to the Office of Academic Affairs and your Area Coordinator each semester. A sample syllabus template is available on the Academic Affairs page of WC@ Home.

- Your name and contact information such as office #, office phone and e-mail address and office hours (minimum of 5 hours per week should be posted and observed per Faculty handbook).
- The course number, credit hours and section number for the course.
- Course description from the catalog with prerequisites and infused skill(s), if applicable.
- Semester and year of course.
- Course location (building and room number) and time.\*
- Course Goals and Objectives/Learning Outcomes.
- Skills statement, including how the skill will be taught, practiced, and assessed. Current infused skills policies and guidelines may be obtained from the appropriate skills director.
- Tentative course schedule and assignments.
- Statement that says that a minimum of two hours of out-of-class student work is expected for each hour of in-class time for traditional face-to-face course format. For online and hybrid courses, the combination of face-to-face time and out-of-class work should be equal to 3 hours per credit hour per week.
- Basis for assigning grades in the course. Grading policy must include your use or non-use of +/- grades in the course as well as how infused skills will be assessed, if applicable.
- Instructor's penalty for academic misconduct, as well as this statement: "See the current Student Handbook for the college's Academic Integrity policies as they pertain to examinations, plagiarism, classroom behavior, and the process for handling academic misconduct charges." (Consider a cell phone/texting policy.)
- Instructor's attendance/absence policy, as well as this statement: "See the current Student Handbook for the college's Attendance policy especially as it pertains to excused absences."
- Textbook and other required materials.
- Final examination date and time (required to meet during assigned final examination period even if some activity other than testing is planned per faculty handbook).\*
- A.D.A. statement: "Americans with Disabilities Act: If you have a documented disability that requires accommodation, contact the Disability Services Director, 937-481-2444, Robinson Communications Center Room 114".
- Optional: college mission and/or relationship of course to the mission.

*\*Not required for online courses.*

*Approved February, 2012*

*Revised 2016-2017*

## Appendix 1.12: Quaker Heritage

Wilmington is a Quaker College, basing its educational tenets on the Judeo-Christian heritage of Western civilization. It believes that every person is first and foremost a spiritual being, that the active pursuit of Truth is a life-long vocation, and that the development of a strong, personal moral code is equally as important as the development of intellectual skills and knowledge.

It is fundamental to Quakers that each individual life is sacred, that "there is that of God in every person." This belief in the importance of each individual is practiced by Quakers, giving primary attention to their community and to the rights of their neighbors, and secondary attention to their own rights. Consonant with this belief, Wilmington students are encouraged and expected to develop a high degree of self-discipline and personal restraint, a respect for the sensitivities of other students, and an active moral compass for their lives. They are further encouraged to become living witnesses to the belief in the divinely instituted fellowship of humankind and to find commitment to purposes larger and more enduring than themselves by their service to a troubled planet and their active concern for a world of peace and freedom.

### PHILOSOPHY AND PRINCIPLES

There is basic oneness of humanity that says all persons have worth. It is out of respect for ourselves as a part of humanity that we at Wilmington College set forth these principles by which we expect our community to live:

1. The expectation at Wilmington College is that all persons and all groups will be treated with respect by trustees, faculty, administrators, staff, and students.
2. Wilmington does not condone racial or ethnic epithets, slurs, derogatory remarks, or publications by any member of the College community at any College event, any public function, or any educational or institutional activity.
3. The College affirms its belief in the equality of the sexes, and its intent is to bring all policies and practices into harmony with the principle of equality.
4. We expect that all members of the Wilmington campus community who attend athletic or other campus or intercollegiate events will refrain absolutely from harassment of an ethnic or racial nature and will limit personal comments to those which can be reasonably described as good-natured. We affirm our belief that sporting events should involve sportsmanlike conduct by participants and spectators alike, and we intend to work with other Colleges and groups with which we share activities, such as intercollegiate athletics, to establish similar codes of conduct.
5. We are committed to a Student Code of Conduct that has as its primary objective the solution of problems, and that is so constituted as to minimize the reality or the appearance of conflict of interest.
6. Wilmington intends to go beyond the legal requirements of "equal opportunity" and pledges itself to seek actively members of minority groups, who are qualified for admission as students, for service as trustees and for employment as faculty, administrators, and staff.
7. Wilmington seeks to "make riches of its diversity," and to that end will sponsor and support both intercultural and integrated intramural, social, recreational, educational, cultural, and service activities.

### STUDENT CODE OF CONDUCT PREFACE

Wilmington College is a Quaker College with a tradition of peace, service, inner direction, and a special interest in maintaining community spirit.

The Student Code of Conduct exists to foster and enhance the academic mission of the College. The Student

Code also supports and helps to maintain an environment in which learning, growth, and maturation can take place. Members choosing to be a part of this community of scholars commit to uphold high standards of conduct which are stated in the Testimonies that follow.

The Queries are questions that provide ongoing guidance to help all members achieve these goals. If one abides by these, violations of this Student Code of Conduct will be virtually nonexistent, and our campus will be the caring community for which we strive.

Testimony: I will practice personal and academic integrity.

Query: Am I aware that cheating in classes, in games, or in sports is inconsistent with this testimony?  
Do I make an effort to eliminate the practice of plagiarism, borrowing another student's homework, lying, deceit, excuse making, and infidelity or disloyalty in personal relationships?

Testimony: I will avoid all behaviors that are harmful to my body.

Query: Am I aware of the injurious effects of drugs and alcohol on my judgment, my health, and my influence on others? Do I avoid using drugs and alcohol as a basis for friendships, during recreational activities and sports performances? Am I making responsible choices regarding drugs, alcohol, and tobacco?

Testimony: I will respect the dignity of all persons.

Query: Am I aware that behaviors such as demeaning the dignity of individuals or groups, including hazing, most forms of intimidating, taunting, teasing, baiting, ridiculing, insulting, harassing, and discrimination are inconsistent with this testimony?

Testimony: I will discourage bigotry and strive to learn from differences in people, ideas, and opinions.

Query: Am I a positive influence for equal rights and opportunities for all students regardless of their age, sex, race, religion, disability, ethnic heritage, socioeconomic status, political, social or other affiliation or disaffiliation, and sexual orientation?

Testimony: I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development.

Query: Am I compassionate and considerate, avoiding behaviors which are insensitive, inhospitable, or which cause others to feel unsafe or unwelcome?

Testimony: I will respect the rights and property of others.

Query: Am I aware that all forms of theft, vandalism, arson, misappropriation, malicious damage to, and desecration or destruction of property is inconsistent with this testimony? Do I avoid violating person's rights to move about freely, express themselves appropriately and to enjoy privacy?

## Appendix 1.13: Search Process for Full-Time Faculty

1. The President agrees that planning for the position may proceed. New positions should arise through program review. Replacement positions will be designated at time of resignation.
2. The Area Coordinator confers with the Academic Dean/Dean of the Faculty to determine the membership of the search committee, the Clerk of the Committee, the criteria for candidate selection, the proposed content and placement of an advertisement, and other means of publishing/networking the opening. The membership of the search committee will include:
  - Area Coordinator or designee
  - Up to two other members of the area (discussion with Area Coordinator may alter this)
  - A faculty member from outside the Academic Area
  - A student
  - Academic Dean/Dean of the Faculty or Vice President for External Programs (where applicable), Assistant VP or Associate Vice President of Retention and Student Success, ex officio
3. The position is requested on an "Employee Requisition" (Found on WC@Home) and sent with proposed ad copy to the Human Resources Office.
4. Ad copy will be prepared by the hiring department and approved by the Academic Dean/Dean of Faculty, Search Committee Chair (working with Committee members as appropriate), and Director of Human Resources while the position is being circulated. This group will also decide upon the placement of the advertisement, with care taken to place the advertisement in an academic publication, job site, or other posting location appropriate to the hiring area. Once the Requisition is approved, Human Resources places advertisements and applications are logged and filed by Human Resources as they are received.
  - The advertisement will ask for a letter of inquiry, a resume, a statement of teaching philosophy and names of three references (and contact information for the references). The ad will state the date on which application review will begin. Applicants will be encouraged to submit applications electronically.
  - Applications should be received initially by the Director of Human Resources, who will create a log of applicants and notify applicants of receipt of credentials.
5. As applications are received, the Director of Human Resources will place them in a secure electronic repository that all committee members can access. Committee members can begin individual review of credentials upon receipt, but committee discussion of credentials for candidates will not occur until after the advertised date for beginning review.
6. Prescreening and screening occur.
  - A. The committee will meet initially to discuss:
    - College procedures for searches (this meeting can take place at any point once the committee has been formed).
    - the pre-screening calls
    - reference check phone calls
    - criteria for selection of initial pool based on the advertised criteria.
  - B. Campus diversity goals for faculty hires will be considered. Committee members will meet again to come to consensus on top applicants.
  - C. The Academic Dean/Dean of Faculty will receive a list of the final candidates with copies of their credentials for review. The Dean of Faculty will contact top candidates in a timely manner and provide a salary range for the position. These discussions must be complete when committee is ready to meet again so that the search is not delayed.Committee members will call the top applicants. During this call
  - The position will be described to the candidate.

- Applicant will be asked if still interested in position.
  - Applicant will be told that reference checks might occur and asked if college has permission to do that.
  - Applicant will be allowed to ask questions that s/he might have.
  - Applicant will be told that s/he will be required to teach a class (not give a research presentation) while on campus.
  - Any other questions identified by the committee as important when they discussed the applications may be asked. The Committee may develop a standard set of pre-screening questions to ask at this time.
- D. When a candidate is no longer being considered for the position, a member of the committee or a member of Human Resources should inform the candidate as soon as possible.
- E. Reference checks (at least two per candidate) will occur. Questions will be prepared ahead of time by the committee (at one of the above meetings) so that all are asked the same questions. More than one member of the committee should ideally participate in the reference check calls, and/or those calls should be recorded for the rest of the committee to hear. Some job-related questions that are individualized for a particular candidate may be asked. The person making the reference contacts will report back a summary of the responses. If any red flags are uncovered during the reference checks, the committee should be informed.
- F. After the reference checks, the clerk of the search committee will meet with the Academic Dean/Dean of the Faculty to discuss the committee's choices, the results of the phone calls, and the result of the reference checks.
- G. Up to three candidates may be invited to campus initially. The Academic Affairs Office will handle arrangements for air transportation for the visit.
- H. A member of the Academic Area should call the candidate to discuss the teaching presentation. The candidate should be given as much choice as possible with respect to topic. The candidate should be told the level and preparation of the class and other pertinent information. Technology needs should be discussed and agreed upon. Every attempt should be made to have the candidate in a real class. If that is not possible, the student member of the committee should try to put together a group of students for a mock class situation.
- I. During visit the following should occur:
- A member of the search committee should meet with the candidate to go over the schedule near the beginning of the visit.
  - Candidate should meet with:
    - Search committee
    - Area Coordinator
    - Academic Dean/Dean of the Faculty
    - President, if available
    - Director of Human Resources or designee for discussion of benefits
    - Any full-time members of the area not already on the committee (can be a group meeting)
    - Any person identified by the candidate
- Other campus visit considerations:
- Include a tour of campus led by student member of committee, other major or admissions guide if no other student is available
    - Allow enough time for tour of area and getting to know area; consider meetings with people from outside of the college
    - Include a tour of facilities of Academic Area, if appropriate (science areas, theater, music, athletic training)

- lunch meeting with students or other meeting time with students
  - one evening dinner (Academic Dean/Dean of the Faculty must approve arrangements)
  - other meals to be taken in college cafeteria
  - All people meeting with the candidate will be able to access the letter of application, resume, and statement of teaching philosophy. All persons on the interview schedule will have a copy of the schedule and information on how to access the credentials. All people meeting with the candidate will receive an evaluation form with their interview schedule that they should return to the clerk of the search committee as soon as possible.
  - Students in the class should receive a short form that is pertinent to a class presentation. The student member of the committee should collect these or they can be returned directly to the clerk of the committee.
  - The presiding committee clerk or designee should meet with candidate prior to leaving campus to ask if there are other questions or information that we should forward to candidate. Candidate should be given best information available on the timing of the search.
- J. After all visits, committee will meet to prepare a recommendation for the Academic Dean/Dean of the Faculty or Vice President for External Programs. Candidates should be rated as acceptable or unacceptable. Acceptable candidates should be ranked, and pros and cons given.
- K. If the Area Coordinator is not a member of the committee, her/his recommendation should be attained and incorporated into the committee's recommendation. If she/he cannot agree with the committee, s/he should forward a separate recommendation to the Academic Dean/Dean of the Faculty.
- L. The Academic Dean/Dean of the Faculty or Vice President for External Programs will consider all the recommendations, raise any issues that require discussion with the Clerk or Committee, attempt to reconcile differences if there are any, and then present the candidates to the President. The President's agreement is necessary prior to making an offer.

#### CONFIDENTIALITY

Please be diligent about maintaining confidentiality in the search process.

## **Appendix 1.14: Institutional Review Board**

Any research involving human subjects (this includes any and all surveys) is subject to review by the Wilmington College Institutional Review Board (IRB). Applications should be filed in the Office of Academic Affairs. The Academic Dean/Dean of the Faculty serves as the clerk of the IRB.

The Public Health Service Act (Title IV, Part G, Section 491 a) required the Department of Health and Human Services (DHHS) to issue regulations for the protection of subjects of research and to implement a program of instruction and guidance in ethical issues associated with such research. The regulations are codified as Title 45 Part 46 of the Code of Federal Regulations, Protection of Human Subjects (45 CFR 46), issued on June 18, 1991.

To address these regulations most colleges and universities have formed Institutional Review Boards (IRB's) or Human Subjects Review Boards (HSRB's) to review prospective research. Wilmington College needs to establish such a Board to comply with federal regulations.

### **Membership:**

An IRB should have at least five members with varying backgrounds to promote complete and adequate review of research activities commonly conducted by the institution. The IRB members need to be sufficiently qualified through experience and expertise to promote respect for their advice and counsel in protecting the rights and welfare of human subjects. Consideration should be given to balance in terms of race, gender, cultural backgrounds, and sensitivity to community attitudes. Someone needs to be familiar with (or able to become familiar with) institutional commitments and applicable law. If campus research regularly involves children, prisoners, handicapped persons, pregnant women or mentally disabled persons, then a member of the IRB should be knowledgeable about and experienced in working with these groups.

The full committee is not used for exempted and expedited reviews (described later). In other cases, a majority of the membership must be present for a review and at least one person whose concerns are not primarily scientific should be present.

## RESEARCH AND INSTITUTIONAL REVIEW AT WILMINGTON COLLEGE

### 1. Exempted Review

Most research projects conducted at Wilmington College will be eligible for exempted review (which means they do not need review). Research that meets all the following criteria is exempt from review. If your project is exempt, a short description of the project should be filed with the committee. The description should clearly state that all criteria for exemption are met by the project. Class projects (even if there are individual variations by student or group) may be filed as a single project by the professor if all meet the criteria.

The description will be reviewed by the Clerk of the IRB or his/her designee within 2 working days. If all conditions are met, the research will be approved. Appendix A of this document is a copy of the "Request for Exempted Review" form.

### CRITERIA FOR EXEMPTION

- a. Research is conducted in an established or commonly accepted educational setting and involves normal educational practices. Examples include research on regular and special educational strategies or research on the effectiveness or the comparison among institutional techniques, curricula, or classroom management methods.
- b. Research involves use of educational tests, survey procedures, interview procedures or observation of public behavior and subjects cannot be identified individually, directly or through identifiers linked to the subjects. Disclosure of the human subject's responses outside of the research cannot reasonably place the subject at risk of criminal or civil liability, be damaging to the subject's financial standing, employability, or reputation.
- c. Research involves the use of educational tests, survey procedures, interview procedures or observation of public behavior not exempt under b. It is still exempt if the human subjects are elected or appointed officials or candidates for public office or if federal statutes require that confidentiality be maintained throughout the research and thereafter.
- d. Research involves collection or study of existing data, documents, records, pathological specimens or diagnostic specimens as long as subjects cannot be identified directly or through identifiers linked to the subjects.
- e. Research or demonstration projects which are conducted by or subject to approval of Department or Agency heads and which are designed to study, evaluate, or otherwise examine: a) public benefit or service programs, b) procedures for obtaining benefits or services under those programs, c) possible changes in or alternatives to those programs or procedures, or d) possible changes in methods or levels of payment for benefits or services under those programs.
- f. Taste and food quality evaluation and consumer acceptance studies: a) if wholesome foods without additives are consumed, or b) if a food is consumed that contains an ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the FDA or approved by the EPA or the Food Safety and Inspection Service of the U.S. Department of Agriculture.
- g. The College has the right to further restrict research. Further restrictions will require committee approval and must be reexamined if questioned by a member of the College community.

### 2. Expedited Review

Types of research that present only minimal risk to participants are eligible for expedited review. Criteria are given below. A list of materials that should be submitted for research in this category is also given below. The materials need to be reviewed by at least two members of the IRB. Approval of projects for expedited review should not require more than one week. Appendix B of this document is a copy of the "Request for Expedited Review" form.

#### CRITERIA

- a. Research involves collections of hair, nail clippings, dental plaque and/or calculus, or teeth in a non-disfiguring manner, or bodily secretions.
- b. Research can involve collection of small (less than 450 ml. over an eight-week period and less than 2 samples per week) amounts of blood by venipuncture from subjects 18 years of age or older who are in good health and not pregnant.
- c. Research involves speech recordings made for research purposes such as the investigation of speech defects.
- d. Research involves moderate exercise by healthy volunteers.
- e. Study may involve use of existing data, documents, records, pathological specimens, or diagnostic specimens with possible identification of participant.
- f. Research may involve looking at individual or group behavior where the investigator does not manipulate subject's behavior and the research will not involve stress to subjects.
- g. Research may involve work with drugs or devices for which an investigational new drug exemption or an investigational device exemption is not required.
- h. Research must meet all the criteria.

#### 3. Full Review

A full review requires a majority of committee members, one of which must be a committee member whose concerns are not primarily scientific. Because of the need to call a meeting with up to three members present, this type of review may take several weeks. If your research does not fit all the criteria for either exempted or expedited review, you must request full review. An application for this type of review is in Appendix C of this document and needs to be submitted to the IRB.

#### 4. Other points to consider

If any part of your research is taking place at another facility, you will need to make sure that you have complied with that facilities IRB regulations as well as Wilmington College's. In some cases, they will accept our approval if you provide written documentation. Wilmington College will approve projects approved by other organizations.

The Department of Health and Human Services has additional regulations for research involving children as subjects. If your research will involve children, please check the regulations to ensure that you are in compliance. The Clerk of the IRB should be able to assist you in interpretation of the regulations.

## APPENDIX A

### Request for Exempted Review Institutional Review Board

1. Name of person submitting request –
2. Provide a short description of your project. (Attach)
3. Verify that your project (or projects if class projects are being filed as one request) meets the following criteria by placing a check or N/A (not applicable) in the space when criterion is met or does not apply.
  - a. The research will be conducted in an established or commonly accepted educational setting and involves normal educational practices.
  - b. Any research that involves the use of educational tests, survey procedures, interview procedures or observation of public behavior and subjects is being conducted in such a way that individual cannot be identified.
  - c. Disclosure of any human subject responses outside of the research cannot reasonably place the subject at risk of criminal or civil liability, be damaging to the subject's financial standing, employability, or reputation.
  - d. Research involves the use of educational tests, survey procedures, interview procedures, or observation of public behavior not exempt under b. Research being conducted by the survey uses human subjects that are elected or appointed officials or candidates for public office or involves a situation for which federal statutes require that confidentiality be maintained throughout the research and thereafter.
  - e. Any collection or study of existing data, documents, records, pathological specimens or diagnostic specimens is being done in such a way that subjects cannot be identified directly or through identifiers linked to the subjects.
  - f. Research or demonstration projects which are conducted by or subject to approval of Department or Agency heads and which are designed to study, evaluate, or otherwise examine: a) public benefit or service programs, b) procedures for obtaining benefits or services under those programs, c) possible changes in or alternatives to those programs or procedures, or d) possible changes in methods or levels of payment for benefits or services under those programs.
  - g. Taste and food quality evaluation and consumer acceptance studies: a) if wholesome foods without additives are consumed, or b) if a food is consumed that contains an ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the FDA or approved by the EPA or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

APPENDIX B  
Request For Expedited Review

1. Name of person submitting request
2. Title of research
3. Time frame for the research:
4. Provide detailed description of the research with primary emphasis on the role of human subjects.
5. Check any of the following criteria that pertain to your study. Indicate which criteria are not applicable to your study. (Note: If any criterion remains unchecked or is not marked N/A, then a full review needs to be requested instead of an expedited review.)
  - a. Research involves collection of hair, nail clippings, dental plaque and/or calculus, or teeth in a non-disfiguring manner, or bodily secretions.
  - b. Research involves collection of small (less than 450 ml. over an eight-week period and less than 2 samples per week) amounts of blood by venipuncture from subjects 18 years of age or older who are in good health and not pregnant.
  - c. Research involves speech recordings made for research purposes such as the investigation of speech defects.
  - d. Research involves moderate exercise by healthy volunteers.
  - e. Study involves use of existing data, documents, records, pathological specimens, or diagnostic specimens with possible identification of participant.
  - f. Research involves looking at individual or group behavior where the investigator does not manipulate subject's behavior and the research will not involve stress to subjects.
  - g. Research involves work with drugs or devices for which an investigational new drug exemption or an investigational device exemption is not required.
6. Attach a sample of the informed consent form that will be used with the research (samples can be found in Appendix D).

## APPENDIX C

### Full Review

#### APPLICATION FOR USE OF HUMAN SUBJECTS IN RESEARCH

Respond to each of the following items or questions. Provide enough detail so the reviewers will be able to judge how well your study protects human subjects. Your responses must be preceded by the exact question and typed in the original order. Normally, your response should not exceed five pages.

If any item listed below is NOT APPLICABLE for your study, type N/A beside the item number instead of leaving the item blank.

1. Provide a brief description of the proposed study (i.e., purpose or problem to be investigated).
2. What are your qualifications for conducting the study? (i.e., what is your experience with the procedures and instrumentation to be used in this study? If a student, what is your status, and which faculty member will supervise your research and what are his/her qualifications?)
3. What are the requirements for and characteristics of the subject population? (i.e., what gender, age range, health or medical status, prisoners, institutionalized, adults, mentally handicapped, etc.)
4. How will subjects be sampled, recruited, or otherwise enlisted as participants in the study?
5. Describe in detail the methodology of your study. (i.e., how will the study be conducted from start to finish as far as human subjects are concerned? Be specific about the methods, instrumentation, and types of data collected, etc.)
6. Describe the personnel, materials/equipment, or other resource requirements for the study. (Identify all personnel involved in the study, their role, their qualifications, and their access to the data.)
7. How will you obtain the informed consent of the subjects? (i.e., how, where, and when will the study be explained to subjects? How will subjects indicate their consent?)
8. What are the potential risks to the subjects, and what is the likelihood and seriousness of these risks? (Risks could be physical, psychological, social, legal, etc. and may result from your experimental procedures, or your methods of obtaining, handling, or reporting data.) Submit Electrical Equipment Safety Check form (Appendix E) if applicable.
9. As applicable, for each risk identified in #8, describe other methods that were considered to reduce or eliminate these risks, and explain why they will not be used.
10. What are the potential benefits to the individual subjects and/or society as a whole as a result of the proposed research?
11. As applicable, describe how you will minimize or protect against potential risks to subjects throughout the study. (Describe emergency procedures, confidentiality safeguards, debriefing procedures, security measures for storing data, etc.)
12. As applicable, provide the names and addresses of experts in your field (not including the investigators) with whom the committee members could communicate to discuss the potential risks of your procedures.
13. If appropriate, provide references to any published materials that would help the committee make a judgment regarding your procedures for safeguarding the rights and safety of your subjects.

## APPENDIX D

### Sample Informed Consent Forms

Some sections may not apply to all projects and may be deleted as appropriate. When a signed consent document is used, a copy must be provided to subjects so each will have a record of their agreement to participate.

A written explanation of the study, which the subject may retain, is usually required for all studies, since it is considered to be an integral part of the process for obtaining informed consent. The investigator(s) should use an informed consent form that includes an explanation of the study at the beginning of the document. This format is preferred because it is more clear and concise than using a separate explanation of study and informed consent form. In those cases, for which a signed informed consent document will not be used (such as a mailed questionnaire study), the investigator(s) still must provide an explanation of the study and inform subjects of their rights. Usually this information is provided in a cover letter which accompanies the questionnaire and which the subject may retain.

Ethically and legally, consent is not considered to be "informed" unless the investigator discloses all those facts, risks, and discomforts which might be expected to influence an individual's decision to willingly participate as a volunteer in a study.

Information required in your explanation is listed below. This information should include a "fair" explanation of procedures in language easily understood by lay people. If you are using a signed informed consent document, inform the subjects that these documents will be sealed in envelopes and stored permanently by the College.

Informed Consent Form Title of Investigation:

Investigator(s): (List faculty and students)

Purpose of Study: In situations where it is not possible to fully disclose the purpose of a study, the following statement is optional: "Because the validity of the results could be affected if the purpose of the study is fully divulged to me prior to my participation, I understand that the purpose of the study cannot be explained to me at this time. I understand that I will have an opportunity to receive a complete explanation of the study's purpose following my participation in the study."

Procedures: Tell subjects what will be expected of them and what they will be asked to do; what data will be collected and how it will be used; how confidentiality will be maintained, how the subjects (or you) may terminate their participation, etc.

Discomforts and Risks:

Alternate Procedures (if any): A disclosure of any appropriate alternative procedures that might be advantageous for the subject.

Potential Benefits: Of the investigation to the subject, or to society. In many investigations, direct benefits for the subjects may not exist.

Period of Time Required:

Contact Person: Invite the subject to contact you or another appropriate person if they have any questions, problems, or concerns about the study. Give the name, title, address, and phone number of the contact person.



I was present when the study was explained to the subject(s) in detail and to my best knowledge and belief it was understood. (This statement is required for projects classified in either the expedited or full review category.)

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Date

---

Witness



APPENDIX E

This is a sample document that should be retyped on the letterhead of the company performing the electrical equipment safety check. A signed original of the memorandum must be sent to the compliance coordinator.

ELECTRICAL EQUIPMENT SAFETY CHECK MEMORANDUM

DATE:

TO: IRB, Wilmington College

FROM: Technician's Full Name  
Name of Company

SUBJECT: Electrical safety check for research protocol <Insert Project Title>

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I \_\_\_\_\_, have inspected the items listed below and determined them to be electrically safe for use with human subjects.

DESCRIPTION OF ITEM

INSPECTION DATE

REINSPECTION DATE

## Appendix 1.15: Key Control Policy

### INTRODUCTION:

This policy is established in order to maintain access to facilities while safeguarding the personal safety of the people who live and work on campus, protecting the property of the College, and avoiding potentially significant costs due to theft, vandalism, or excessive re-keying of locks.

### POLICIES:

- Keys are and remain at all times property of Wilmington College.
- The Physical Plant is responsible for developing and maintaining the key control system.
- All lock and key work, including but not limited to, making and issuing keys, re-keying locks, replacing and/or repairing locks and related equipment, shall be done by or through the Physical Plant.
- The individual who signed out the key is financially responsible for the costs of key issuance and loss, as well as any re-keying or other work necessary needed to maintain security.
- Keys will be issued by the Physical Plant based upon demonstrated need for access and input from the Area Coordinator and approval from the Appropriate Vice President. The lowest level of key will be issued that provides the level of access needed (e.g. outside door key, office key, area sub-master).
- Persons issued keys are responsible for their safekeeping and must sign an agreement acknowledging this responsibility.
- Keys shall not be loaned, borrowed or transferred without proper authority and documentation by the Physical Plant.
- Keys may not be duplicated under any circumstances, except by the Physical Plant. Tampering with or duplicating keys may result in loss of privilege.
- Lost or stolen keys must be reported to the Physical Plant immediately.
- If a key becomes damaged or broken all parts of the key need to be returned to the Physical Plant as soon as possible.
- Keys must be returned to the Physical Plant upon leaving employment or at the end of the individual's need for a key. A key charge will be charged to the Academic Area for keys not returned to the Physical Plant. Academic Areas may, in turn, request that the Payroll Office deduct this charge from the employee's final paycheck if key(s) are not returned by the end of the employee's employment. NOTE: The key holder is responsible for their key(s) until they are returned to the Physical Plant Office.

### RESPONSIBILITIES:

- A. Physical Plant. Physical Plant is responsible for:
  1. Creating and maintaining the College's lock and key control system, including schematics, codes, and service equipment
  2. Maintaining in a safe and secure manner for all facilities the master and original keys and related hardware and documentation
  3. Issuing keys and keeping key information on file, including:
    - a. Lock and key control system
    - b. Inventory of locks and hardware
    - c. Keys issued to and returned
  4. Changing or replacing locks.
- B. Academic Areas. Academic Areas are responsible for:

- 1.Designating a person within the Academic Area who determines who requires keys, the access required and authorizes requests for issuance of keys
- 2.Reporting lost or stolen keys immediately to the Physical Plant
- 3.Report to the Physical Plant if a person's access needs change (e.g. change Academic Areas, move to another location on campus, an adjunct and/or seasonal employee no longer needs access on campus).

- C. Human Resources Office. This office is responsible for:
- D. Sending notice to the Physical Plant of terminating employees.
- E. Housing/Conferencing. Due to the volume and the frequency of turnover handled by these departments, they are responsible for establishing their own detailed procedures for the issuance, distribution, replacement, and return of keys. These procedures, and any changes to them, must be approved by the Physical Plant to ensure they meet the objectives of this lock and key control policy.

#### GENERAL PROCEDURES:

##### Distribution of Keys:

1. An Academic Area (other than Housing and Conferencing) which wishes to have a key issued to an employee should complete a key request form that is signed by the Area Coordinator and then approved by the Appropriate Vice President, which is then forwarded to the Physical Plant (see Attachment 1, Key Request Form).
2. Based upon the information provided by the Area Coordinator and the Appropriate Vice President the Physical Plant will determine the level of key needed to provide appropriate access to the key holder and, subsequently, will issue the key.
3. The Physical Plant will record the issuance of the key for tracking purposes and keep the Key Request form on file.

##### Replacement keys:

- If a key has been lost or stolen, the key holder shall immediately report the occurrence to the Physical Plant
- The Physical Plant will determine if the lock should be re-keyed.
- The Physical Plant will issue a replacement key after the key holder has paid the fine, in accordance with the Lock and Key Fee Chart approved by the Physical Plant Director (see Attachment 2, Lock and Fee chart).

##### Return of keys:

1. When a key holder leaves Wilmington College, or no longer has a need for a key, the key(s) issued to the key holder must be returned to the Physical Plant by the original key holder. The key holder is responsible for their key(s) until they have been returned to the Physical Plant Office.
2. When a key is returned, the Physical Plant will reflect the return in the individual's key record.
3. If, for some reason, the key(s) are not returned, the Physical Plant, in consultation with the Academic Area, will determine if any re-keying should be done. Failure to return a key will result in a key charge to the Academic Area or individual.

#### STUDENT KEY POLICY:

Academic and administrative buildings on campus are open during hours of operation announced to the campus community. However, on occasion the need arises that a student needs access to a building or other area after normal hours of operation or on the weekend due to employment on campus or special

coursework. In cases such as these a faculty and/or staff member may complete a student request form (see Attachment 3, Student Key Request Form) for the student to obtain keys.

#### Distribution of keys:

1. A faculty and/or staff member deems it necessary that a student needs access to an area after a building's normal hours of operation or on the weekend.
2. The faculty and/or staff member completes the Student Key Request Form. All information on the request form must be completed.
3. The student then must take the request form to the One Stop and pay a \$5.00 deposit PER key, which is refundable upon return of the key(s).
4. The student then must take the request form and their receipt from the One Stop to the Physical Plant where they will then be issued the key(s).
5. If a faculty and/or staff member has a question regarding the Student Key Request Form or the key(s) that need issued they can contact the Physical Plant at extension 220.

#### Return of Keys

1. When a student leaves Wilmington College, or no longer has a need for a key, the key(s) issued to the student must be returned to the Physical Plant.
2. When a key is returned to the Physical Plant the Physical Plant will send the Student Key Request Form to Accounts Payable and Accounts Payable will send the student their refund.
3. Student issued keys must be returned no later than the last day of spring exams. If a student fails to return the key(s) to the Physical Plant a charge of \$50.00 per key will be added to their account.

## Key Request Form

---

Date:

Name of person keys are being requested for:

ID Number:

Person's position:

Department:

Check one:

- Staff
- Faculty
- Other

Department Head's Signature:

Appropriate Vice President's Signature:

Date keys are needed:

### Areas to be Accessed

|    | Building | Room Number | Key No. (if known) |
|----|----------|-------------|--------------------|
| 1. |          |             |                    |
| 2. |          |             |                    |
| 3. |          |             |                    |
| 4. |          |             |                    |
| 5. |          |             |                    |

Steps for key requests:

1. Department Head signs Key Request Form
2. The Department Head then submits the form to the Appropriate Vice President
3. If the Appropriate Vice President approves the key request, they will then sign the form and then forward the request to the Physical Plant.

Lock and Fee Chart

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Key Types

- 1. Room Key: A key that operates one lock
- 2. Sub-master Key: A key that operates more than one lock
- 3. Building Master Key: A key that operates all locks within a single building
- 4. Building entrance key: A key that operates the entrance door to a single building

Key Fines

- 1. Room Key                      \$50.00
- 2. Sub-master Key              \$100.00
- 3. Building Master Key        \$200.00
- 4. Building Entrance Key      \$50.00

If a key is lost, the fine must be paid before a new key will be issued.

Student Key Request Form

---

KEY(S):

DATE:

PLEASE PROVIDE:

-----  
STUDENT'S NAME / ID NUMBER

WITH A KEY THAT WILL PROVIDE ACCESS TO:

FOR THE PERIOD ENDING:



\_\_\_\_\_  
FACULTY/STAFF MEMBER REQUESTING KEYS FOR STUDENT

\*\*Please note that you must pay a \$5.00 deposit per key at the One Stop before keys will be issued.

## **Appendix 1.16: Rights and Duties of Faculty in the Master's Degree Program**

This document is intended as a policy statement concerning the rights, duties, and obligations of Wilmington College faculty who are assigned to teach in the Master's Degree program.

All faculty teaching in the graduate program will have joint appointments in the related undergraduate program. As such they will be expected to attend bi-weekly meetings of the associated Academic Area during the nine-month academic year. Of the faculty teaching in the graduate program, three will be selected each year, on a rotating basis, to serve on the Graduate Program Committee.

The workload of full-time faculty members assigned to teach in the Graduate Program will be calculated on the basis of 4.5 semester hours for each 3-credit course taught. The additional 1.5 semester hours of load per class are intended to provide sufficient time for faculty to engage in scholarly research and writing. Each full-time faculty member teaching in the program will teach both graduate and undergraduate courses throughout the academic year. The net effect of this arrangement is that faculty will fulfill their obligation to teach 22-24 semester hours per academic year by teaching fewer classes. This will free up part of their workweek for scholarly activity. Specifically, faculty teaching graduate courses are expected to make two or more "sustained contributions" to scholarship per year and assess graduate student outcomes in addition to their normal load of service activities each year.

*Revision Approved by Faculty Council 11/2018*

## Appendix 1.17: Diversity Statement

Wilmington College is committed to achieving and sustaining diversity. It seeks to create a campus culture of inclusion and a learning environment that supports educating students who will work, live, and serve in a diverse nation and world. This statement is consistent with and expands upon the words in the College's mission statement that invoke the historic Quaker commitment to social justice and respect for all persons and that express a desire to provide educational opportunities of high quality to students with varying needs, abilities and backgrounds.

Moreover, this statement is the foundation for all diversity initiatives undertaken at Wilmington College. It defines diversity, delineates our diversity goals, and describes diversity's benefits.

### Diversity Defined

The term diversity has many meanings. While the term is used to refer to differences, we intend for diversity to be an inclusive term. Its emphasis at Wilmington College will be inclusion related to racial and ethnic background, religion, gender, sexual orientation, age, disability, and economic class.

### Diversity Goals

The following goals will foster increased commitment and align resources to increase diversity and realize more fully the benefits of diversity at Wilmington College:

1. Create a supportive environment for all who work and learn at Wilmington College and build a campus community that respects the inherent dignity of all persons, discourages bigotry and strives to learn from differences in people, ideas and opinions.
2. Recruit and retain individuals who will contribute to making Wilmington College a diverse community.
3. Include within the curriculum and co-curriculum programs of study and activities that explore the experiences, perspectives, and contributions of various cultures, groups, and individuals and prepare students to work, live, and lead in a multicultural world.

### Diversity's Benefits

In pursuit of these goals, Wilmington College will enhance and deepen the benefits of diversity for its campus community, especially for its students. We know that diversity:

- Enriches the educational and work experience by providing all members of the campus community with the opportunity to learn from individuals who differ from them.
- Promotes personal growth and a healthy society by challenging stereotyped preconceptions and helping students learn to communicate effectively with people from varied backgrounds.
- Strengthens communities and the workplace by preparing students for citizenship in an increasingly complex, pluralistic society and fostering mutual respect and teamwork.
- Enhances the country's economic competitiveness by effectively developing and using the talents of all citizens.

Wilmington College aspires to become more diverse and to extend the benefits of diversity to all members of the campus community.

## Appendix 1.18: Handling Academic Misconduct

(Information Reproduced from the Student Handbook)

### ACADEMIC CODE OF CONDUCT

This policy is directly related to the first Testimony, which is part of the Student Code of Conduct. "I will practice personal and academic integrity." The initial responsibility for dealing with academic misconduct lies with the individual faculty member in whose classroom or course of study the offense occurs. The responsibility includes determination of the consequences for the offense. The goal is for faculty to confront cheating and plagiarism, to teach ethical behavior, and to provide an appropriate consequence based on the nature of the incident. Faculty are encouraged to explicitly address academic misconduct and its consequences in the course syllabus.

### EXAMPLES OF ACADEMIC MISCONDUCT

- A. Examination offenses include, but are not limited to, the following:
1. Taking unauthorized materials into or out of the examination room.
  2. Leaving the examination room without authorization before completing an examination.
  3. Talking in the examination room without authorization.
  4. Discussing the examination outside the examination room during the course of the examination.
  5. Attempting to observe the work of another student.
  6. Taking an examination for another person or permitting someone else to do so.
  7. Collaborating improperly by discussion, joint research, or joint effort in any way expressly prohibited by the instructor. This includes using a cell phone or other device to access information from another source or another student.
  8. Improper knowledge of contents of an examination – No student shall knowingly acquire unauthorized knowledge of an examination or any part of an examination, or solicit, offer, or give information about any part of an examination
- B. Student work offenses include, but are not limited to, the following, which are expressly prohibited in the absence of prior written approval of the instructor or instructors involved:
1. Resubmission of work – Submitting work which has been previously submitted for credit
  2. Plagiarism – Submitting work done wholly or partly by another, including the unattributed copying of all or parts of a published work or internet document. Some instances of plagiarism are the result of ignorance rather than dishonesty. When plagiarism is encountered, the instructor should be sure that the student knows proper procedures for attributing content.
  3. Prohibited sources – Consulting material or persons contrary to the directions of the instructor.
  4. Improper collaboration – Engaging in any discussion, joint research, or joint effort of any kind expressly prohibited by the instructor.
  5. Deception – Misrepresenting the authenticity of sources, citations, or principles in any written work.
  6. Sharing work – Students who share their work with others are responsible for how that work is used. For example, if a student shares a paper with another student to help him or her understand an assignment, and that student submits the work as their own, the author of the paper shares responsibility for the plagiarism committed by the other student.
- D. Other misconduct – Engaging in any other improper conduct as specified by the instructor.
- E. Lying – deliberately providing false information relevant to academic matters, such as misrepresenting the inability to take an examination because of illness.

F. Disruptive or disrespectful classroom behavior – causing a disturbance in the classroom, interrupting instruction, speaking rudely or threatening students or faculty.

#### GUIDELINES FOR HANDLING ACADEMIC OFFENSES

1. Confront the student within ten working days of knowledge of the incident when the college is in session, or within the ten days of the start of the next semester.
2. Determine if the offense is substantiated.
3. Document incident and consequence in writing (letter or email) and send to student. Ideally, the course syllabus should provide a statement related to academic misconduct and its consequences.
4. Submit a copy of the letter or email sent to student to the Office of Academic Affairs, or to the Vice President for External Programs, whichever is appropriate. The faculty member may email the student or send a letter to the student's campus or home address. The Office of Academic Affairs or the Vice President of External Programs will maintain a copy of this letter in the student's file for reference should additional incidents of academic misconduct occur.
5. The Academic Dean/Dean of the Faculty or the VPEP will meet with the student and review the Academic Misconduct Policy. If the student has no prior incidence of academic misconduct, no further action will be taken.
6. If the student has committed a prior offense, the student must appear before the Academic Standards and Appeals Committee. The student may also be required to appear before the committee if the faculty member and the Academic Dean/Dean of the Faculty (or VPEP) determine the offense is serious enough to warrant additional review.
7. Any additional consequences will be determined by the ASA. Consequences could include academic probation, ineligibility for academic honors, or suspension.

#### STUDENT APPEAL PROCESS

If a student wishes to appeal the charge of academic misconduct and/or the sanctions for the offense, he/she may do so in writing within five (5) school days of receipt of the letter or email from the faculty member. Students should send their appeal in writing (letter or email) to the Associate Vice President of Retention and Student Success or to the Vice President of External Programs. A hearing will be set in front of the Academic Standards and Appeals Committee in as timely a manner as possible.

Students who appear before the committee on appeal may be assisted by a support person, who may be any member of the college community or a parent. Students are responsible for presenting their own case; however, the support person is permitted to speak and should assist the student in understanding the academic appeals process. Hearings will be confidential. Admission of any person to the hearing who is not a support person, or a witness shall be at the discretion of the Committee. The Committee may restrict testimony that is irrelevant or redundant.

Pertinent records, exhibits, and written statements may be accepted as evidence at the discretion of the Committee. There shall be a single verbatim record, such as an audio recording of all hearings before the Committee. The appealing student shall have access to a record of the hearing. All recordings are destroyed either after appeals are completed or after the time allotted for appeals has passed.

After the hearing, the Committee shall determine (by consensus) whether the level of academic offense and/or the sanctions should be decreased. Review of the level of academic offense and/or sanctions may not result in a more severe level of offense or sanction. The Committee may render its decision without deference to the faculty member's initial determination.

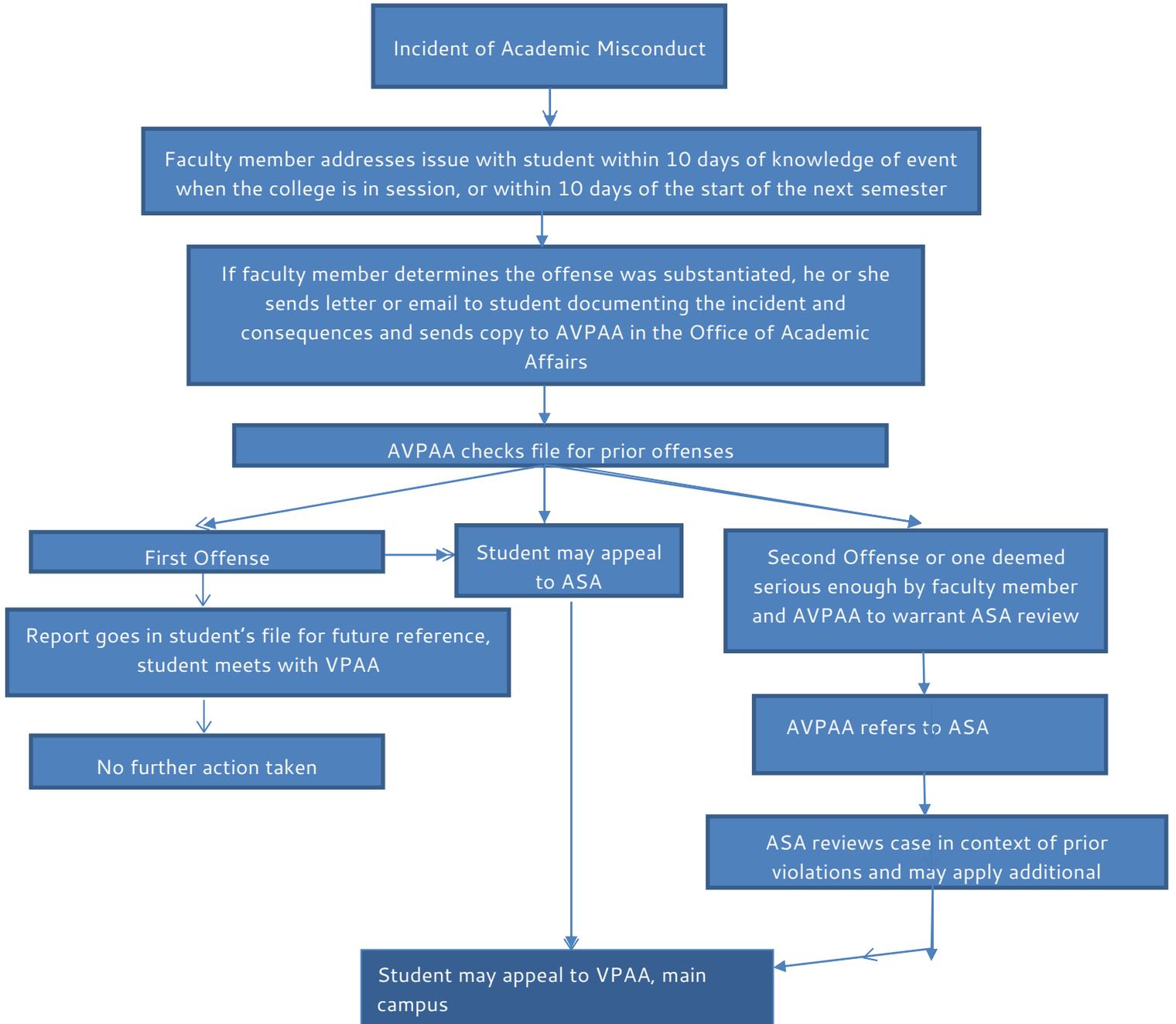
Students who are required to appear before the Academic Standards and Appeals Committee due to a second offense (or a serious first offense) may also appeal the committee's decision to the Academic Dean/Dean of the Faculty under the circumstances outlined below.

#### FINAL REVIEW

Final appeals may be made to the Academic Dean/Dean of the Faculty within five (5) school days of the decision of the Academic Standards and Appeals Committee. An appeal to the Academic Dean/Dean of the Faculty is only appropriate under at least one of the following conditions:

- The original hearing was not conducted fairly in light of the charges and evidence presented, and in conformity with prescribed procedures.
- The decision was not based on substantial evidence
- The sanction imposed was not appropriate for the violation.
- There is new evidence that was not presented at the original hearing.

## Appendix 1.18.1 Handling Academic Misconduct Flow Chart



## Appendix 1.19: Peer Classroom Visitation Guidelines

### GENERAL PRINCIPLES:

1. Classroom visitation is a part of the total faculty evaluation.
2. Visitor's report should be qualitative and in narrative form.
3. A pre-visit conference should occur.
4. Guidelines for the pre-visit conference and the visit are reflected in the following materials.
5. Suggestions for observations are reflected below.
6. Peer evaluator should make additional comments as appropriate.
7. The faculty member should be given a copy of the comments (a post visit conference is strongly recommended). The faculty member may include comments on the visitation report with the copy of the report that resides in the faculty member's evaluation file in the Academic Dean/Dean of the Faculty's Office.

### PRE-VISIT CONFERENCE QUESTIONS:

1. Establish a mutually agreed upon time.
2. How do you rate this class? Are they cooperative, interested, non-responsive? How will have they performed academically so far?
3. Share any prepared materials for the class (lesson plan, hand-outs, etc.)
4. Where do you want me to sit?
5. Do you wish to introduce me?
6. Ok to take notes?
7. Is there anything in particular that you would like me to observe?
8. Show guidelines-try to come to mutual definitions of each descriptor.
9. Assure instructor that you will be quiet during the visit.

### CRITERIA FOR VISIT:

1. Clarity-there is clarity in instruction as evidenced by the instructor's
  - a. Command of content
  - b. Ability to keep discussion focused
  - c. Presents multiple examples of each concept
  - d. Presents definitions of new or unfamiliar terms
  - e. Makes connections to content from previous classes
  - f. Answers student's questions thoroughly
  - g. Delivers content coherently
2. Interaction: Students and instructor interact to enhance learning as evidenced by
  - a. Student's attention and involvement
  - b. Students seem comfortable asking questions; instructor is responsive to them
  - c. Students seem comfortable in expressing opinions; instructor is tolerant of other points of view; there appears to be mutual respect
  - d. Instructor addresses and is aware of all students in class; they are all treated equally
  - e. Instructor asks questions that encourage students to extend their thinking; students are responsive
  - f. Instructor monitors students' understanding of content and provides feedback

## Appendix 1.20: Salary Policy

### Guiding Statements for Compensation at Wilmington College

- It is essential that Wilmington College attract, recruit and retain highly qualified individuals within each area of the College; thus, compensation must be competitive with external labor markets.
- In addition to relevant market analysis, compensation will be monitored to ensure consistency with Wilmington College's strategic plan, core values, priorities and commitment to equity.
- Wilmington College commits to internal equity and will consistently monitor compensation for compliance. The College also pledges to ensure that there is no discrimination on the basis of race, gender, sexual orientation or any other basis protected by the Wilmington College Statement of Non-Discrimination.
- Wilmington College's compensation policy will remain consistent with the judicious expenditure of college funds entrusted to us by students, their parents, and donors, and with fiscal responsibility.
- Wilmington College's compensation policy and procedures will ensure transparency and accountability within the constraints of principles of compensation confidentiality.

### Salary Administration for Faculty

Salary administration for academic faculty shall be developed in accordance with the following guidelines:

- a. On or before December 15 of each year, the Academic Dean/Dean of the Faculty/Dean of Faculty shall make available to the Faculty Council a summary of full-time ranked faculty salaries for the current academic year; at minimum, this summary shall identify the range, median and mean salary of faculty at each rank.
- b. The Board of Trustees establishes the percentage of the College budget to be used for salaries. The Board bases its decision on the recommendation of the College President, who consults with the Budget and Planning Committee in developing a proposal for salary adjustments and/or increases.
- c. A method for distributing the salary pool dollars (based on the Board's established percentage) shall be developed by the Academic Dean/Dean of the Faculty in consultation with the Faculty Council; it shall take into consideration across-the-board increases, promotion increases, and equity increases. This method of distribution shall be established and recommended once the salary pool is approved by the Board of Trustees in its April meeting. The President makes the final decision on salary distribution.
- d. The Academic Dean/Dean of Faculty recommends to the President initial salary of appointees; the President gives final approval. Decisions about starting salaries will be made based on internal equity and market considerations

Goals for salaries for full-time academic faculty shall be established by the Academic Dean/Dean of Faculty in consultation with the Faculty Council. The College's goal for faculty salaries shall be set at or above 100% of the corresponding group mean of academic ranks in our set of normative peer institutions. If our normative peer group changes, the goal will be to achieve at or above 100% of the corresponding group mean of academic ranks in our new set of peer institutions.

### Salary Adjustment for Promotion in Rank

In addition to any annual salary increases, faculty who are promoted in rank shall receive an increase in their base salary beginning the year in which the promotion takes effect. To ensure promotional equity, this

increase shall be \$2000 when promoted to associate professor and \$2500 when promoted to professor.

#### Increases for Completion of the Doctoral Degree

Full-time ranked faculty shall receive a one-time bonus of \$1,000 upon completion of the initial doctoral degree in a field directly related to their area of responsibility. The doctorate must be an earned doctorate from an accredited institution, or an acceptable foreign equivalent.

#### Equity Adjustments

For each faculty rank, a salary range and a mid-point will be determined using salary data provided by the Office of Human Resources. Each year, the Academic Dean/Dean of Faculty will monitor faculty salaries to determine whether internal inequities exist where faculty salaries are substantially below those of faculty with similar rank, experience, and qualifications. If inequities are found to exist, equity increases will be made in order to bring the salaries of the affected faculty members into the salary range for that rank and within a specified amount of the median for that rank. Assuming comparable experience, qualifications and time in rank, at the Assistant Professor rank, salaries should be within \$2000 of the median of the rank after 5 years in rank and thereafter. At the Associate Professor rank, salaries should be within \$3000 of the median of the rank after 5 years in rank and thereafter. At the Professor rank, salaries should be within \$4000 of the median of the rank after 5 years in rank and thereafter.

#### Review

The administration of faculty salaries will be reviewed annually for progress towards goals. Additionally, monetary amounts for salary adjustment, bonuses, and equity will be reviewed at least every three years.

#### Administrator and Staff Salary Administration

Salary administration for College Administrators and Staff shall be developed in accordance with the following guidelines:

- a. The Board of Trustees establishes the percentage of the College budget to be used for salaries. The Board bases its decision on the recommendation of the College President, who consults with the Budget and Planning Committee in developing a proposal for salary adjustments and/or increases.
- b. A method for distributing the salary pool dollars (based on the Board's established percentage) shall be developed by the President and the Vice President for Business and Finance; the method shall take into consideration across-the-board increases, promotion increases, and equity adjustments. This method of distribution shall be established and recommended once the salary pool is approved by the Board of Trustees in its April meeting. The President makes the final decision on salary distribution.

Guidelines for salaries for all administrators and staff shall be established by the President, and Vice President for Business and Finance in consultation with the Director of Human Resource. The College's goal for salaries is to be at or above 100% of the corresponding position mean for our comparison data sets which establishes the pay practice range.

Staff positions are separated into groups based on relative job content. Within these groups, jobs that resemble one another--those with similar general duties and responsibilities--are assigned to the same classification and given the same classification title and description. A salary range is established for each group based on salary survey data. The College annually establishes a market pay practice line based on data for benchmark positions (positions at Wilmington that match positions included in salary surveys). The pay practice range is derived from survey data specific to regional and national higher education employers and survey data covering a wide range of employers locally and regionally. The pay practice range represents the Median market pay rate--the rate paid to experienced and capable persons who meet substantially more than

the job minimum requirements. Salary range minimums and maximums are established based on the pay practice range.

Staff members are normally paid at least the minimum of the salary range to which the job is assigned. Salaries for staff members who are relatively new to their occupational categories are at or near the minimum of the salary range depending on level of experience. Ideally, salaries for staff members who are fully qualified and whose experience and performance reflect full mastery of their positions will be at or near the upper pay limit of the salary range (full market rate). Normally, only staff members whose performance has been consistently superior over an extended period have salaries between the beginning pay rate and the maximum of the salary range. The hiring range for new staff members is between the salary range minimum and the upper pay limit. Persons whose salaries are at or near the salary range minimum will generally be those with relative inexperience in the field of expertise. Exceptionally well-qualified candidates may be hired at or near the upper limit of the pay range. Decisions about starting salaries will be made based on internal equity and market considerations. Salary offers that exceed the pay range may occur in rare circumstances and must be authorized by the President and Vice President for Business and Finance. In all cases, however, all salary increases are dependent upon the availability of funds. Increases typically become effective with the beginning of the fiscal year, unless specified otherwise. An employee whose performance is not meeting expectations should be reviewed frequently (and at least every three months) with the objective of improving performance or documenting the decision to terminate. In such cases, salary increases may be delayed pending improved performance. Performance deficiencies should be thoroughly and objectively documented in writing and discussed with the employee.

## Appendix 1.21: Components of Evaluation Portfolios

Listed below are items to consider placing in promotion, tenure and review portfolios. Bolded items are strongly suggested. Consult with the current Clerk of Tenure, Promotion and Review for suggested items for current year, as guidelines here are tentative and still in development.

Cover Letter (includes statement about growth and development from previous reviews, such as third-year review, as well as brief summary of achievements in three areas of teaching, scholarship and service)

### Curriculum Vitae

#### Teaching:

- Teaching Summary Statement and Teaching Philosophy
- List of courses you have taught
- Course Materials you have developed
- Information about courses you have designed
- Innovative teaching strategies
- Teaching evaluations other than SIRII/ College administered evaluations
- Evaluations from area coordinator
- Letters from students
- Observations of colleagues

#### Scholarship:

- Summary Statement
- Copies of published articles
- Texts or other materials from presentations
- Works in progress
- Professional development activities
- Grants (internal and external)
- Guest lectures
- Reviews of scholarly work from peers
- Number of citations from your published work

#### Service:

- Summary Statement
- List of service you have provided to college, community and profession
- Select artifacts from service
- Letters from community or other members you have worked with Commendations and Awards

## Appendix 1.22: Administrative Data Access Policy

### Purpose:

This policy defines the acceptable access to and archiving of data at Wilmington College. This policy establishes measures for the protection, access, and use of Wilmington College's administrative (electronic or paper) data.

The College provides employees with the information they need to do their jobs. An employee will be granted privileges consistent with their job duties to access public, confidential, and private information about faculty, staff, students, alumni, and donors.

### Definition of Administrative Data:

The College's database consists of information critical to the success of Wilmington College as a whole. The database is shared data, managed within a conceptual framework.

Data may be digital text, graphics, images, sound, or video. Some examples of administrative data include employee salary information, student course grades, or vendor payments. Administrative data does not include personal electronic calendar information and other similar material.

### Ownership:

Information maintained by Wilmington College is a vital asset that is made available to all employees who have a legitimate need for it, consistent with the College's obligation to preserve and protect such information by all appropriate means.

The College is the owner of all administrative data, and it expressly forbids the use of administrative data for any purposes other than those required to conduct the business of the College. This resource may only be used in a legal, ethical, and responsible manner. All administrative data, whether maintained in the central database or copied into other data systems, remain the property of the College and are governed by this policy statement.

Although individual offices, departments, or programs may have responsibilities for portions of the College's administrative data, the College itself retains ownership and responsibility for the data.

All other data defined as non-administrative data are owned by the creator of the data.

### Responsibility:

It is the responsibility of all employees to manage data in a professional and ethical manner. Employees with access to data which is owned or created by others must observe requirements for confidentiality and privacy, must comply with protection and control procedures, and must accurately present the data in any use. In addition, the College and its employees do comply with applicable state and federal laws and regulations.

The College expressly forbids the disclosure of unpublished administrative data or the distribution of such data in any medium, except as required by an employee's job responsibilities.

In this context, disclosure means giving the data to persons not previously authorized to have any type of access to it. The College also forbids the use of any administrative data for one's own personal gain or profit, for the personal gain or profit of others, or to satisfy personal curiosity.

Users will respect the confidentiality and privacy of individuals whose records they access, observe any ethical restrictions that apply to data they access, and abide by applicable laws and policies with respect to accessing, using, or disclosing information.

#### Confidentiality:

All data is to be treated as confidential. With the exception of processes identified in the sections to follow, data may not be viewed, modified, duplicated, or transmitted without appropriate consent of the owner of the data or by legal authority.

#### Authorized Access:

Access to data files is permitted by authorized employees of the Information Technology Department for the purposes of monitoring and backup, storage, and retention without the approval of the data owner. However, access to the specific contents of data files requires appropriate approval pursuant from the owner or a legal authority request. Access in any other manner is a violation of this policy. (As consistent with and covered by the Information Technology Policy ITP-01 (Administrative Data Access)).

#### Monitoring:

It is essential for authorized employees of the Information Technology Department to monitor resource utilization of the Wilmington College network, equipment, and data in order to provide a healthy computing environment for network users. While this activity may require accessing details about files in general, it is not permissible to access the contents of these files without appropriate authorization. (As consistent with and covered by the Information Technology Policy ITP-01 (Administrative Data Access)).

The Information Technology Department shall insure that a variety of security measures are in place. It shall maintain the central College database and ensure data security, integrity, and availability to all who have been granted access to it.

#### Backup, Storage, and Retention:

For security purposes, Wilmington College data files are backed up to prevent loss of data and to provide for the restoration of lost or damaged information. Central database system backup will be performed on a regular basis according to a predefined schedule and are stored in a secure location under secure conditions. This information is retained for specific periods of time as determined by the type of data being backed up. It may be necessary for authorized Information Technology employees to view the contents of the process in order to ensure the accuracy of the files being backed up. However, information contained in individual files must not be accessed unless an authorized request has been approved from the owner. (As consistent with and covered by the Information Technology Policy ITP-01 (Administrative Data Access)).

#### Violations:

Any member of the Wilmington College Community who violates this policy will be subject to the disciplinary process as outlined in the appropriate handbook. The College also reserves the right to advise appropriate legal officials of any illegal violations.

## Appendix 1.23: Online-Hybrid Faculty Qualifications and Guidelines

Criteria for determining who is appropriately trained and proficient in (1) both the online and hybrid delivery model and (2) the use of the Course Management System (Blackboard).

### Delivery Expertise

1. Faculty must have demonstrated their competence in teaching the proposed hybrid or online course in the traditional setting.
2. Faculty must show some indication of formal training and experience in teaching hybrid and/or online courses. This may be documented through:
  - External training site offered by a professional development course(s) or formal coursework; or
  - Formal training and experience at another post-secondary institution; or
  - Successful completion of in-house training.

### Course Management System Expertise

1. Faculty must demonstrate their level of competence through a review of their prior development, implementation and execution of a traditional course using the College's course management system in a prior semester long course.
  - Competence will be based on an analysis of the following:
    - Understanding of the proposed delivery methodology (traditional, hybrid vs online).
    - Course overview is easily located.
    - Syllabus that is posted contains all of the suggested elements of a syllabus.
    - Course goals and learning objectives are clearly stated in terms understandable to students.
    - Learning modules or some other content organization is visible and logical.
    - Several forms on assessment using the tools in the course management system are present in the course.
    - Some instructional materials, other than that contained in the textbook, are present with appropriate directions for the students to use them (internet links, publications, photos, etc.).
    - Types of learning activities selected are consistent with achievement of learning outcomes.
2. Faculty will demonstrate to the satisfaction of an assigned peer reviewer that they have explored the course tools available and have considered which they would use if the course reviewed in step 1 were to become hybrid or online. This demonstration would include examples of how a module would be presented and the assessment completed under the new delivery format. This demonstration will include:
  - Course overview expanded

- Instructional methodology is explained to students including deadlines
- Course policies are clearly stated and identified. These policies address:
  1. American with Disabilities Act
  2. Attendance
  3. Copyright policies
  4. Course week definition
  5. Online workload
  6. Plagiarism
  7. Third party software and FERPA
- Minimal student technical skills expectations
- Course grading policies
- Instructor introduction and instructions for students to build their profile in the class roster are included.
- Instructor contact information including “office” hours. “Office” hours must include a statement as to how frequently the faculty member will be checking the course management system and email.
- Types of materials, activities and means of student engagement are clearly defined.
- Explanation of the course management tools that will be used and where students can obtain further info on the tools.

*Approved April 2015*

## Appendix 1.24: Online and Hybrid Course Proposal Policy

Faculty may request to provide instruction in the nontraditional (other than face to face) delivery methods hereinafter referred to as Online or Hybrid course delivery. Online courses shall be totally online while hybrid courses are a combination of traditional and online delivery. Hybrid courses must meet face to face a minimum of thirty percent of the course time.

The purpose for providing these delivery options is to provide the most effective and efficient means of course delivery when both the instructor and the institution deem an alternative method is needed. This approval process does not replace the approval process for a course offering through the governance policies of the College. The same course being offered in an alternate delivery format must fulfill the same requirements and meet the same General Education, Skills, Global, etc. The alternate delivery formats must be approved by the Academic Policies Committee (APC).

Course approval alternatives:

1. When submitting a new or amended course for approval by APC the documentation may request that the course be approved to be offered in the traditional, hybrid, and/or the online format in different semesters, sections by the same or different instructors.
2. A course that was previously approved by APC that is only requesting an update to approve additional delivery formats may request an expedited approved by APC and the faculty.

Note: This step is necessary to meet the HLC standards of (a) appropriateness to the institution's mission and purpose; (2) The institution's plans for developing, sustaining and, if appropriate, expanding on-line learning offerings are integrated into its regular planning and evaluation processes; and (3) on-line learning is incorporated into the institution's governance and academic oversight.

Course /Section format

Any course that has been approved by the Faculty upon its recommendation by APC may be taught in one of the approved formats providing:

1. Ownership of the material as developed belongs to the faculty member who produced it. The College does not maintain the right to reuse the material in another hybrid or online course without consent of the faculty member.
2. The faculty member and the Academic Dean/Dean of Faculty/VPEP agree on the rationale and qualifications guidelines for offering the course in other than the traditional delivery format.
3. The faculty member is deemed by the Academic Dean/Dean of Faculty/VPEP to be appropriately trained and proficient in the online/hybrid delivery format and the use of the course management system (Blackboard).
4. Enrollments in online/hybrid courses shall not exceed those that would be expected in a traditional course.

5. Adequate institutional resources exist in supporting academic and technology resources.

Note: This step is necessary to meet the HLC standards of (4) Curricula for the institution's on-line learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats; (6) Faculty responsible for delivering the on-line learning curricula and evaluating the students' success in achieving the on-line learning goals are appropriately qualified and effectively supported; (7) The institution provides effective student and academic services to support students enrolled in online learning offerings; (8) The institution provides sufficient resources to support and, if appropriate, expand its on-line learning offerings; and(9)The institution assures the integrity of its on-line learning offerings.

#### Assessment and Evaluation

1. The appropriate Committee(s) shall regularly assess the comparability and student outcomes of the courses offered in any of the three formats as part of the regular Program Review process.
2. Annually the Library and IT Committee shall assess the technology needs, the adequacy of College resources in meeting those needs, and make recommendations for additional resources that they identify as minimally necessary for online/hybrid course offerings.

This assessment shall be based on:

- a) The Guidelines for the Evaluation of Distance Education (On-Line Learning) of the HLC
- b) The Guidelines of Quality Matters – A National Benchmark for Online Course Design (<https://www.qualitymatters.org/>)

Note: This step is necessary to meet the HLC standards of (4) Curricula for the institution's on-line learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats; (5) The institution evaluates the effectiveness of its on-line learning offerings, including the extent to which the on-line learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals; and(9)The institution assures the integrity of its on-line learning offerings.

*Approved April 2015*

## Appendix 1.25 Institutional Review of Animal Research and Care

Wilmington College is exempted by the USDA from having an institutional animal care and use committee (IACUC\*). Wilmington College is committed to the ethical and humane treatment of animals used in research and teaching. It is committed to conducting quality animal research in an ethical and responsible manner to further scientific discoveries that will improve the well-being of our society and in training professionals to live by these values in their careers as agriculturists and scientists upon graduation. From the deep commitment to integrity and respect for others, including animals, comes the establishment of an oversight committee.

The Institutional Animal Research and Care Committee (IARCC) has several responsibilities.

1. The committee reviews all research activities under the auspices of Wilmington College that involve the use of live, vertebrate animals or cephalopods, regardless of the funding source.
2. The committee reviews animal care protocols (SOPs) voluntarily submitted by areas or individual researchers.
3. The Academic Dean/Dean of Faculty may ask the committee for their counsel on ethical issues surrounding a welfare complaint when responding to a complaint.
4. The committee assists in developing appropriate forms and keeping all voluntarily submitted animal care protocols and SOPs on file.

The committee reports directly to the Academic Dean/Dean of the Faculty, who is responsible for all academic uses of animals at Wilmington College.

All research in which animals are used must be reviewed by the committee. No committee member may participate in the review process of a project in which s/he has a conflict of interest, except to provide information to the committee. Because student research must be completed within limited time spans the committee should respond to proposals in a timely manner.

There are two methods of protocol review:

1. Designated Member Review – To utilize Designated Member Review, each IARCC member is provided with an abstract of the research proposal and has the opportunity to request a Full Committee Review. If no member requests a Full Committee Review the committee chair designates a member of the committee to review the proposal. The designated reviewer may approve or request modifications in the proposal or may request a Full Committee Review. A Designated Member may not disapprove a proposal. This is the usual method of review and should be an expedited review.
2. Full Committee Review – A convened meeting of a quorum of the IARCC can approve, request modifications of, or disapprove a proposed protocol by a simple majority vote.

There are three possible outcomes to the review of a research proposal:

1. Approval – A protocol that has been approved by the IARCC requires no further action by the investigator before the research may commence.

2. Conditional Approval – The IARCC may request revisions to a proposal. The investigator will receive written details describing what additional information is required and the revised protocol will be reviewed at the next convened IARCC meeting.
3. Negative Decision – A protocol that has been disapproved by the IARCC may not be initiated. The investigator will receive written details describing the reasons for denial of approval and will be given an opportunity to respond.

\* Currently we have no NIH or NSF grants requiring oversight.

Approved April 2017

## **Appendix 1.26 Faculty Merit System (Not in effect)**

When the budget allows, the Merit System awards bonuses for outstanding contributions to the College as defined below. Each year, the Area Coordinators, Faculty Conveners and Academic Affairs staff will establish or refine goals and objectives for faculty merit activities for the coming academic year. The goals and objectives will be linked to the mission of the College and will encourage faculty involvement in curriculum development, institutional governance, scholarly activities, student/community relations and efforts to improve teaching effectiveness. Other activities that do not fit into the above categories also may be pursued, but they must be negotiated in advance with the Area Coordinator.

Faculty seeking to pursue a merit activity should consult with their Area Coordinator in the spring before a new academic year begins, following the process outlined in Section 2.15.5.1.

Bonus awards will be based on the quality of individual performance, the amount of time and effort that have gone into the project and the benefit of the activity to the College as a whole. Relevant factors for assessing the quality and benefit of the project include:

- Independent recognition of scholarly merit and accomplishment
- Insight, leadership, perseverance, and/or organizational acumen in the governance work of the College, student organizations, or other groups external to campus whose purpose and objectives reflect the mission of the College
- Creativity and diligence in the preparation and /or execution of grants or other activities resulting in enhanced financial resources for the College
- Innovative and effective classroom pedagogical techniques, practices, and materials
- Extensive involvement in recruitment, advising, or other retention activities, above and beyond that normally expected of faculty
- Initiation and development of replicable international travel opportunities for faculty and students, above and beyond that normally expected of faculty.

The amount of bonuses will vary annually in accordance with the financial condition of the College. As a general rule, bonuses will range from \$500 to \$1,500 based on the value of the merit activity to the overall welfare of the College.

Area Coordinators will review faculty performance and make recommendations to the Academic Dean/Dean of the Faculty. The Academic Dean/Dean of the Faculty will make independent recommendations to the President, who will make the final decision.

### **Process for Applying for Bonuses**

As a general rule, the bonus process is a thirteen-month endeavor extending from April of one year until May of the following year. The calendar for this process is set forth below:

Early April of year one. The Academic Dean/Dean of the Faculty sends all faculty a letter identifying institutional priorities for bonuses in the upcoming year. Faculty consider which of these priorities they would like to pursue. Individuals with questions are free to consult with Area Coordinators or the Academic Dean/Dean of the Faculty.

Late April of year one. Area Coordinators distribute memos to faculty indicating when they will be available to meet with individual faculty during the first two weeks of May. Faculty arrange appointments with Area Coordinators.

Last two weeks of contract year/year one. Faculty meet with Area Coordinators to determine what projects they will pursue for the coming year. The Area Coordinator's evaluation of faculty performance also takes place during this meeting.

May 15 – 20/second year. Area Coordinators review each faculty member's activities and send recommendations to the Academic Dean/Dean of the Faculty or the Vice President for External Programs.

The President will make final decisions and notify recipients by mail during the summer.

An ad hoc committee of three administrators and five tenured faculty will review the bonus system bi-annually to assure it is meeting the purposes and goals of the institution. The three administrators are the Vice President for Business and Finance, the Academic Dean/Dean of the Faculty, and the Director of Human Resources. The five tenured faculty will consist of individuals who either are serving or recently have served on the Tenure, Promotion and Review Committee. The Academic Dean/Dean of the Faculty and the Faculty Conveners will appoint the faculty members of this committee.

#### Determining Qualified Faculty/ Faculty Credentialing Policy

It is the policy of Wilmington College to certify the credentials of all faculty [i.e., full time, part time, adjunct and visiting/ tenured, probationary (tenure-track) or term contracts (non-tenure track)] as defined by the Higher Learning Commission (HLC). Per the HLC, "qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent 'tested' experience, may be considered by the institution in determining whether a faculty member is qualified."

## **Appendix 1.27: COVID 19 Office Space & Employee Protocol (Not in Effect)**

Purpose: The following protocol was developed in conjunction with recommendations and requirements from the Ohio Department of Health in order to provide and maintain a safe work environment for employees, students and guests to Wilmington College. Compliance with this protocol is mandatory for all employees.

Employees: All employees must adhere to these steps each workday.

- Perform a daily health assessment prior to coming to campus. This should include taking temperature, monitoring for fever (100.4 or higher), cough or trouble breathing. Employees that exhibit these symptoms should not come to campus, see Protocol for COVID19 on Campus for additional instructions.
- Upon arrival to campus, employees should maintain social distancing when moving about campus, entering buildings, and inside buildings.
- Facial coverings must be worn inside buildings at all times with the exception of your personal office, if it not shared with anyone else and there are no visitors.
- Maximum capacity in elevators is 2 individuals and facial coverings should be worn at all times. When waiting for elevator doors to open, please stand back 6 feet from the elevator entry to allow current passengers to exit.
- Employees should not congregate in general office spaces or in hallways.
- When outside, maintain 6 feet between others at all times. When this is not possible, a facial covering should be worn.
- Good hygiene including frequent hand washing is recommended. Office Space:
- Employees will be responsible for the cleanliness and sanitization of their personal office space including desk, computer, telephone, chairs on a daily basis. Sanitization products will be provided by the College to each office area.
- Employees should place trash cans outside of personal offices in the hallways or just inside an office suite at the end of each business day (or as needed).
- Visitors to personal offices is limited to one (1) person at a time. Facial coverings and 6- foot social distancing must be maintained. Doors should be left ajar when possible to facilitate ventilation. Meetings via Zoom or MS Teams is recommended.
- A general cleaning and sanitization of all offices will take place on a biweekly schedule by the College housekeeping staff.

Conference/Meeting Rooms:

- All employees are encouraged to continue to utilize virtual meeting rooms.
- If in person meetings are necessary adherence to current reduced capacity and room set up is required. Facial coverings must be worn by all participants at all times.

Restrooms:

- No more than 2 individuals should be in any restroom at any time. Facial coverings must be worn while in any campus restroom.
- Proper hand washing should take place and it is recommended that individuals utilize paper towels to open doors upon exiting.

Request for Accommodation:

- Any employee that is not able to comply to these protocols must contact Human Resources and the process to request accommodation will take place.

Wilmington College Vehicles

- Facial coverings must be worn when driving/riding in any Wilmington College vehicle with more

than one (1) person.

*Rev. 09/10/2020*