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WELCOME

Dear Granite State College Faculty Colleague,

Granite State College recognizes and appreciates your dedication to the education of our students and to the mission of the College. Your academic background, willingness to share your expertise, professionalism, and enthusiasm to help our students connect personally to their own learning ensure that a Granite State College education is integral to our commitment to quality, community, relevance, and support for our students.

Granite State College will work hard to create a positive and welcoming environment for you and for your students in support of your efforts to teach and their desire to learn. This Faculty Handbook is designed to serve as an administrative reference guide for all faculty teaching at GSC. It contains information about the College's academic programs, services and resources for students, and academic policies that support effective teaching and learning, and that help shape the College into an appropriate educational environment for the GSC community.

As an institution committed to adult learners and to the value of lifelong learning, this Handbook also identifies resources to support your work as a member of our Faculty. I hope that you find these resources helpful, and in the spirit of continuous improvement, I encourage you to let me know how we can do better.

Sincerely,



Mark Rubinstein
President | Granite State College

ABOUT GRANITE STATE COLLEGE

Granite State College is committed to empowering and educating students in New Hampshire and beyond by delivering high-quality education in an accessible, affordable, flexible, and innovative setting. As one of the four institutions of the University System of New Hampshire, Granite State College annually serves more than 3,500 students, and has served over 61,000 students since 1972. The College proudly delivers practical and relevant education in the classroom and online, offering Associate, Bachelor's and Master's Degrees, post-baccalaureate programs for teacher education, and a variety of transfer opportunities.

HISTORY

Granite State College was first established as The School of Continuing Studies of the University of New Hampshire System (UNHS) by a vote of the Board of Trustees on August 5, 1972. The purpose of "SOCS" was "...to expand the educational services provided by the University System—thereby increasing the variety and availability of educational options throughout the State."

In 1979 the institution was renamed the College for Lifelong Learning, and in 1999 the College began offering coursework fully online, one of the first institutions in the state to do so. Initial accreditation from the New England Association of Schools and Colleges (NEASC) was granted in 1981, which the College has held continuously since.

In January 2005 Governor John Lynch signed House Bill 99, changing the name again to Granite State College, noting that the new name "really does reflect the mission of the college to educate nontraditional students of all ages."

Beginning in 2010 the College began expanding the number of undergraduate degrees offered, and in 2011 requested and received NEASC approval to offer master's degrees, both in response to statewide, regional, and national trends in workforce demand. The School of Education was founded in 2012, also in response to a demand for more credentialed educators in public schools.

The Concord facility moved to its current Hall St. location in 2012. The College currently retains a statewide footprint with multiple instructional locations, in addition to the potential for a global presence online. In each of those locations, the College seeks to serve as a partner and a resource, contributing space—not simply as a commodity, but as an aspirational destination—financial support (when appropriate), and service and intellectual capital.

VISION STATEMENT AND VALUES

Granite State College will be nationally recognized as a leader in meeting the academic needs of adult students by offering programs and services of the highest quality that address the educational and workforce priorities of our state and regions. Our statewide presence, innovative programs, and responsive delivery models will enable us to provide a greater number and more diverse group of students with increased educational opportunities. Granite State College will continue to be the

institution of choice for individuals who wish to be part of a teaching and learning environment that actively promotes academic success, personal development, professional growth, and community involvement.

The mission and vision statements of Granite State College reflect the following core values identified as key elements in successfully meeting the educational needs of our students:

- Our primary commitment to and respect for students of all ages, for whom our innovative college programs are designed;
- Our commitment to ensure access for all students who desire a college education, and the consequent commitment to make college convenient and financially affordable;
- Our belief that learning is a lifelong process;
- Our determination to provide an academic experience that extends critical thinking throughout the curriculum, integrates theory and practice, has a strong foundation in the liberal arts and sciences, and fosters self-directed learning;
- Our belief that effective teaching and learning results in assessable outcomes;
- Our determination to have a positive social and economic impact on the communities of which our students are members;
- Our commitment to diversity and the educational value that inclusion brings to the learning experience;
- Our recognition that staff and faculty are vital members of our community and the College respects and values their essential contribution to the education of our students. Hence, the College will support the lifelong learning goals of our staff and faculty.

OUTCOMES-BASED LEARNING

As a degree granting institution our greatest concern is that our graduates master a specific set of skills and competencies. The College's outcomes-based degree programs and curriculum:

- Provide standards to be met in demonstrating competence.
- Form a base from which to design and pursue learning activities.
- Foster the ability to demonstrate self-directed learning.

DEGREES AND COURSES ONLINE

The College is the University System's leader in delivering online education in New Hampshire and several other states, making it possible for people to earn a degree totally online. Students have access to an online community of faculty, course materials, library services and resources, and fellow students.

Every state has the authority to regulate higher education delivered within its borders, including online education. The National Council for State Authorization and Reciprocity Agreements (SARA) is a voluntary, regional approach to state oversight of postsecondary distance education. It allows institutions to provide online courses outside their own state borders while maintaining compliance with state regulatory agencies.

Granite State College has been approved by the State of New Hampshire to participate as a SARA institution. SARA approval does not extend to professional degree programs such as education or nursing.

To find out if a program is offered in a particular state, go to <https://www.granite.edu/about/online-programs-state/>. To learn more about SARA, please visit <http://nc-sara.org>.

ACCREDITATION

Granite State College is accredited by the New England Association of Schools and Colleges (NEASC) and offers associate, bachelor's and master's degrees, as well as teacher certification programs at the undergraduate and post-baccalaureate levels.

UNIVERSITY SYSTEM OF NEW HAMPSHIRE

Granite State College is a public degree-granting institution awarding associate, bachelor's, and master's degrees. Granite State is one of four independent state colleges and universities that comprise the University System of New Hampshire (USNH), together with Keene State College, Plymouth State University, and the University of New Hampshire. In addition to USNH, New Hampshire's public institutions of higher education include the Community College System of New Hampshire (CCSNH), the statewide system of two-year colleges. As part of its mission of access to higher education, Granite State College is an active partner with USNH and CCSNH institutions to ensure degree pathways for students pursuing all degree levels.

STUDENT PROFILE

The following table provides a composite view of the student population at Granite State College.

	MEASURE	UNDERGRADUATE	POST-BACCALAUREATE	MASTER'S
AGE	Average age:	34	38	39
	% of Granite State College's undergraduate student body who are traditional-age students (18-24):	27%	n/app	n/app
GENDER	Female:	70%	82%	58%
	Male:	30%	18%	42%
ORIGIN	First-time college students:	16%	n/app	n/app
	Transfers:	84%	n/app	n/app
GEOGRAPHY	States in which students live in:	47*	12	10
	% of students living in NH:	83%	92%	79%
	Graduates remaining in NH:	89%	n/avail	n/avail
STATUS	Full-time:	24%	5%	14%
	Part-time:	76%	95%	86%
RETENTION	% of newly enrolled FY2014 students who re-enrolled in FY2015:	69%	69%	75%
GRADUATION	% completing programs in 150% of expected time:	55%	n/avail	67%
	# degrees/certificates awarded in FY2015:	529	57	40
FACULTY	# of faculty teaching:	253	56	31
	Student/faculty ratio:	12/1	5/1	6/1

* Plus three other countries.

ACADEMICS

Granite State College's academic programs are designed for adults who wish to advance their education. We understand the unique needs of adult learners and provide interactive, engaging, and flexible programs that help students reach personal and professional goals.

Adult learners want to see their coursework in action, and that's why our degree programs and curricula are outcomes-based, providing students with practical skills and competencies. All of our degree programs are designed to:

- provide standards to be met in demonstrating competence;
- form a base from which to design and pursue learning activities; and
- foster the ability to demonstrate self-directed learning.

ACADEMIC CALENDAR 2017-2018

FALL 2017 (201701) – 12 WEEKS

July 3 (M)	Registration Opens
Aug. 30 (W)	All Tuition & Fees Payment due no later than or by 5:00pm
Sept. 4 (M)	Labor Day Holiday (Closed)
Sept. 11-15 (M-F)	First week of Fall Term
Sept. 19 (T)	Last day to drop / add first half 6-week course
Sept. 22 (F)	Last day to drop / add 12-week course
Oct. 4 (W)	Last day to withdraw from first 6-week course
Oct. 23-27 (M-F)	First week of second 6-week term classes
Oct. 23 (M)	Final grades due to Registrar for first 6-week classes
Oct. 26 (Th)	Last day to withdraw from 12-week classes
Oct. 31 (T)	Last day to drop / add second 6-week classes
Nov. 10 (F)	Veterans Day Observed. Classes must be rescheduled (Closed)
Nov. 15 (W)	Last day to withdraw from second 6-week class
Nov. 18-26 (S –Su)	Thanksgiving Break – NO CLASSES ALL WEEK
Dec. 4 – 8 (M-F)	Last week of fall term classes
Dec. 11 (M)	Final deadline to report grades for 12-week and second 6-week classes

WINTER 2018 (201702) – 12 WEEKS

Oct. 31 (T)	Registration Opens
Dec. 27 (W)	All Tuition & Fees Payment due no later than or by 5:00pm
Jan. 8-12 (M-F)	First week of Winter Term
Jan. 15 (M)	Martin Luther King, Jr. Holiday. Classes must be rescheduled (Closed)
Jan. 16 (T)	Last day to drop / add first half 6-week course
Jan. 19 (F)	Last day to drop / add 12-week course
Jan. 31 (W)	Last day to withdraw from first 6 week course

Feb. 19-23 (M-F)	First week of second 6-week term classes
Feb. 19 (M)	Final grades due to Registrar for first 6-week classes
Feb. 22 (Th)	Last day to withdraw from 12-week classes
Feb. 27 (T)	Last day to drop / add second 6-week classes
Mar. 14 (W))	Last day to withdraw from second 6-week class
Mar. 26 – 30 (M-F)	Last week of Winter Term classes
Apr. 2 (M)	Final deadline to report grades for 12-week and second 6-week classes

SPRING 2018 (201703) – 12 WEEKS

Jan. 30 (T)	Registration Opens
Mar. 28 (W)	All Tuition & Fees Payment due no later than or by 5:00pm
Apr. 9-13 (M-F)	First week of Spring Term
Apr. 17 (T)	Last day to drop / add first half 6-week course
Apr. 20 (F)	Last day to drop / add 12-week course
May 2 (W)	Last day to withdraw for first 6-week course
May 21–25 (M-F)	First week of second 6-week term classes
May 21 (M)	Final grades due to Registrar from first 6-week classes
May 24 (Th)	Last day to withdraw from 12-week classes
May 28 (M)	Memorial Day Holiday. Classes must be rescheduled (Closed)
May 29 (T)	Last day to drop / add second 6-week classes
June 13 (W)	Last day to withdraw from second 6-week class
June 25–29 (M-F)	Last week of Spring Term classes
July 2 (M)	Final deadline to report grades for 12-week and second 6-week classes

SUMMER 2018 (201704) – 8 WEEKS

May 1 (T)	Registration Opens
June 27 (F)	All Tuition & Fees Payment due no later than or by 5:00pm
July 4 (W)	Independence Day (Closed)
July 9-13 (M-F)	First week of Summer Term
July 13 (F)	Last day to drop / add 6 and 8-week classes
Aug. 1 (W)	Last day to withdraw from first 6-week course
Aug. 8 (W)	Last day to withdraw from 8-week classes
Aug. 27–31 (M-F)	Last week of Summer Term classes
Sept. 3 (M)	Final deadline to report grades for 6 and 8-week classes

DEGREE PROGRAMS

One of the most effective ways we have found to serve adult college students is to develop degree programs from the point of view of what they should know at the completion of the degree. Our outcomes-based programs consist of courses that are offered in more flexible methods than those at most traditional institutions, including evening, fully online, and weekend intensive formats.

Our instructors teach not from the point of view of presenting a mass of materials, but with a view toward helping students put their content-area learning into action and achieving expected outcomes. In addition to program-level outcomes, each course at Granite State College has a standard description and course-specific outcomes, known as a Course Guide, which is provided to faculty before they teach any given course. Particular outcomes in the Course Guide may be augmented or emphasized, but instruction is based upon the standard outcomes, regardless of format or instructor. The outcomes-based approach:

- promotes consistency of goals for student learning in each course, regardless of instructional format.
- recognizes that diverse faculty can and should design courses that highlight their teaching strengths, while ensuring that the College articulates clear expectations about the content of each course.
- provides faculty the opportunity to design assignments that put learning into action, by expecting students to demonstrate the appropriate subject area knowledge and competencies in a variety of ways throughout the course.
- fosters transparency by articulating outcomes in commonly shared curriculum and program documents.

For full descriptions of our programs, please see the College's Undergraduate Catalog and Graduate Catalog located at: <http://www.granite.edu/academics/schedule.php>.

Curriculum Maps for student planning and course sequencing in each of our degree programs are also available on the College's website. These include program outcomes and courses required for each degree, and provide a helpful overview of program requirements and learning progression. See the Academics section on the homepage, or view Academic Resources, Degree Planning Tools, at granite.edu.

COURSE FORMATS

Granite State College undergraduate courses are normally four credits. Students are required to satisfy a minimum of 60 credits at the associate level and a minimum of 120 credits at the bachelor level. Post-Baccalaureate courses vary from 1 to 4 credits in keeping with the teacher education requirements of the student's program. Graduate courses are three credits each and Master's programs require students to complete 30 credits of graduate work.

Granite State College's various course formats are outlined below. Independent learning options are also available on an individualized basis to qualified students.

Face-to-Face (F2)

Course instruction occurs face-to-face. Classes meet every week at one of our campus locations for face-to-face instruction between students and instructors.

Blended (BL)

Course instruction occurs as a blend of weekly face-to-face* and online interaction. Classes meet every week at one of our campus locations for face-to-face contact with students and instructors; the remainder of the instructional time is online.

*For EDU courses, the face-to-face interaction occurs at the field-site, and will include weekly face-to-face contact with supervisors.

Hybrid (HY)

Course instruction occurs as a mixture of face-to-face and online interaction. Classes do not meet on campus every week; instead, they meet on campus during selected weeks of the term as determined by the instructor with approval from the academic administration.

Online (OL)

Course instruction (activities, lectures, lessons, discussion, and exercises) occurs completely online over the course of the term. There is no face-to-face requirement.

Intensives (IN)

Course instruction occurs primarily on-ground. Classes do not meet on campus every week; instead, they meet for longer durations over a short time period (i.e., weekend-Friday, Saturday, and Sunday). A pre-assignment is normally required. The remainder of course activity is online.

Field-based (FB)

Course instruction occurs as a mixture of student and instructor interaction via meetings in the field and in an online environment. Scheduled face-to-face meeting times are mutually determined by instructor and student. Students are expected to be in field-based settings for a determined number of hours per week.

FACULTY

Granite State College is proud of its outstanding faculty. Whether you are a full-time or adjunct faculty member, teaching at the undergraduate or graduate level, you join over 300 individuals who have chosen to help adults in New Hampshire and beyond achieve their educational goals. Most of our adjunct faculty enjoy active careers in such fields as business management, health care administration, criminal justice and the law, education, human services, fine arts, journalism, information technology, and public leadership. You bring the immediacy of the workplace into the classroom, benefiting students who are already focused on the practical application of their learning in higher education.

While our faculty members are geographically dispersed across the state and bring varied backgrounds and teaching expertise to Granite State College, they have much in common. You have a passion for teaching in a nontraditional institution with an access mission, the ability to bring knowledge in and enthusiasm for their academic discipline to life, and a real enjoyment of working with our students. Asked why they teach for Granite State College, many cite a desire to help adults achieve their educational goals. They see teaching and mentoring adults as a way to contribute or give back in a way that is meaningful to them. Regardless of the format that their teaching takes, Granite State College faculty are intellectually curious lifelong learners and dedicated to ongoing growth as teachers.

ACADEMIC FREEDOM POLICY

Granite State College endorses and adheres to the concept of academic freedom and supports the instructor's privilege to function as a scholar in the interpretation and application of theories and ideas. The College therefore subscribes in principle to the 1940 Statement of Principles on Academic Freedom and Tenure published by the American Association of University Professors:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Academic freedom is based upon the premise that scholars are entitled to immunity from coercion in matters of thought and expression, and on the belief that the mission of the College can be performed only in an atmosphere free from administrative or political constraints on thought and expression. Academic freedom protects faculty members' authority to teach the courses for which they are responsible, to assign grades responsibly, and to maintain academic authority. The College may specify the course content and/or outcomes to be achieved; the faculty member then chooses the appropriate methods for teaching the course.

American Association of University Professors. "1940 Statement of Principles on Academic Freedom and Tenure." AAUP.org 23 October 2015.

ACADEMIC CREDIT HOUR

Granite State College adheres to the federal definition of credit hour. For each credit hour, the College requires, at a minimum, 37.5 hours of total instructional engagement. In general, about one-third of this work will be direct faculty instruction, and two-thirds will be comprised of other academic activities. Direct faculty instruction may include, but is not limited to, classroom instruction, e-learning, laboratory work, studio work, field work, clinicals, performance, internships, and practica. Other academic

activities may include, but are not limited to, readings, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, theses, and electronic interactions. Regardless of instructional delivery method and length of term, students are required to meet the course's learning outcomes and the minimum amount of total instructional engagement for each credit hour.

Summer Term/Intensives/Special Topics Course

The basic measure may be adjusted proportionally to reflect modified academic calendars and formats of study. Credit hours may be earned proportionately to those earned for the same activity during a regular term at the institution (12 weeks).

Credits	Course Length (weeks)	Total Instructional Engagement (hours per week)	Total Instructional Engagement (hours per course)
1	8	4.7	37.5
1	12	3.5	37.5
2	8	9.4	75
2	12	6.2	75
3	6	18.7	112.5
3	8	14.1	112.5
3	12	9.4	112.5
4	6	25	150
4	8	18.8	150
4	12	12.5	150
6	8	28.1	225
6	12	18.7	225

Periodic Review of Credit Hour Policy

Credit hour equivalency will be reviewed using both formative and summative measures at intervals defined by the Academic Program Review schedule.

QUALIFICATIONS

Granite State College's faculty is comprised of scholars and practitioners whose expertise in the subjects they teach comes to life in their interactions with students. The College employs faculty who are dedicated to its mission and who appreciate the profound influence of their effective teaching upon the diverse educational journeys of adults. Granite State College faculty members inspire students toward lifelong learning, promote excellence in their fields, and pursue the rewards of intellectual rigor through their teaching at the College.

Experience

Your professional experiences are an important resource for your teaching. Our adult students value faculty members who speak from experience about the subject at hand, and who can link theory and scholarly insight to real-world learning. We look for faculty whom we believe will make a connection with our adult population of students. Previous experience teaching adults at the college level is a definite plus, as is an appreciation and

understanding of Granite State College's mission and a desire to further that mission through quality teaching.

RECRUITMENT AND HIRING PROCESS

Recruitment Criteria

Granite State College seeks faculty who understand its mission, are outstanding teachers, and are leaders in their fields of expertise. Quality instruction, an appropriate degree in the discipline, supporting credentials, and experience that links theory to practice are sought.

Application

The first step in applying to teach is to visit Granite State College's website, which provides the opportunity to apply for all faculty positions via the web. We do not accept mail or phone applications.

Interview

Candidates will be contacted for an interview to discuss professional and teaching experience, teaching philosophy and methods, and the courses they are qualified to teach. The interview also provides an opportunity to tour the Campus and/or explore the online environment, ask questions, and review relevant course and program information.

Background Check

Granite State College strives to provide a safe work environment. A pre-employment review of a candidate for employment is done to comply with pertinent laws, promote a safe work environment, and to protect the College's assets, including its employees, students, property, and information.

The purpose of this policy is to establish consistent and non-discriminatory guidelines for pre-employment background reviews, as part of the selection process for University employees. Background investigations confirm the candidate's qualifications, credentials and suitability relative to the requirements of the position for which he or she is being considered. Background reviews are regulated by federal and state statutes, such as the Fair Credit Reporting Act, The Americans with Disabilities Act, and Equal Employment Opportunity legislation.

Employment is contingent on the successful completion of the background review process. Granite State College may refuse to hire the finalist, may rescind an offer of employment of a finalist, or may review and terminate the employment of a current employee not successfully completing the background review process.

All background checks are initiated through the Human Resources department. For more information about the background check process visit the Background Check webpage.

Background Check Requirements:

The minimum background review for staff, adjunct and full-time faculty shall include a criminal history check, a sex and violent offender registry check, verification of identity, academic credentials and if required, professional certificates, credit check, and or Department of Motor Vehicle record search.

A background review will be required if there is a break in appointment of a year or more.

Adjunct Faculty - The minimum background review for adjunct faculty will include Criminal Felony & Misdemeanor - current residence, Education Report, National Sex Offender Registry and SSN Trace and verification.

Who is required to have a background check?

New Hires

- Benefits Eligible Positions
- Hourly Positions
- Work Study Students
- Full-time Faculty
- Adjunct Faculty

Other

- Current Benefits Eligible Employees: transfers, promotions and reclassifications when the duties of a new position or reclassification include new significant and financial responsibility.
- Rehired Employees with a background check on file (of the appropriate level) will only need another background check if they have had a break in service of more than one year.

Employment Eligibility Verification (Form I-9)

Granite State College is required by federal law to examine evidence of identity and employment eligibility within three (3) business days of the date employment begins. At the time of initial hire, all employees, including adjunct faculty, must complete the U.S. Department of Justice, Immigration and Naturalization Service. "Employment Eligibility Verification," is commonly referred to as Form I-9.

As part of the employment verification process, employees must present original documents that establish both identity and employment eligibility. A list of acceptable documents that must be presented to Granite State College as your employer accompany the instructions to the I-9 form. This form can also be found on the my.granite.edu site under the Staff and Faculty tab. Click on HR Forms and Resources.

Employers must retain completed I-9s for three (3) years after the date of the hire or one (1) year after the date employment ends, whichever is later.

Employee's Withholding Allowance Certificate (Form W-4)

As part of the hiring process, faculty must complete Form W-4 so the College can withhold the correct federal income tax from pay. The W-4 electronic form can be completed by logging into WISE (Web Information System for Employees). This website is located on the my.granite.edu site under the Staff and Faculty tab. Once logged in WISE, click on Employee Services, then Tax Forms, and click on W4 Tax Exemptions or Allowances. The link to choose your Contributions or Deductions is located at the bottom of the page.

Disclosure of your Social Security Number (SSN)

Granite State College is required by the Federal Internal Revenue Code to report the identity of all individuals, along with Social

Security numbers (SSNs), who are paid compensation by the institution. The SSNs of employees are maintained and used by the institution for payroll and benefits purposes, and are reported to federal and state agencies as required by law. SSNs are also used for employee benefits purposes to ensure accurate identification and accounting of these benefits. The institution will not disclose an employee's SSN to anyone outside the institution except as mandated by law or required for benefits purposes in accordance with institutional policy. Please note, as a faculty member, in the event that you come in contact with the Social Security numbers of students, it is your responsibility to maintain their confidentiality as required by federal law.

Graduate Transcripts

As a final step in your hire to teach for Granite State College, you will be asked to submit official transcripts of your graduate course work to the appropriate division of Academic Affairs.

Support Materials

During your interview, you may receive materials designed to welcome and orient you to both the College and to your role as faculty. These may include current curriculum materials and any relevant college publications, including the Granite State College Catalog. If you would like to review syllabi created by other faculty, the hiring administrator can assist.

Adjunct Hiring Letter for Term Teaching Assignment(s)

Once you have completed and signed all hiring documents, a teaching assignment e-letter will be issued by the appropriate college administrator. The e-letter will outline the specific course information (i.e. term, duration, location, course start and end dates, salary, pay scale for low-enrolled course or independent study format). Faculty must respond to the e-letter via email and reply with an acceptance to the appropriate college administrator. Without timely receipt of this acceptance, payroll will not proceed.

Payment for Teaching Assignments

Once you have completed and signed all hiring documents, including the I-9, W-4, and your faculty hiring letter, and submitted your official graduate transcript, your hire will be finalized and documents will be processed for payroll. You will be paid for teaching assignment(s) on a bi-weekly basis.

If you are serving as a faculty mentor for an independent learning contract you are paid in total after the contract has been completed and a grade has been submitted to the Registrar's Office.

Review of Policy Information

Faculty are responsible for familiarizing themselves with policies of the College as documented in the College catalog(s) and as detailed in this Faculty Handbook.

Change of Contact Information

Faculty members who have changed any of this information should contact their college administrator for their academic division immediately. Doing so will ensure the receipt of all correspondence from the College.

FULL-TIME FACULTY

The full-time faculty hiring process is coordinated between the appropriate Academic Affairs division and the Granite State College Office of Human Resources, in keeping with University System of New Hampshire and Granite State College policies for full-time employment. Available full-time positions will be posted on the designated Granite State College website area, and in other recruitment media as appropriate. Full-time faculty are hired by a letter of appointment issued by the division Dean in consultation with Human Resources. An annual performance evaluation process applies to full time faculty members, as detailed in the Full-Time Faculty Point Allocation System & Performance Evaluation Guidelines. Questions on the search process should be directed to the Office of Human Resources at 603.513.1371.

Full-time Faculty members can hold the titles of Lecturer or Senior Lecturer:

Lecturer

Full-time Lecturers will have demonstrated successful college teaching and hold a minimum of a graduate degree in the field of instruction. Lecturers will be expected to demonstrate aptitude for teaching in all course delivery formats and to demonstrate proficiency to teach in online and hybrid/blended formats. Lecturers must participate in faculty development meetings and major college events, as specified by the Division. Lecturers must attend commencement.

Senior Lecturer

Full-time Senior Lecturers will normally hold a terminal degree, and exhibit outstanding teaching performance within their discipline. Senior Lecturers will demonstrate aptitude for teaching in all course delivery formats and to demonstrate proficiency to teach in online and hybrid/blended formats. They will participate in the required annual minimum number of faculty development meetings and major college events as specified by the Division. Senior Lecturers must attend commencement.

All full-time faculty and their hiring supervisors establish annual work plans that include a variety of instructional and non-instructional responsibilities in addition to course planning, teaching, and evaluation. Please see the Full-Time Faculty Guide, located on the Faculty Center, for a description of work plan categories, such as service to the college, committee work, and scholarship.

ADJUNCT FACULTY

Adjunct faculty can hold the titles of Lecturer or Senior Lecturer:

Lecturer

Lecturers will normally have college teaching experience and hold a minimum of a graduate degree in the field of instruction. Specifics will be provided in teaching assignment letters each term. Lecturers will be expected to demonstrate aptitude for teaching in all course delivery formats and to demonstrate proficiency to teach in online and hybrid/blended formats. Lecturers are encouraged to participate in faculty development meetings and major college events, and are encouraged to attend commencement.

Senior Lecturer

Senior Lecturers will normally hold a terminal degree, exhibit outstanding teaching performance within their discipline, and have taught for Granite State College for a minimum of five years (with exceptions made for those individuals who bring into the College an exceptional history of scholarship or equivalent accomplishments). Specifics will be provided in teaching assignment letters each term.

Senior Lecturers will also be eligible to serve in faculty leader roles, such as peer evaluation of adjunct faculty and faculty mentoring. Senior Lecturers must be certified to teach in online and hybrid formats. They are encouraged to participate in faculty development meetings and major college events as specified by the Division, and expected to attend commencement.

Project Faculty

Project Faculty will be responsible for a variety of instructional and non-instructional activities and projects within the discipline, division, College or community as identified by the Provost, Vice Provost, or division Dean. These activities may include but are not limited to committee service, lead faculty, project coordination, grant writing, program development, research activities, and service activities. Specific responsibilities and deliverables will be detailed in letters of hire by project. For a list of related activities, please refer to the adjunct teaching evaluation guide on the Faculty Center.

PREPARING FOR TEACHING

EXPECTATIONS, RESPONSIBILITIES, AND QUESTIONS

Your hiring administrator (Assistant Dean of Faculty, Associate Dean, or Program Director) will share expectations for your role as faculty. S/he is the best resource for your questions, from your early preparation to begin teaching at the College, to getting fully oriented, to successfully navigating the teaching of your course and your interactions with students, through assigning grades. Information about Teaching Resources & Expectations are listed below and also listed, along with Faculty Development offerings, on the Faculty Center: <https://faculty.granite.edu/>

Signing Your Adjunct Hiring Letter for Term Teaching Assignment(s)

Well in advance of the term start, you will receive your hiring e-letter, which we ask you to respond to promptly via email, to facilitate payroll processing. Please note the non-binding nature of your letter of agreement. For example, your hire is for one term only. If enrollment is low, a reduced stipend will apply, and course cancellation is possible.

SCHEDULE EXPECTATIONS

Face-to-Face, HY

Please note the number of hours your course is expected to meet. You are required to hold your classes for the full number of hours and in keeping with the schedule listed in your letter of agreement, for the full number of sessions. If your course falls

on a holiday, please make arrangements to make up that missed class. If an emergency forces the cancellation of a course meeting, contact your hiring administrator and notify the Regional Campus as soon as possible so staff can provide support in notifying students and assisting you as needed.

OL/HY/BL

Online faculty are expected to follow the course development timetable in the letter of hire, and, once they begin teaching, should access their course frequently, with every other day as a recommended minimum. It is also expected that all faculty respond to student questions within 24 to 48 hours.

LOCATIONS

To ensure that we meet our institutional responsibilities for security, we expect that classes will be held in their scheduled locations. A class meeting should not be held at an alternative location unless the hiring administrator has been notified and has given approval. Granite State College policies, including those concerning harassment, alcohol and drugs, apply to classes and course-related activities wherever they are held.

INSTRUCTIONAL RESOURCES CHOICE AND BOOK ORDER FORM

To decide which textbook(s) or other instructional resources to adopt for your course, consult with your hiring administrator, who can confirm whether a particular text or resource is required and can provide support. Timely responses to our book order timelines are required of faculty to ensure that Granite State College complies with federal regulations on disclosure of textbook information costs to students at time of registration. Faculty should contact publishers directly to request exam or desk copies; where necessary, a College staff member can confirm for a publisher that you are a Granite State College faculty member who is scheduled to teach in an upcoming term.

As textbook costs are a concern for many students, faculty members are asked to note the retail price of the required texts they are considering as part of the selection process. It is essential to list the correct ISBN and edition when notifying Granite State College of your selection(s).

Please note that Granite State College's online bookstore is a contracted service that ensures in-stock delivery of required course texts to students at their home address. Students are free to order from sources other than the official College bookstore, but do so at the risk of receiving incorrect or non-returnable editions, or experiencing shipping delays. The official virtual bookstore has a buy-back program for used textbooks, and sells both new and used editions.

Course Costs

Any costs that students in your course will pay beyond textbook costs must be discussed with your hiring administrator well in advance so that College registration information and publications can reflect those costs, and students can be notified. Such costs

might include art supplies, software, or admission to events. Under no circumstances should students pay faculty members directly for any course-related costs, including books.

Syllabus Template

The College will provide you with a template for your course syllabus that includes the accurate course title and number, description, official outcomes, and GSC resources and policies. The template includes several sections that may be customized or are optional, but the title, description, outcomes, and GSC policies and resources must not be changed on the template, as these drive the assignments and activities you will design for the course.

If you are teaching at the undergraduate level, the Assistant/Associate Dean of Faculty or designee will review your syllabus once it is prepared, and is available to work with you in planning the best possible course. If you have concerns about the approved curriculum outcomes, currency of course content, feasibility of course design, or any other academic aspect, please note these with the Assistant Dean of Faculty, who is the Academic Affairs liaison between part-time faculty and the College's Undergraduate Curriculum Committee. In the School of Education, the Associate Dean reviews syllabi and is available to faculty teaching in both the undergraduate teacher certification and Post-Baccalaureate programs.

If you are teaching in the graduate programs, the Program Director of the Master's degree for which you are teaching will review your syllabus once it is prepared, and is available to work with you in planning the best possible course. If you have concerns about the approved curriculum outcomes, currency of course content, feasibility of course design, or other academic aspect, please note these with the Graduate Program Director, who will report back to the Granite State College Graduate Curriculum Committee.

FACULTY BIOGRAPHY

All new faculty are asked to submit a brief biography and photo to be included on the College website.

To submit your biography and photo, please send the following details to your hiring administrator:

- A "professional" picture of yourself (preferably in jpg format, no smaller than 110 x 120 pixels and 72 dpi).
- A list of your educational degrees and awarding institutions, and a 200-word biography that briefly describes your professional experience, personal interests, and any social media links you wish to share publicly (e.g., LinkedIn, Twitter)

Your hiring administrator can assist you should you require help in drafting your biography.

SUPPORT AND SERVICES

Contact information for all departments referenced below is available at www.granite.edu.

MYGRANITE AND WEBROCK ONLINE SERVICES

Faculty members have access to several online services via the College's web portal, MyGranite. WebROCK, a self-service for our faculty, is the College's system by which you will enter student progress reporting and final grades online. WebROCK also provides you with instant web-based access to class rosters, enrollment numbers, times, dates and meeting locations of your course(s), email addresses of your students, your teaching history at the College, and your personal contact information, as listed in our official database.

LIBRARY SERVICES AND RESOURCES

The GSC Library and Research Commons provides services and resources to support the research needs of the GSC community. The Library is committed to working with faculty to meet the information and research needs of our students. We provide a full cadre of library services, including reference services 7 days a week, a digital library collection that mirrors the curricular needs of students, access to free digital repositories of quality academic research resources, and general library research seminars. Faculty can also schedule a specialized library session to address specific research needs for their classes. Some key links:

Library Website: <http://library.granite.edu/>

Faculty Services: <http://library.granite.edu/faculty-services/>

Library Research Guide: <http://library.granite.edu/overviewresearchtool/>

Contact the Assistant Dean of Library Services (gsc.library@granite.edu) for more information

Library Privileges

As a faculty member, you have access to the collections of all New Hampshire College and University Council (NHCUC) libraries and borrowing privileges at all but Dartmouth College. See our Borrowing Resources: <http://library.granite.edu/nhcuc-membership/> on the Library's website.

WELCOME TO TEACHING AT GSC, FACULTY CENTER AND VIRTUAL FACULTY LOUNGE

All new faculty are enrolled in a Welcome to Teaching at GSC, an on-demand and self-paced online course to help you get started. The course includes information about the college, a chance to explore your teaching philosophy, and basics of our Learning Management System (Moodle). We also provide ongoing coaching through your first term teaching with us.

The Faculty Center website is designed to provide you with access to the policies and procedures directly impacting your work as a faculty member as well as offering you helpful resources to support your teaching. Your hiring administrator will orient you to the Faculty Center: <http://faculty.granite.edu>.

The Faculty Lounge is a virtual collaboration space within Moodle

that is intended for GSC faculty to discuss topics related to teaching and learning in Moodle. Announcements and resources are also shared via the Faculty Lounge, which relays messages to your go.granite e-mail.

FACULTY ID

The College offers a faculty identification card for its adjunct faculty and full-time faculty. Please contact your hiring administrator if you would like a faculty ID.

TEACHING WITH TECHNOLOGY: INSTRUCTIONAL DESIGN

Teaching with technology is both an art and science. The college is committed to supporting faculty in integrating technology to enhance the learning environment, improve learning outcomes and strengthen our mission to provide access in an ever-changing educational landscape.

The Instructional Design Team includes staff with expertise in adult learning, rich media, instructional design, and teaching in higher education. This team works with faculty teaching in online, hybrid and blended formats on effective course design, integration of rich media resources and other emerging technologies, best practices in online pedagogy (instruction), and other related topics. Faculty new to teaching in online or hybrid/blended formats are required to demonstrate their competency in these formats, whether through the Introduction to Teaching and Learning in Moodle seminar or another approved means. Orientations to using Moodle (learning management system), rich media workshops, and other professional development opportunities on teaching with technology are regularly available to all faculty.

TECH SUPPORT

The College's Tech Support resources include Information Technology professionals who assist students, staff, and faculty in troubleshooting and technical problem solving: <http://it.granite.edu>.

ACADEMIC ADVISORS

Degree students have the opportunity to work with an Academic Advisor who provides guidance on academic requirements and course selection. Academic Advisors work with students to assure they understand institutional policies, provide resources for academic support and advocate for students' needs. Granite State College's advising model is based on Appreciate Inquiry and advising is student-centered and personalized.

Academic Advisors often collaborate with Academic Affairs and faculty on student issues that may arise in class. Faculty members have direct access to Academic Advisors' contact information on the eLearning login page. If you have questions or concerns about a particular student, please notify the student's Academic Advisor (instructions available on the Faculty Center) or your hiring administrator in Academic Affairs.

For School of Education and Post-Baccalaureate programs, the

support person is the Field Placement Faculty member. For Graduate programs, the support person is the Program Director.

FACULTY DEVELOPMENT

Faculty are invited and may be required to participate in faculty development activities throughout the year. These opportunities may range from discipline- or department-specific meetings, partnerships with lead faculty, participating in faculty study groups, web-based tutorials, or collaborative trainings. These interactions focus on effective teaching and learning, instructional strategies, use of technology, assessment, and other relevant topics.

GRANITE STATE COLLEGE DISTINGUISHED FACULTY AWARD

The annual Distinguished Faculty Award recognizes outstanding contributions to the teaching and learning process at the College. The focus of this award is on distinguished teaching and facilitation of learning, including classroom instruction, curriculum development, assessment of prior learning, and mentoring. The Distinguished Faculty Award is presented at the commencement ceremony.

GRADING AND EVALUATION

GENERAL GUIDELINES

Evaluating student's work and assigning grades can be challenging tasks. To facilitate the grading process we offer the following general guidelines:

- Learning at Granite State College is outcomes-based. Design learning activities and graded assignments so that they will provide information about whether the student has achieved the outcomes identified in the syllabus. Grading is primarily based on outcomes, with effort a secondary consideration.
- Be clear and specific. The more clearly you identify the criteria you use to evaluate students' work, the better they will understand your grading process. They will also be more likely to view your grading as fair. Use both a quantitative and qualitative approach. For each graded assignment, identify how many points or what percentage the assignment will contribute to the final grade. Next, provide a clear explanation of the criteria you use to determine the quality of each graded assignment.
- Consider using assessment rubrics. When students understand the specific criteria you are looking for in an outstanding piece of work, they are more likely to be able to strive toward those results. When they do not achieve those results, they will be more likely to understand what they need to do to improve their performance. Sample rubrics are available from the Office of Undergraduate Studies, School of Education, or the Office of Graduate Studies.

Discuss challenging cases with your hiring administrator. Student

requests for extensions, incompletes, and reconsideration of grades are part of college teaching, but you do not have to make grading judgments without the support of your Academic Affairs administrators, whose experience and knowledge of policy are valuable supports to your teaching and decision-making.

LETTER GRADES

The following scales will be used in all Granite State College courses in the interest of consistency, so that a given letter grade has the same numerical value in one course as in another. Final grades are reported to the Registrar via the College’s web portal in letter form only (ex: B+) and are due three days after the final class session.

Faculty members retain discretion over grading in their courses, and may use the method of calculation they judge to be best suited to the particular course. Faculty members should explicitly articulate all grading standards on their course syllabi. Questions on grading-related matters at the College may be directed to the appropriate academic division administrator.

Undergraduate Grading Scale

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Excellent
A-	90-94	3.67	
B+	87-89	3.33	
B	84-86	3.0	Good
B-	80-83	2.67	
C+	77-79	2.33	
C	74-76	2.0	Acceptable*
C-	70-73	1.67	
D+	67-69	1.33	
D	64-66	1.00	Poor
D-	60-63	0.67	
F	≤ 59	0	Failure, no credit

* A grade of C or better must be earned to meet requirements in the major, minor, or General Education courses at Granite State College.

School of Education and Graduate Studies Grading Scale

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Outstanding
A-	90-94	3.67	
B+	87-89	3.33	
B	84-86	3.0	Satisfactory
B-	80-83	2.67	
C+	77-79	2.33	
C	74-76	2.0	*Below Average
C-	70-73	1.67	
F	69	0	Failure, no credit

*A grade of C or better is necessary to meet credit requirements at the graduate level.

Other Grades

1. AF (Administrative Failure): An AF grade should be assigned to the student who stops participating early in the course and has not completed coursework sufficient for the assessment of course outcomes, or has stopped attending without formally withdrawing from the College. An AF counts as an F grade in the calculation of grade point averages. It is not equivalent to withdrawal (W) from a course.

2. NOTE: Incomplete (IC) Grades Must be Approved by GSC in Advance. Please review the procedure document to award any student a grade of “IC” (<http://my.granite.edu/forms-faqs>). In extenuating circumstances an Incomplete (“IC”) grade may be assigned at the instructor’s discretion, and in accordance with the eligibility requirements set forth below.

Students may request an “IC” grade for more time to complete required coursework, which s/he was prevented from completing in a timely way due to non-academic reasons. Students will be asked for documentation to justify the request, though it is important to remember that such documentation does not automatically validate the request. Other circumstances may be taken into consideration, such as the pattern of performance and participation in the course, and any additional factors that the instructor deems relevant. To be eligible for an “IC” grade, students must be passing the course at the time of the request, and must have completed at least 75 percent of the major coursework as specified in the syllabus.

All “IC” grades require an Incomplete Grade Contract specifying the remaining coursework required for completion and timeline for removal of the “IC” grade. This contract must receive approval of the instructor and the Associate Dean, or assigned designee, of the department or program. If the coursework is not completed within the prescribed timeframe, the “IC” will automatically change to an “F”. The exact timeline is at the instructor’s discretion however the maximum time to complete all coursework, along with the procedures and contract, can be found at: <http://my.granite.edu/forms-faqs>.

Extension of Incomplete: A request to extend an incomplete grade after the maximum time allowed must be submitted by the faculty via an “Incomplete Grade Contract – Extension” form to gsc.incompletes@granite.edu for approval from the Associate Dean or assigned designee. The faculty will be notified of a decision by the Associate Dean or assigned designee.

3. Recording Final Grades: Final grades are due no later than the Monday evening following the last day of term and are entered through WebROCK online. If you assign any Incomplete (IC) grades (which must be approved in advance by Academic Affairs), the Registrar’s Office will contact you to report final grades for all incomplete grades submitted. Do not delay the posting of grades, as such delays can have considerable implications, including academic, financial, and enrollment-related consequences, for the institution and your students. All grades must be submitted on time.

EXPECTATIONS & EVALUATION OF TEACHING

FACULTY EXPECTATIONS

Granite State College (GSC) strives to provide positive experiences for adult learners from New Hampshire and beyond. We do this by developing learner experiences that incorporate real-world practice and feedback, extending critical thinking throughout the curriculum, and cultivating collaboration and inquiry with faculty. As a faculty member at Granite State College, you are part of a talented and dedicated community of practitioners who have a passion for student success.

GSC is committed to provide faculty with instructional, technical, and administrative teaching resources. Among these resources are: hiring or other appropriate Academic Affairs administrators (Assistant Dean of Faculty, Associate Dean, or Program Director), Instructional Design (ID) Team, faculty development opportunities, and online resources.

With the goal of providing students with the highest quality learning experience, GSC has established policies and procedures to ensure that the students' experience is consistent across all courses and supports faculty in their continuous development. All faculty are expected to be familiar with and adhere to established GSC policies and procedures in this handbook. In addition, faculty are required to become conversant with teaching expectations and course requirements. The assessment and refinement of high quality education offerings at GSC are informed through direct and indirect means during several phases:

- course construction
- teaching and implementation, and
- post hoc evaluation

GSC's Academic Affairs administration works in concert with faculty to provide students with the most optimal learning environment. High levels of engagement, inquiry, and reflection are at the core of the model for continual enhancement of quality teaching practice. These items are informed through multiple data points. The following resource is designed to help guide faculty based on evidence-informed practices in teaching, learning, and course design.

PLAN, TEACH AND INQUIRE

The heart of course planning, teaching, and inquiry at Granite State College (GSC) includes an approach that seeks to be prepared, personal, and proven. The Faculty Center provides checklists related to:

- General teaching, course design, and inquiry expectations
- Course Readiness and the Course Design Template (for courses with an online component)
- Teaching Expectations

For a complete list of expectations and a copy of this handbook, see <http://faculty.granite.edu/expectations-gsc-faculty>

EVALUATION OF TEACHING

Granite State College has a three-part model for the evaluation of teaching:

- Student Evaluations: Students provide anonymous formative feedback to faculty on their teaching through an end-of-term course evaluation/survey.
- Annual Reflective Teaching Analysis: Faculty members are also asked to complete an annual Reflective Teaching Analysis each summer to self-assess their teaching and create a development plan.
- Peer Review: The College has implemented a peer-review approach for faculty who teach four or more courses per year using a common rubric, so that a fellow instructor contributes to faculty evaluation in the spirit of continued improvement of teaching through collegial feedback. Peer reviews are conducted every two years for qualifying faculty, followed up by summative dialog with hiring managers.
- Full-Time Faculty Annual Performance Evaluation: In addition to the three-part evaluation of teaching, Full-Time Faculty members at Granite State College engage in an annual self-assessment and performance evaluation each December. The performance evaluation is based on a variety of instructional and non-instructional activities, as outlined on the GSC Human Resources webpage.

For information about the College's faculty evaluation model, visit the Faculty Center: <http://faculty.granite.edu/evaluation-teaching>

CONSIDERATION FOR PROMOTION

Faculty members in the rank of Lecturer may request consideration for promotion to Senior Lecturer rank after completing at least three years of service to the College. To be considered, the candidate must prepare and submit a promotion portfolio to the respective academic affairs administrator. The portfolio should include the following, at minimum:

- Recent CV
- Copies of annual evaluations;
- Summary of teaching assignments and teaching evaluations;
- Evidence of effectiveness in any other requirements of the position.

The promotion shall be determined by the respective academic affairs administrator, Vice Provost, and Provost.

Denial of promotion does not preclude reappointment at the current faculty rank, nor does it preclude reconsideration for promotion at a later date. A faculty member may not be reconsidered for promotion until two years after the previous unsuccessful promotion consideration.

INSTITUTIONAL ASSESSMENT

To examine the College's effectiveness in providing an environment that facilitates the acquisition of skills and knowledge and the enhancement of lifelong learning, the College has developed an institution-wide assessment program. The program includes the assessment of student achievement of broad educational outcomes as well as specific program and course outcomes.

Additionally the program provides an examination of the effectiveness of teaching and learning environments as well as services that support learning.

The goal of the assessment process is to provide research-based information that leads to continuous program improvement and enhanced educational services for adults.

COLLEGE PRACTICES & POLICIES

AFFIRMATIVE ACTION STATEMENT

Granite State College is a public institution with a long-standing commitment to equal opportunity for all. It does not discriminate on the basis of race, color, religion, sex, national origin, age, sexual orientation, veteran's status, disability, or marital status in admission or access to, or treatment or employment in, its programs or activities. Inquiries and complaints related to discrimination of any kind may be directed to the Director of Human Resources at 603-513-1319 or maggie.hyndman@granite.edu.

The Title IX Coordinator for GSC is the Director of Student Affairs. Inquiries may be directed to gsc.titleIX@granite.edu or 603-513-1328.

ACADEMIC INTEGRITY

Academic integrity and intellectual truth are among the foremost priorities in institutions of higher learning. Without these, there is no real learning, critical thinking, creativity, or development of new knowledge. Therefore, the Trustees of the University System of New Hampshire confirm their commitment to these principles, and express their expectation that, in the pursuit of learning, students and faculty in the various institutions commit themselves completely to integrity in the pursuit of truth.

ACADEMIC HONESTY

Joining an academic community is a privilege with a long and honored history. All who join the community share in this history and, as in any community, all are charged with maintaining the integrity and standards of the academy. A primary function of this community is to stimulate scholarship that creates new knowledge or verifies existing knowledge. Academic dishonesty, therefore, seriously undermines the integrity of the academic community and interferes with this quest for knowledge. Such dishonesty hurts everyone. In particular, students who cheat diminish the value of their education and weaken their prospects for future academic successes. Our policies emphasize the seriousness of academic dishonesty and give faculty some options for handling violations of these standards. Faculty and students have a joint responsibility to ensure the integrity of the academic experience.

Definitions

To ensure that students, faculty, and staff are operating within common guidelines, the following definitions of academic dishonesty are provided:

Plagiarism

Plagiarism is defined as the unattributed use of the ideas, evidence, or words of another person, or the conveying of the false impression that the arguments and writing in a paper are the student's own. Plagiarism includes, but is not limited to the following:

1. The acquisition by purchase or otherwise of a part or the whole of a piece of work which is represented as the student's own;
2. The representation of the ideas, data, or writing of another person as the student's own work, even though some wording, methods of citation, or arrangement of evidence, ideas, or arguments have been altered;
3. Concealment of the true sources of information, ideas, or argument in any piece of work.

The GSC Library has a number of resources, including a workshop, to help students avoid plagiarism. Contact the library at gsc.library@granite.edu for more information.

Cheating

Cheating involves turning in work that is not one's own, as in giving, receiving, or using assistance not explicitly sanctioned by the instructor on exams, quizzes, projects, written assignments, and other forms of assessment. Other forms of cheating include purchasing assignments, unauthorized collaboration, and turning in the same work for more than one course when the faculty members involved have not given their explicit permission to do so.

Policy

Plagiarism and cheating are unacceptable in any form. They are serious violations of academic honesty and will not be tolerated by the College. Students who engage in such activities will be subject to serious disciplinary action.

Procedures

A faculty member who suspects a violation of the academic honesty policy will take reasonable measures to ascertain the validity of those suspicions, including but not limited to checking primary and secondary sources, comparing student papers and/or answers, conferring with other faculty and the Assistant or Associate Dean of the Division, or verifying inappropriate similarities in style or content. When the faculty member has reasonable evidence that academic dishonesty has occurred, the following procedures will be followed:

1. The faculty member contacts the student for discussion of the possible violation of the academic honesty policy within one week of discovering the incident.
2. Regardless of whether the incident is deemed to be intentional on the part of the student or not, if the instructor remains convinced after discussion with the student that a violation of the academic honesty policy has taken place, he or she contacts the Assistant or Associate Dean promptly after the discussion with the student to report the incident and discuss next steps.

3. The Assistant or Associate Dean will review the incident with the instructor, who has the option of assigning a failing grade for the assignment or for the course.
4. Within two weeks of the date of the academic dishonesty incident, the instructor must submit to the student a written report describing the incident and notifying the student of the grade-related consequences. This written report must be copied to the Assistant or Associate Dean.
5. The Assistant or Associate Dean will contact the student in writing within one week of receiving the faculty member's written report. The student will be offered an opportunity to respond in writing within one week.
6. The Assistant or Associate Dean will document the faculty member's decision with a letter to the student that will be placed on file in the office of the Provost, together with the evidence of academic dishonesty and any written response that the student has provided within the timeline permitted.
7. If the report is a first offense, the materials will be kept on file in the office of the Provost until the student graduates from Granite State College. If the report documents a second offense by a student who has already been notified of a prior instance of academic dishonesty in a course or degree program, the Provost will be notified, and the following procedures will apply.

In the case of a second offense, additional sanctions beyond grading penalties may be imposed. The Provost may determine that temporary suspension from the College or academic dismissal is warranted. Upon notification of a second academic dishonesty incident by the same student, the Provost notifies the student in writing that he or she is aware of the two charges made, the dates of the incidents, and the sanctions imposed by the faculty members. In this communication, the Provost informs the student of any additional sanctions imposed and of the student's right to a hearing to respond to the charge and sanctions. A copy of this letter from the Provost will be placed in the student's official file.

When a student has received notification from the Provost of a second charge of academic dishonesty, the student has the option of making a request in writing for a hearing within 30 days. The student may choose to bring a non-attorney third party to the hearing.

The hearing will be conducted by the Provost, with others in attendance at his/her discretion. The student will have the opportunity in the hearing to review and comment on the evidence presented in support of the most recent charge only. The student will also have the opportunity to provide his or her own supporting facts and explanations and to ask questions concerning the most recent charge only.

The Provost will convey a written decision that (a) summarizes the evidence of the second charge; (b) provides a basis for the decision; and (c) conveys an outcome (e.g., further sanction, dismissal of second charge). This written decision will be placed in the student's official file, and is final.

COPYRIGHT AND FAIR USE

POLICY

Copyright is a limited set of rights granted to authors, artists, and other creators of intellectual works to control the reproduction, creation of derivatives, distribution, performance, or display of those works. Copyright owners may transfer all or some of these rights to someone else, either temporarily or permanently.

Most intellectual works are protected by copyright, including books, articles, images, music, software, and architecture, even if these works do not display a copyright statement or symbol. The purpose of copyright is to benefit society by encouraging people to create and share scientific and cultural works.

Granite State College expects its students, faculty, and administrators to understand and adhere to copyright laws, or seek guidance when questions arise.

Public Domain

While copyright protection lasts for many years, it eventually expires and previously protected works enter the public domain. Works in the public domain can be used without the permission of the creator. Some works are always in the public domain, such as certain U.S. government publications; however, the copyright status of state government documents varies by state. Ideas, facts, discoveries, and methods are not protected by copyright.

Fair Use

Although copyright owners have the right to control the use of their works, copyright law also allows libraries and classroom teachers to use copyrighted works in specific ways. Other uses of copyrighted works, such as quoting or commenting on a work in a research paper, are considered "fair use" and do not require the copyright holder's permission.

Some applications of fair use require an analysis based on four factors outlined in copyright law:

- the purpose of the use
- the nature of the use
- the amount of the work that is used
- the impact of the use on the market for the work.

Copyright, Public Domain, and Fair Use can be complex. For more guidance on specific situations, students, faculty and administrators may contact the Library at gsc.library@granite.edu.

HUMAN PARTICIPANT RESEARCH AND INSTITUTIONAL REVIEW BOARD (IRB)

POLICY

Granite State College is committed to the protection of the rights and welfare of the participants in research investigations conducted under the jurisdiction of the College. Granite State College believes that review independent of the investigator is necessary to safeguard the rights and welfare of human participants. All research involving human participants is

conducted in accordance with federal regulations, including Title 45 of the Code of Federal Regulations, Part 46 (45 CFR 46). The review process is outlined in the Granite State College Guidelines for Protection of Human Participants in Research Information. These guidelines apply to any student, faculty, or staff who conducts research with human participants under the auspices of the College. Documents are available at my.granite.edu under the Academic tab.

In accordance with this policy, all Granite State College research activities which involve human participants, regardless of the level of risk foreseen, require review and written approval by the College's IRB prior to the initiation of the activity.

PROCEDURES, OBLIGATIONS AND RESPONSIBILITIES OF RESEARCHERS

1. Research investigators acknowledge and accept their responsibility for protecting the rights and welfare of human participants and for complying with all applicable Granite State College policies.
2. Research investigators who intend to involve human participants will not make the final determination of exemption from review.
3. Research investigators are responsible for providing a copy of the informed consent document to each participant at the time of consent, and for obtaining documented consent from all participants.
4. Research investigators will promptly report proposed changes in previously approved human participant research activities to their instructor. If the research investigator is not a student, changes will be reported to the designated Academic Affairs administrator.
5. Research investigators will promptly report to their instructor or to the designated Academic Affairs administrator any injuries or other unanticipated problems involving risks to participants and others.
6. Research investigators will submit completed Research Proposal Forms and Final Review Form to GSC.IRB@granite.edu, and to their instructor or designated Academic Affairs administrator.

GRADING POLICIES

GRADE CORRECTIONS

The Registrar's Office is responsible for making corrections to grades reported in error. Please contact the Registrar by emailing registrars.office@granite.edu. The processing of the grade will be researched, and the grade will be corrected, if indeed there was a reporting error. Students who want to appeal the grade reported should refer to the section on grade appeals on page XX.

Grade corrections must be processed within six months after the grade has been issued. No grade changes will be made after graduation and certification for the degree has been processed.

GRADE APPEALS

Granite State College faculty are responsible for making a professional judgment about the quality of students' academic work and performance. Policy and procedure have been established to give students an opportunity to appeal if there is reason to contest a grade received in a course or learning contract offered through the College. The student must contact the faculty member within 14 days of the grade posting.

PROCEDURES

Step I. Student-Faculty Level

The student must contact the faculty member in writing within 14 calendar days of My.Granite posting of the grade in question to request a re-consideration of a specifically named assignment or of the final course grade, including in the written request the basis for the appeal. If the faculty member determines that there was an error in the grade calculation, or the request is otherwise appropriate, the faculty member can then change the grade for the assignment, and if necessary, initiate a change of grade for the course through the Registrar's Office.

If the faculty member determines that there was no error in the grade assigned, he or she will explain in writing the criteria and process used in determining the grade. The faculty member will advise the student of his or her decision in writing within 14 calendar days, providing a copy to the Assistant or Associate Dean.

If the student is not satisfied with the decision, he or she may proceed to Step II.

Step II. Assistant/Associate Dean

If the student wishes to appeal the faculty member's decision to the Assistant or Associate Dean or a designated representative, he or she must do so in writing within 14 calendar days of receiving the faculty member's decision.

The appeal should include the specific reasons for disputing the grade. The Assistant or Associate Dean may request that the student or faculty member provide within seven days, in writing, further documentation as needed. The Assistant or Associate Dean or a designated representative will respond in writing to the student with a copy to the faculty member and the student's Academic Advisor within 14 days of receiving the appeal to either:

1. Inform the student that there is not adequate reason to reconsider the grade.
2. Request that the faculty member reconsider the grade based on the criteria of a lack of reasonable process in assigning the grade, and/or a lapse of professional judgment.

If the student is not satisfied with the decision, he or she may proceed to Step III.

Step III. Vice Provost for Academic Affairs

If the student wishes to appeal the Assistant or Associate Dean's decision to the Vice Provost for Academic Affairs, he or she must do so in writing within seven calendar days of the date of the initial decision. The appeal should clearly state the ground(s) on

which the student is asking to have the grade reviewed and any relevant information. The Assistant or Associate Dean will forward all materials concerning steps already taken and information received in Step II to the Vice Provost. The Vice Provost will review the appeal and will provide to the student and faculty member a final written decision. If a non-disclosed disability is the reasoning given for the appeal or petition, the student will be required to meet with the Student Disability Services Coordinator to discuss an accommodation plan.

For complete procedures, please refer to the College Catalog.

ATTENDANCE AND PARTICIPATION

Participation in class is essential to success whether the course is conducted in a traditional classroom setting, in a blended format, or as an online class. The instructor will make the participation requirements clear to students.

Attendance requirements may vary. It is the student's responsibility to ascertain what each instructor requires. If a student will be absent, it is his or her responsibility to inform the instructor and to abide by the terms of attendance. Unexplained absence from classes or failure to meet an assignment deadline may seriously affect the student's academic standing.

ROSTERS TO MONITOR REGISTRATION

For face-to-face courses, you will receive class rosters for the first two weeks of the term, with instructions for reviewing and confirming these. The rosters allow Granite State College staff to monitor registrations and pro-actively address inaccuracies. Online, hybrid, and blended course rosters may be accessed within Moodle.

STUDENT PROGRESS REPORTING

Faculty report on the academic progress of ALL students via WebROCK during the term, including those who are "at-risk" because they are doing poorly, not participating, etc. Feedback assists student support teams to better understand how all students are progressing and provides ample time to follow up with students to help guide them about resources and supports that may improve their academic work before the withdrawal date. This process also helps minimize the academic and financial consequences of an unsuccessful term. Please be responsive to these requests, which help students, faculty, and the College ensure that best efforts are made to support academic success and that the institution meets compliance with federal financial aid and reporting requirements.

ADVISING STUDENTS ON REGISTRATION STATUS

While it is important that faculty regularly and accurately advise students of their academic status in courses, it is not recommended that adjunct faculty direct students to drop or withdraw from courses. Students are responsible for understanding all the implications, academic, financial, and otherwise, of their registration decisions, and should consult with appropriate individual (Campus Staff for Undergraduate, School

of Education for Post- Baccalaureate, or the Program Director for Master's) to ensure that they have a comprehensive view of those implications. Please refer students with questions on dropping or withdrawing from your course to our Campus student services staff.

ADDING AND DROPPING COURSES

The add/drop period at Granite State College is normally the first two weeks of the term for 12-week courses and the first week of the term for 6-week courses. For courses that do not follow the regular 12- week or 6-week schedule, and for summer courses, specific Add/Drop dates are noted on the schedule pages of the Course Schedule for each term. When students add a course within the add/drop period of registration, faculty should ensure that students are aware of assignments that may have been missed, but responsibility for timely assignments rests with students regardless of when they register. Officially dropped courses are not recorded on transcripts.

Failure to officially drop a course will result in an "AF" grade (administrative failure), which normally means that the student did not attend class after the second week of class but remained registered; financial aid and student account balances may be affected. The AF grade is maintained on records and included as 0.00 in the student's grade point average (GPA).

WITHDRAWING FROM COURSES

Students can withdraw from classes after the official drop deadline. A "W" will be denoted on the transcript indicating that an individual did not complete the course. If a student contacts you regarding withdrawing from your course, please refer them to a Campus staff member or to the Registrar's office. Additionally, students should check College publications and/or the web for withdrawal deadlines. There is no refund of tuition or fees for withdrawals. Not attending classes does not constitute an automatic withdrawal.

STUDENTS WITH DOCUMENTED DISABILITIES

As a faculty member, you are required by law to seek ways to work with qualified students who have a documented disability on file with the College's Director of Student Affairs and who express the need for assistance. The College's requirement for official documentation of disabilities affords important protections to both students and faculty. When a student has a documented disability, your hiring administrator and the Director of Student Affairs are available to assist you in planning strategies or locating resources as you work with students who have disabilities. Accommodations in the learning environment or in instructional methods must be reasonable.

Should questions arise, the Director of Student Affairs will help you evaluate your options with the intent of working as partners with the student to identify arrangements that will work in each situation. For full policy and procedures information, please see the College Catalog.

WEATHER CANCELLATIONS

In inclement weather, the College posts delay and closing information at major media outlets (including the broadcast/web site for statewide television station WMUR). Please note that conditions around the state may vary considerably, and thus it is important to verify whether specific College locations are closed, or whether the entire College is closed. Students and faculty are expected to use prudent judgment in assessing weather and travel conditions, while maintaining operations to all reasonable extent. Make-up course sessions or other strategies for ensuring course hours are achieved will apply when classes are canceled due to weather. For additional details, please visit: <http://my.granite.edu/supportservices/safety.htm>

PROTECTION OF STUDENT INFORMATION

Faculty are responsible for familiarizing themselves with the basic rights of students to privacy of information (Family Educational Rights and Privacy Act, known as "FERPA"). Please do not discuss student academic performance or disclose contact information with any third party, including a parent or spouse; contact the Registrar's office if you have questions before disclosing any information in a given situation.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT GUIDELINES

The federal government's Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (The Buckley Amendment) ensures student access to records pertaining to their matriculation within an educational institution. The Act provides for federal monitoring (through the US Department of Education) of the institution's education record keeping and makes the institution subject to a cutoff of federal funds for failure to comply with the Act.

A. The Act provides the following to each student attending an institution of higher education:

1. Access to "inspect or review" his or her personal education records.
2. Opportunity to contest the contents of such personal education records.
3. Protection in the form of requiring notice and written consent by the student before a personal record can be provided to a third party (other than officials of the institution attended by the student).
4. A list of requests for and disclosures of any education record released without the student's consent, including but not limited to: disclosure to a parent of an eligible student; disclosure in response to a lawfully issued court order or subpoena; disclosure for external research purposes where individual students have been identified; or disclosure in response to an emergency.
5. The right to file a complaint with the FERPA Office in Washington, DC.
6. The right to obtain a copy of the College's detailed FERPA policy.

B. An educational record is defined as any record which is directly related to a student (in handwriting, print, tapes, film, or other medium) maintained by the College or its agent, except:

1. A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
2. An employment record of an individual whose employment is not contingent on the fact that s/he is a student, provided the record is issued only in relation to the individual's employment.
3. Alumni records which contain information about a student after s/he is no longer in attendance at the College and which do not relate to the person as a student.

MAINTAINING STUDENT RECORDS

In compliance with the provisions of the Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment), the following office maintains student educational records on all students enrolled at the College:

Office of the Registrar
Granite State College
25 Hall Street
Concord, NH 03301
603-513-1312

CODE OF CONDUCT

"Membership in society implies minimal norms for civil behavior towards one another. It is expected that all members of the college community treat faculty, staff, and fellow students with respect."

Students need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and the consequences of any behavior that is inconsistent with these values and expectations

For a complete description of the GSC Code of Conduct Policy and Process please refer to the student handbook <http://my.granite.edu/student-handbooks>. Any student with conduct questions or to report an incident may contact the Director of Student Affairs/ Title IX Coordinator at 603.513.1328

TITLE IX AND SEXUAL MISCONDUCT

Title IX of the Educational Amendments of 1972, 20 U.S.C. section 1681 is a federal civil rights law prohibiting the discrimination on the basis of sex in education programs and activities. This includes all forms of gender and sex based discrimination, sexual harassment, sexual violence, domestic violence, dating violence and stalking. Granite State College maintains a zero tolerance policy for sexual misconduct. For more information on Title IX rights, the GSC Sexual Misconduct Policy and reporting options please refer to the student handbook found here <http://my.granite.edu/student-handbooks> or contact the Director of Student Affairs/Title IX Coordinator at 603.513.1328 or at gsc.titleIX@granite.edu.

GRIEVANCE POLICY AND PROCEDURES

GCS students who feel their rights have been violated under GSC and USNH policies have the right to file a grievance and be provided a prompt and equitable process for determining a finding or resolution. This grievance policy and procedures do not apply to grievances concerning grades or other decisions made by the Office of Academic Affairs. To view the full grievance policy and process, please refer to the student handbook found at <http://my.granite.edu/student-handbooks>.

PROTECTING DATA AND PRIVACY

Users are responsible for protecting both College computers and personal devices. In the course of work, studies, and research, many tools and web sites may be used. Users are responsible for their own safety. When accessing computer systems, follow safe browsing and computing practices, such as using anti-virus software, avoiding links or attachments in questionable emails, and selecting strong passwords. Tips and guidance on safe browsing, virus protection, password policy, and account protection can be found at <http://it.granite.edu/security>.

COMPUTER USAGE

Granite State College offers a wide array of computing, networking, and media services to students, faculty, administrators, and staff. These services are in place to facilitate teaching and learning and administrative activities to further the College's mission. By utilizing the College's email services, individuals agree to, abide by and are subject to, the terms and conditions of the Granite State College Networking and Computing Acceptable Use Policy (<http://www.granite.edu/pdf/ComputerNetworkPolicy.pdf>), which governs the use of computers and networks at Granite State College, as well as adhere to the Email Acceptable Use Policy. This allows the College to provide quality services and maximize productivity while protecting the rights of all members of the community. Users are responsible for reading and understanding both policies.

COMPUTER AND NETWORK ACCEPTABLE USE POLICY

Rights and Responsibilities

Computers and networks can provide access to resources on and off College locations, as well as the ability to communicate with other users worldwide. Such open access is a privilege and requires that individual users act responsibly. Users must respect the rights of other users, respect the integrity of the system and related physical resources, and observe all relevant laws, regulations, and contractual obligations. Since electronic information is volatile and easily reproduced, users must exercise care in acknowledging and respecting the work of others through strict adherence to software licensing agreements and copyright laws. Conduct which violates this policy includes, but is not limited to the activities in the following list:

- Unauthorized use of a computer account.
- Impersonating or masquerading as another user. Using the College/University System of New Hampshire network to gain unauthorized access to any computer system.

- Unauthorized attempts to circumvent data protection or break security. This includes decrypting intentionally secure data.
- Knowingly or carelessly performing an act that will interfere with the normal operation of computers, peripherals, or networks.
- Deliberately wasting/overloading computing resources, such as printing too many copies of a document.
- Violating terms of applicable software licensing agreements or copyright laws.
- Violating copyright laws and their fair use provisions through inappropriate reproduction or dissemination of copyrighted text, images, etc.
- Using electronic mail to harass or threaten others. This includes sending repeated, unwanted email to another user.
- Initiating or propagating electronic chain letters.
- Inappropriate mass mailing. This includes multiple mailings to newsgroups, mailing lists or individuals, e.g. "spamming."
- Forging the identity of a user or machine in an electronic communication.
- Transmitting or reproducing materials that are harassing, slanderous, or defamatory in nature or that otherwise violate existing laws or College/ University System of New Hampshire regulations.
- Displaying obscene, lewd or sexually harassing images or text in a public computer facility.
- Knowingly or carelessly running or installing on any computer system or network, or giving to another user a program intended to damage or to place excessive load on a computer system or network. This includes but is not limited to programs known as computer viruses, Trojan Horses, and worms.

EMAIL ACCEPTABLE USE POLICY

Granite State College policy prohibits certain types of email. These include mail that may be perceived as harassment, political campaigning or commercial solicitation. Mass emailings and chain mail are also prohibited because they consume large amounts of system resources. Incidental personal use is permissible as long as: 1) it does not consume more than a trivial amount of resources; 2) it does not interfere with staff productivity; and 3) it does not preempt any business activity.

Members of the Granite State College community shall not stalk others, post, transmit or originate any unlawful, threatening, abusive, fraudulent, hateful, defamatory, obscene, or pornographic communication, or any communication where the message, or its transmission or distribution, would constitute or would encourage conduct that would constitute a criminal offense, give rise to civil liability, or violate any local, state, national, or international law.

It is not acceptable to use email in a way that disrupts network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, and unauthorized access to another person's mailbox. It is unacceptable to use the Global Address List

or portions of it as a source of addresses to create or augment an email address listing, database, or directory. It is also not acceptable for an individual to use email to access information or resources unless permission to do so has been granted by the owners or holders of rights to those resources of information.

Users of email should remember that email messages become the possession of the receiver and can be easily duplicated and redistributed by recipients. Messages that have been deleted can unintentionally be retained on system backup files. Malicious users who know the owner's computing ID and password can abuse email. Users are responsible for protecting their own passwords.

Mailbox management is also an important aspect of acceptable use.

Access to email services may be terminated, suspended or modified at any time, without prior warning, if a pattern is detected that is not consistent with our usage policy. The administrators of go.granite and other Granite State College email resources reserve the right to report incidents of apparent unacceptable use to College administrators on a case-by-case basis, but are under no obligation to do so. Certain types of email, including but not limited to harassing email, may also subject the sender to civil or criminal penalties.

Please note that all faculty should use their go.granite.edu address when corresponding with students and staff at Granite State College.

ALCOHOL AND DRUGS

Granite State College is committed to maintaining an environment of teaching and learning that is free of illicit drugs and alcohol. In compliance with the requirements of the Drug Free Schools and Communities Act Amendment of 1989, all students and employees of Granite State College are notified of the following:

1. The unlawful possession, use, and distribution of illicit drugs and alcohol on any College property or property being used for classes or during College-sponsored activities is prohibited.
2. Students and employees who are found in violation of this stated prohibition may be subject to arrest and conviction under the applicable criminal laws of local municipalities, the State of New Hampshire or the United States. Conviction can result in sanctions including probation, fines, and imprisonment.
3. Students who are found to be in violation of this state prohibition are subject to discipline in accordance with established College procedures. Discipline may include probation or dismissal from the College.
4. Faculty and staff employees who are found to be in violation of the stated prohibition are subject to discipline in accordance with the applicable College employment rules and procedures. Discipline may include probation, suspension, or termination of employment.

In addition to the above requirements, and in accordance with the requirements of the Drug-Free Workplace Act of 1988, all employees are notified that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance by College employees on College premises, or off our premises while conducting College business, is prohibited.

Violation of this policy will result in disciplinary action, up to and including termination, and may have further legal consequences.

ALCOHOL/DRUG ASSISTANCE SERVICES

The College utilizes a system of community referrals if a student is in need of services.

SAFETY AND EMERGENCY INFORMATION

CAMPUS SAFETY

Granite State College is committed to supporting the welfare of its students, faculty, staff and visitors by providing a safe and secure learning environment. It is important for all faculty, staff, and students to be aware of safety and security issues pertaining to them while participating in Granite State College activities, and take basic precautions for their own safety. For example, you should plan to walk with others when leaving class, lock unattended vehicles, and when in a new environment, take a moment to note the location of exits and phones in the building.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, the Director of Facilities, Safety, and Sustainability provides yearly crime statistics supplied to Granite State College by local law enforcement agencies in our campus communities. Each fall, email notification is made to all active students, current faculty, and staff that provides a website to access this report which is located at <http://my.granite.edu/safety-security>.

For questions about this report, please contact:

Peter Conklin
Director of Facilities, Safety, and Sustainability
Granite State College
25 Hall Street, Concord, NH 03301
603-513-1382

CONTACT INFORMATION

Since Granite State College is a statewide institution that utilizes a network of locations for its classes, it does not employ its own security force and relies on local police and fire departments for security services. Local police are familiar with Granite State College operations, and are available to respond to even minor incidents. **All emergency calls should be made to 911 using personal cell phones.**

Granite State College's Director of Facilities, Safety, and Sustainability maintains a working relationship with local police departments to ensure their awareness of general operational details of the College, including class schedules and hours of operation, security concerns as they arise, and any special security services as needed.

LOCAL LAW ENFORCEMENT

Non-emergency calls should be placed to the police department associated with your campus:

Claremont Police 542-9538
Concord Police 225-8600
Conway Police 356-5715
Lebanon Police 448-8800
Littleton Police 444-2422
Manchester Police 668-8711
Nashua Police 594-3500
Portsmouth Police 427-1500
Rochester Police 330-7127

WEAPONS POLICY

Granite State College is committed to providing a safe and secure learning and working environment for learners, staff, and faculty. Therefore, no person, except law enforcement officers while actively engaged in carrying out their duties as such, shall have in possession any deadly weapon as defined in RSA 625:11, V, while in any building or facility used by the College for administration or classes or on the grounds adjacent thereto (the premises). RSA 625:11, V defines "deadly weapon" to mean "any firearm, knife or other substance or thing which, in the manner it is used, intended to be used, or threatened to be used, is known to be capable of producing death or serious bodily injury." Examples of deadly weapons under this policy include but are not limited to: explosives, fireworks, guns, (including paint, pellet, BB, air guns or authentic looking replicas) and hazardous substances. In the event any person violating this policy refuses to leave the premises or to remove such deadly weapon from the premises, such person shall be reported to local law enforcement and shall be subject to such disciplinary, legal, or administrative action as may be appropriate under provisions of state law and the policies and procedures of the College.

EMERGENCY RESPONSE PROCEDURES

Granite State College is committed to the safety of the College community. The following emergency response procedures are used to inform the Granite State College community of imminent threats to health and safety.

EMERGENCY NOTIFICATION PROCEDURES

In the event of an emergency Granite State College will notify the College community through the following methods:

- UNH Alert email and text messaging service: alert.unh.edu
- Local media outlets including WMUR-TV and WOKQ radio
- Granite State College's email system
- Granite State College's website

Choice of method is dependent on circumstances with more emergent issues being addressed with UNH Alert and less emergent situations through the other methods in descending order.

Granite State College partners with local law enforcement, our USNH sister campuses, and the NH Department of Emergency

Management to confirm the severity of emergency situations. Due to frequent travel between campuses by our community, notifications will be made to the entire community even if they only affect one location. Emergency notifications will inform the community of the nature of the emergency, impacts on College operations, and recommendations on responses or resources as necessary. The emergency notification system is initiated by the Director of Facilities, Safety, and Sustainability in consultation with College leadership as necessary.

Granite State College will, without delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

TIMELY WARNINGS

Granite State College will post timely warnings for the College community to notify members of the community about serious crimes and emergencies that occur on campus. Having knowledge of such crimes will assist community members in making informed decisions about their personal safety and in preventing similar crimes from occurring. These warnings will be posted if a serious crime on campus constitutes an ongoing or continuing threat to the community. The decision to issue a timely warning shall be decided on a case-by-case basis in compliance with the Clery Act. The decision is made by the Director of Facilities, Safety, and Sustainability, or designee, considering all available facts, whether the crime is considered a serious or continuing threat to students or employees and the possible risk of compromising law enforcement efforts.

OUR CAMPUSES

Regional Campuses are open Monday through Friday for instruction, to answer questions, register for upcoming classes, and schedule appointments with advisors or other staff.

Academic Campuses host classes and offer academic and student support services.

CLAREMONT REGIONAL CAMPUS

27 Pleasant Street, Claremont, NH 03743
603-542-3841

CONCORD REGIONAL CAMPUS

25 Hall Street, Concord, NH 03301
603-513-1398

CONWAY REGIONAL CAMPUS

53 Technology Lane, Suite 150, Conway, NH 03818
603-447-3970

Littleton Academic Campus

39 Main Street, Littleton, NH 03561
603-444-6319

MANCHESTER REGIONAL CAMPUS

Mill West Building
195 McGregor Street, Manchester, NH 03102
603-626-7714

Nashua Academic Campus

Co-located at Nashua Community College

505 Amherst Street, Nashua, NH 03063
For advising, please call our Manchester location.

ROCHESTER REGIONAL CAMPUS

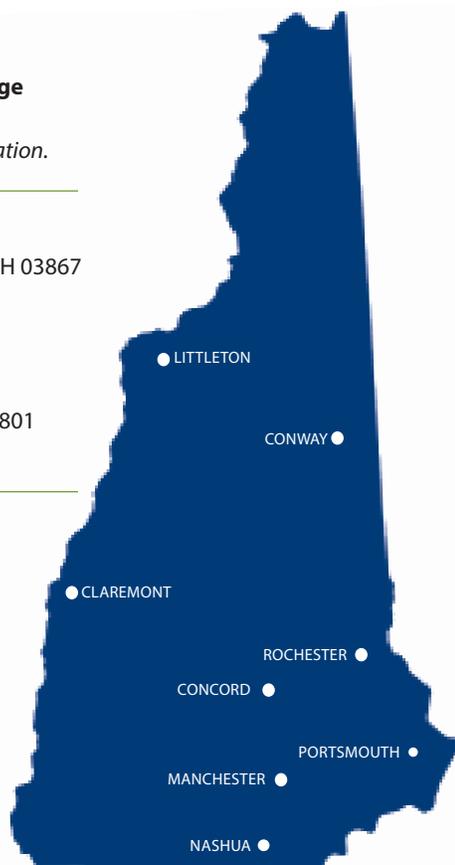
35E Industrial Way, Suite 101, Rochester, NH 03867
603-332-8335

Portsmouth Academic Campus

Pease International Tradeport
51 International Drive, Portsmouth, NH 03801
603-334-6061

OUT-OF-STATE ONLINE TEAM

Toll-free: 1-844-679-2945



ADMINISTRATIVE CAMPUS

25 Hall Street
Concord, NH 03301
603.228.3000
888.228.3000
Fax: 603.513.1389

ADMINISTRATIVE OFFICES

Academic Affairs

603.513.1310
Fax: 603.513.1387

Admissions

603.513.1339
Fax: 603.513.1386

Education and Training Partnership

603.513.1397
Fax: 603.513.1389

Financial Aid

603.513.1392
Fax: 603.513.1386

Graduate Studies

603.513.1334
Fax: 603.513.1387

Human Resources

603.513.1332
Fax: 603.228.1067

Marketing

603.513.1331
Fax: 603.513.1389

Osher Lifelong Learning Institute

603.513.1377
Fax: 603.513.1389

President's Office

603.513.1307
Fax: 603.513.1395

Registrar

603.513.1391
Fax: 603.513.1386

School of Education

603.822.5431
Fax: 603.822.5448

Student Accounts

603.513.1330
Fax: 603.513.1386

Student Affairs & Disability Services

603.513.1368
Fax: 603.513.1389

Student Information Center

855.472.4255
ask.granite@granite.edu

Tech Support

603.513.1361
888.372.4270
Fax: 603.513.1389

Undergraduate Studies

603.822.5419
Fax: 603.822.5449