

(For circulation to members of faculty only)



FACULTY HANDBOOK

Guidelines and Policy

For

Members of the Faculty

FOREWORD

Welcome to the Great Lakes family!

It is our honor and privilege to welcome you to one of the best management institutes in India. Our pristine 30 acre LEED Platinum rated Green campus is a smoke-free, alcohol-free and drug-free campus. We encourage you to enjoy the ambience of the campus and the fully networked smart classrooms.

As part of our esteemed group of faculty members, we hope and look forward to your valuable contribution to the institute in its endeavor to be a world class Center of Excellence.

This manual provides input on the roles and responsibilities of faculty members with respect to teaching, intellectual contribution, consulting assignments and administrative functions. HR related policies and processes are documented separately, and would be provided to you by HR department.

We request you to go through the faculty manual and feel free to reach out to us in case you need any clarifications. We look forward to your contributions to make our institute a truly world class institute and your suggestions, if any, for improving the functioning of the institute is truly welcome.

Dr. Suresh Ramanathan

Dean

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INTRODUCTION

Great Lakes Institute of Management has emerged as a leading business school in India since its inception in 2004. The institute runs two full time programs (PGPM and PGDM) and two part-time programs (PGXPM and PGPM-Flex). The institute possesses is located in a verdant location with modern infrastructure, experienced faculty members and professional support staff. The institute houses close to 700 students as the full time programs are residential.

In 2004, Professor Bala. V. Balachandran embarked on a noble experiment – the creation of a world class business school in Chennai. After gaining a lot of exposure in establishing and spearheading other Business schools such as MDI, Gurgaon and ISB, Hyderabad, Prof Bala wanted to establish a world class institution in Chennai that aligns well with the theme – *Global Mindset, Indian Roots*.

The future of this noble experiment clearly depends on how the institute aligns itself to the VUCA (Volatile, Uncertain, Complex, Ambiguous) environment and a competitive industry with more than 3000 B-Schools. The challenges that the institute hopes to overcome include:

- ✓ Compete effectively for the best students, faculty, staff, and support in local, national and global arenas;
- ✓ Equip graduates for success in this dynamic and competitive business world – an era characterized by global connectivity, filled with diverse people and perspectives, and dominated by social and technological change through specialization in contemporary areas, elective courses and by adopting experiential learning techniques.
- ✓ Focus resources on building high-quality, revenue generating programs while continuously improving all aspects of our programs, operations and community.

1. MISSION, VISION AND VALUES

All activities of the institute, its programs and faculty members are guided by the vision and mission of the institute.

1.1 Mission Statement

“To develop future ready business leaders and entrepreneurs with an analytical mindset, prepared for current and future market needs, through contemporary and high-quality teaching, research and social engagement”.

Our mission statement recognizes the multiple stakeholders that any typical business school serves, the nature of the ideas and innovations that we seek to produce, and the high aspirations we have for the contribution that both make to the world.

1.2 Vision Statement

“To be a world class management institute to develop socially sensitive, business ready leaders and entrepreneurs with futuristic orientation and commitment towards innovation and excellence through cost effective programs.”

To attain this vision, we must distinguish ourselves through offering extraordinary learning and career opportunities for our students, producing breakthrough research, and fostering distinctive areas of excellence spanning both research and teaching. We must develop a vibrant agenda of external engagement with the broader campus, community organizations, business leaders, alumni and recruiters.

In summary, both the vision and mission of the institute echoes the commitment to provide quality management, enhance intellectual contribution, and adopt professional management practices.

1.3 Belief and Values

Future Ready: We are committed to develop business leaders and entrepreneurs who think differently and deeply about their organizations and businesses with an analytical mindset, necessitating a strong emphasis on analytical tools and techniques.

Impactful Knowledge Creation and Dissemination: We are committed to impactful and relevant research, both basic/theoretical and applied/practical, and to innovation and experimentation in pedagogy, with a strong focus on market responsiveness and industry relevance.

Social Engagement: We are committed to partnering with local communities in order to create opportunities and foster local enterprise, and to promote socially sustainable business practices.

1.4 Mission Appropriateness

- The mission statement of the Institute is appropriate in the context of the post-graduate management education and specifically addresses the needs of emerging economies. It provides direction and purpose in setting goals and objectives, establishing strategic initiatives and priorities and augments the institutional decision-making. The mission statement is derived through a process of collecting and analyzing the viewpoints and opinion of all stakeholders and then internalizing through strategic documentation and planning process.
- Value based graduate management education is a hallmark of all programs offered by Great Lakes. Great Lakes adopts the age-old Indian value of ‘Gurukulam’, where the teacher interacts closely with the students, both inside and beyond the classroom, imparts knowledge through close association in committee and club related work, and shapes the overall personality of students. GREAT LAKES’ full time residential programs provide ample opportunity for imparting value based education. Students undertake an empirical study under the mentorship of faculty members, which provides scope for extending the study into both research and business publications and improve the intellectual contribution. In the case of part-time programs, empirical study is replaced by capstone projects, which are completed with the help of a faculty member and a mentor guides from the students workplace.
- Faculty members are expected to be committed to Great Lakes’ mission and incorporate contemporary concepts in the course design. Course coverage is through extensive use of case discussions, simulations and discussions related to contemporary market happenings.

1.5 Mission Influence

The mission statement summarizes the Institute's focus and direction on various issues and forms the base document, which provides direction and guidance for future course of action. Strategic plans, program and curriculum design is closely linked to the mission of the institute.

The mission defines the primary responsibilities of the faculty members, viz., teaching, research, training and student development. Additionally, the mission also provides the base for aligning the teaching with learning goals and objectives of the institute. It motivates the faculty members in their research activities and output, guides in the selection, teaching, and development of students and also drives the Institute's international linkages with business and other institutions. The mission also drives the program objectives, resource needs and their deployment across programs and activities in the school.

1.6 Strategic Priorities

The Institute has identified the following strategic priorities:

- Pursue select "Areas of Excellence"
- Create and disseminate high-impact intellectual capital
- Foster Stakeholder engagement

1.6.1 Pursue Areas of Excellence

With the goal to further differentiate Great Lakes and its aspiration to become the institute of choice among faculty and students, it is essential that we identify and pursue a select group of areas of excellence – areas in which we can draw on unique local assets to develop outstanding teaching and research. Particularly attractive domains of business to focus include those that leverage our assets, such as Artificial Intelligence – Machine Language – Algorithmic analytics and Block Chain (AIMLAB) and Family Business.

Maintain high quality faculty - Attract and retain faculty by providing an environment of excellence in teaching and research, supporting their ongoing development through excellent research support and organizational support.

Create top quality corporate learning & development programs to corporate leaders, managers and executives that is relevant, current and world-class. This provides opportunities for the faculty to be in touch with business trends and carry relevant knowledge back into classrooms.

1.6.2 Create and disseminate high-impact intellectual capital

The very foundation of institute's key strategy is its commitment to creating and disseminating high impact intellectual capital, which has a potential to contribute to betterment of the community and the society in general. In the second ten years of its existence, Great Lakes has renewed its commitment to transform from knowledge dissemination to knowledge creation. Faculty members are expected to play a significant role by being continuously involved in conversations at the forefront of their areas of expertise, exchanging ideas with other thought leaders nationally and globally. These ideas can be shared with students in the classroom and with community leaders outside the classroom. It is a commitment that the institute shares with other leading business schools and one that clearly distinguishes it from other non-profit educational institutions.

This is achieved through design and delivery of contemporary management MBA programs supported by relevant curriculum and teaching methods. This also entails building a strategic portfolio of "areas of excellence" that enable the Institute to become the school of choice for a significant and distinct group of students, recruiters, business and community organizations, and external supporters.

1.6.3 Foster Stakeholder Engagement

The institute hopes to further distinguish itself by fostering and encouraging a dynamic learning community of faculty, students and staff that develops and maintains appropriate engagement with the campus, practitioners, community, alumni and supporters. For faculty, engaging with the alumni, business and community leaders ensures that their teaching and scholarship remains relevant and current, so they can provide relevant solutions to critical challenges facing business and society. Faculty members are expected to play a lead role in fostering the intellectual and economic vitality of Chennai.

All programs offered by the institute are consistent with the vision statement as they strive to:

- Provide relevant and contemporary inputs to program participants in terms of curriculum design, delivery and specialization course offered.
- Instill participants with the necessary knowledge and skills required to demonstrate managerial and leadership qualities in their workplace.
- Develop Business Ready Managers - Enhance perceived value of programs to the corporate world through imparting contemporary management knowledge, and, develop functional and behavioral skills appropriate to succeed in organizations. Focus on Knowledge creation - To continuously improve intellectual contribution through adoption of innovative learning tools, organize conferences and build enhance intellectual capital through publications in peer reviewed national and international journals.
- Create an ecosystem to sustain growth - Play a lead role in fostering a highly networked ecosystem including reputed educational institutions, industry, society, government, and development institutions for promoting sustainable and ethical business practice.
- Develop knowledge and expertise through a combination of core courses, specialization courses and experiential learning courses in a sublime learning environment delivered by high quality faculty. Conceptualize, ideate and develop a set of experiential learning opportunities that engage students with both the business and community organizations. This would enable students to develop their ability to turn ideas into action and cultivate leadership, team work and soft skills that are all critical requirements for placements.

1.7 Core Values

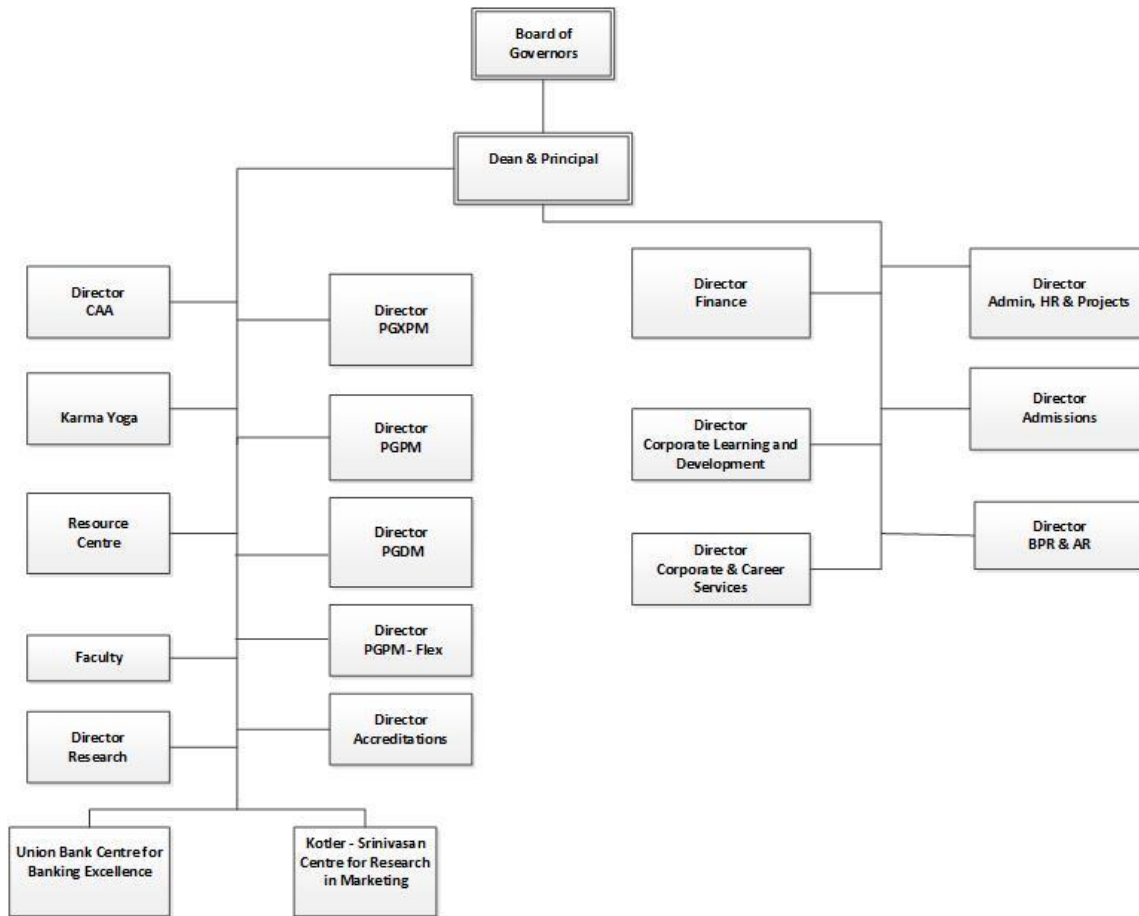
The foundation of the academic community is a shared commitment to a set of core values. These values create a distinctive learning environment, defines the kind of leaders the institute envisions to produce and strives to serve the

internal and external stakeholders. Three core values of the institute are articulated below:

Belief and Values

- **Future Ready:** We are committed to develop business leaders and entrepreneurs who think differently and deeply about their organizations and businesses with an analytical mindset, necessitating a strong emphasis on analytical tools and techniques.
- **Impactful Knowledge Creation and Dissemination:** We are committed to impactful and relevant research, both basic/theoretical and applied/practical, and to innovation and experimentation in pedagogy, with a strong focus on market responsiveness and industry relevance.
- **Social Engagement:** We are committed to partnering with local communities in order to create opportunities and foster local enterprise, and to promote socially sustainable business practices.

1.8 Organization Chart



1.9 Governance

1.9.1 Governance Structure

Governance of the institute is dependent on the committees that comprise of faculty and staff members. The institute follows a governance system where faculty members are involved in the administration of the institute in a significant manner. Professional staff members head functions like administration, placement, human resources, projects and finance and support the faculty members in their administrative roles. Briefly, the governance of the institute and the various committees that are associated with the same can be classified as:

- a. Governing Councils
- b. High level committees

- c. Faculty, Staff Development and Academic committees
- d. Faculty mentored committees

Governing Councils

Great Lakes is governed by Board of Directors headed by Chairman. Dr Bala V Balachandran, is the Founder and the Chairman of the Board of Directors. The Board comprises of four members including the Chairman. All strategic decisions of the institute are approved by the Board. The Board has constituted the Business Advisory Council (BAC) and Academic Advisory Council (AAC). These councils comprise of renowned industry leaders and leading international academicians who provide inputs to the Chairman and the Board on emerging trends in industry and education. Select members of both the councils shared their industry experience and emerging trends in management education with the students before the start of the current academic year.

Dr Suresh Ramanathan, the Dean and Principal is the head of the institute and is appointed by the Board. He reports to the Board and is guided by the Dean's Advisory Board, comprising young business leaders who provide inputs on current industry trends. On the academic side, all Program Directors, Heads of Centers of Excellence, Directors of Academic Administration, Accreditation, and Research, Heads of Karmayoga (Leadership Experiential Action Program) and Resource Centre (library), and all faculty members report to the Dean. On the administrative side, all functional heads including those of Administration, Finance, Admissions, Corporate and Career Services (placement), Corporate Learning and Development (CLD) and Branding & Public Relations report to the Dean. Admissions and CLD functions are headed by faculty members, whereas other administrative functions are headed by professionals.

1.9.2 Governance Process

The management philosophy at Great Lakes is one of team leadership, with individual roles having clear responsibility and accountability, and decisions are made in a collective manner. The institute lays emphasis on equal contribution to teaching, research and administration from its faculty members.

The Chairman and Board of Directors provide strategic directions to the school on policies related to HR, capital expenditure, innovations and expansion

plans. Further, it monitors progress on implementation of the guidelines. All Board decisions are conveyed to operating groups in the institute who provide timely reports to the governing body. Decisions including investment in infrastructure, annual budget approval, introduction of new programs and specializations are taken by the Board. The Board also oversees the overall performance of the school in terms of revenue generation, admissions, placements, program delivery, teaching and intellectual contribution of faculty members and overall operations of the school. The Board seeks inputs from Business Advisory Council and Academic Advisory Council on industry trends, skill gaps, and, contemporary business practices. These are reviewed and decision on changes required in programs or courses are cleared for implementation.

The Steering Committee, the apex body at the institute level, is responsible for approving and implementing policies, approve budgets and maintains overall control on spending against approved budget, authorize academic and administrative spending based on detailed discussion on receipt of proposals and is responsible for developing human capital through periodic review of HR policies including salary reviews, incentives and recognition. The Dean & Principal is the overall head of the institute and is responsible for both academics and administration. All academic and administrative heads report to the Dean & Principal.

Members of Executive Committee have well defined responsibilities. Program Directors are responsible for smooth conduct of the programs. Admissions and CCS departments are responsible for admitting good quality students (input) and ensuring placement of students (output) respectively. In addition, intellectual contribution and focusing on research output is the primary responsibility of Director-Research. Accreditation department is responsible for ensuring overall quality of the programs. Branding, Public Relations and Alumni Relations functions are handled by Director – BPR. All the above functions barring CCS, are handled by faculty members.

All academic issues are discussed in the Curriculum Committee, presented to Academic Council (AC) and ratified by it. All faculty members are part of the AC which is headed by the Dean. Diploma / certificate programs are headed by the respective Program Directors. They are responsible for designing the curricula, identify faculty members and finalize COs and POs. They are ably

assisted by Program Managers, who act as a contact point for students and coordinate with other functions such as the Centralized Academic Administration (CAA), faculty members and institute administration. Individual Program Directors take program related decisions. This includes faculty finalization, scheduling of classes, exams and finalizing review windows for students to review answer scripts. Functional directors are responsible for executing function related activities like admission process, placement process, events conducted for promoting the institute etc.

Program Directors finalize the academic calendar, consult with Area Heads and reach out to faculty members identified to teach a course. Additionally, they are also responsible for Learning Outcome Assessments as they are involved in designing the program, curricula finalization and operations. Course outline formats are standardized and learning outcome assessment components are defined in a separate policy. Faculty members choose learning goals and objectives to assess learning.

CAA coordinates with faculty members for ordering textbooks and other course related content including procurement of cases, preparation of pre-reads and configuring submissions and course materials on Learning Management Systems. It also takes care of faculty related logistics arrangements, conducting exams and maintaining examination records.

The teaching calendar for the respective terms and courses is shared with respective faculty members well before the academic year commences. Faculty members block their dates and inform the respective Program Office / CAA on their class schedules. Faculty members are primarily responsible for identifying the topics, finalizing pre-reads, cases, assignments, evaluation components and the learning outcome assessment components which are incorporated into the course outline. Faculty members are encouraged to include experiential learning components into the courses to augment the conceptual skills.

Administration function is headed by Director-Administration and is responsible for human resources function, procurement, logistics, and provides manpower support to other functions like Central Academic Administration, Admissions, Placement, Corporate Learning and Development, Resource Centre (library), Publishing House and all the academic programs. The finance function is headed by Director-Finance reporting to the Dean & Principal and looks after

finance operations, consolidation and reporting of financial statements, and coordinates with the external auditors.

2. PROGRAM OVERVIEW

Currently, Great Lakes Institute of Management offers the following four programs:

- Post Graduate Program in Management (PGPM)
- Post Graduate Diploma in Management (PGDM)
- Post Graduate Executive Program in Management (PGXPM)
- Post Graduate Program in Management – Flex (PGPM Flex)

Program Name	Duration(months)	Delivery Mode
PGPM	13	Full Time
PGDM	24	Full Time
PGXPM	24	Part-Time
PGPM FLEX	24	Part-Time

- **Post Graduate Programs in Management (PGPM)** - Great Lakes' thirteen month, AICTE accredited full time Post Graduate Program in Management (PGPM) helps transform high potential professionals into competent business managers and decision makers. This is an AICTE approved program. Throughout the course of study, emphasis is placed on developing competencies, team-work and leadership, inclusivity principles and value-based management creating "Business Ready Managers" capable of responding to complex business challenges. A minimum work experience of 2 years is mandatory to apply for this course. Program participants are selected through scores obtained in competitive exams (e.g., GMAT, CAT, XAT, CMAT) and performance in personal interviews. The program is spread over seven terms and provides specialization in AIMLAB, Finance, Operations and Marketing.
- **Post Graduate Diploma in Management (PGDM)** - This program is a two year full time program with special focus on emerging economies. An AICTE approved program, PGDM helps the students to develop into business-ready managers, capable of responding to complex business requirements that arise in a changing global business environment.

Students with work experience between 0 – 2 years are eligible to apply for this course. Similar to PGPM, selection to the program is based on scores obtained in competitive exams and performance in personal interview. This program offers specialization in Finance, Operations and Marketing. Additionally, students in the program undergo a two – three month summer internship program between the first and second years.

- **Post Graduate Executive Program in Management (PGXPM)** - The two years Post Graduate Executive Program in Management helps experienced executives to develop general management competencies and prepares them for fast track growth to leadership roles. The PGXPM allows executives to pursue a world class management program while continuing to work and helps them leverage the classroom learning in their professional roles. Program participants usually have a minimum work experience of eight years. Selection process is through personal interviews. This is a general management program where participants go through a fixed number of mandatory courses.
- **Post Graduate Program in Management - Flex** - The two years Post Graduate Program in Management - Flex helps working executives / entrepreneurs to develop holistic management competencies and prepares them for a fast track career growth. PGPM Flex is aimed at career-focused working professionals with typically 2 to 8 years of work experience, on the lookout for their career progression. This 8 term (with classroom learning every alternate weekend) rigorous, fully mentored holistic program takes the work experience of the participants into consideration and facilitates their understanding of the interaction between the various functional areas of a business system.

2.1 Executive Education

Great Lakes, Chennai conducts Executive Learning programs for Corporates & Individuals. Corporate Learning & Development (CLD) department meets the training needs of large organizations by designing and conducting focused / customized executive development programs for enhancing the knowledge & skills of middle & senior managers of the organization.

Corporate Learning & Development department designs executive development programs in consultation with HR & Business functions of large / medium sized organization. These programs are executed as short duration programs with multiple modules (usually stretches up to 6 months) with specific focus on topics like Leadership, Change management, Negotiation & Bargaining and Analytics domain.

2.2 Accreditation

All programs of Great Lakes, Chennai are internationally accredited by Association of MBA (AMBA) & Association of Management Development Institutes of South Asia (SAQS accreditation by AMDISA). Additionally, the two year PGDM program is accredited by the National Board of Accreditation (NBA). The institute is a candidate school for AACSB accreditation.

3. FACULTY – ROLES, RESPONSIBILITIES & DEVELOPMENT

3.1 Classification of faculty members

Faculty members at GREAT LAKES are classified into three categories:

- Permanent Faculty (Senior & Junior faculty members)
- Adjunct Faculty
- Visiting Faculty

Permanent faculty members are appointed on a full time basis and spend significant amount of time in teaching, research, administration, consulting and mentoring at the campus. Senior faculty members are PhDs with a good track record of teaching, industry experience and research publication track record. Faculty with significant industry experience are also appointed as senior faculty members. Senior faculty members are responsible to design and delivery courses, undertake research publication and contribute to the intellectual capital of the institute. Additionally, they are responsible for designing and delivering training programs for corporate executives as part of CLD programs. Faculty members are also responsible for undertaking administrative institution building responsibilities.

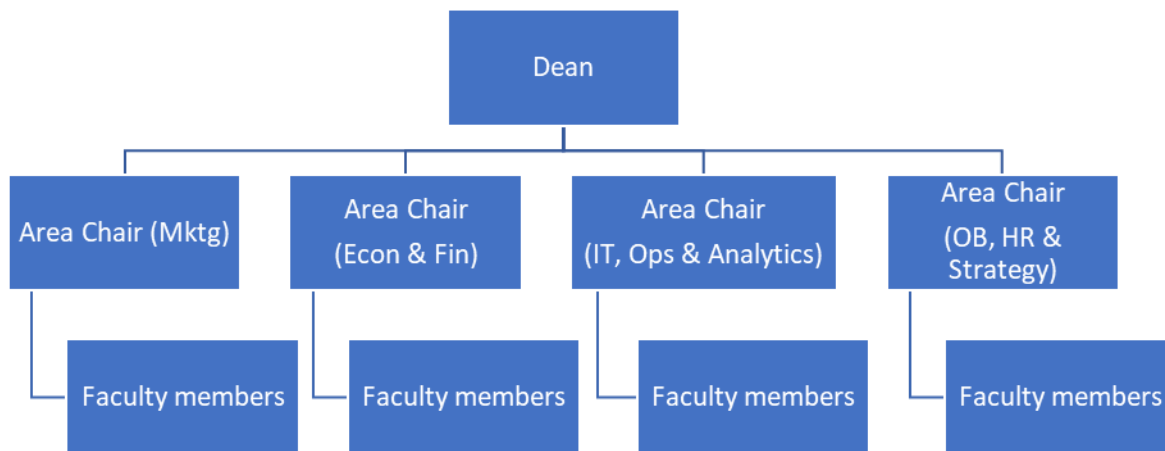
Junior faculty members are Ph.Ds, ABD (All But Dissertation) or are pursuing their doctoral degree. Junior faculty members assist the senior faculty members in core courses for full time programs. They conduct tutorials, guide students on empirical studies and fully assist the senior faculty members in completing evaluation for core courses. Additionally, the institute also employs Teaching Assistants (TA) whose responsibility is to assist the faculty members in smooth conduct of courses.

Adjunct faculty members are qualified academics or professionals with significant industry experience who teach one or more courses across one program or multiple programs. Additionally, these faculty members take up some administrative responsibility as entrusted upon them by the management.

Visiting faculty members are qualified academics or professionals with significant industry experience and spend time at the campus only for teaching specific courses.

On the whole, permanent faculty contributes significant time & effort for teaching and also assists in administrative / support functions. Adjunct faculty members undertake courses in specific areas. They also guide students in their internship/empirical studies. Additionally they also contribute to overall vision of the school through mentoring, serving as members of committees/ advisory boards and enhance industry – institute linkage.

3.2 Organization Structure



3.3 Responsibilities of faculty members

Great Lakes in its journey from ‘Good’ to ‘Great’ expects faculty members to contribute to teaching and other institution building activities. In this section, guidelines are provided to faculty members to carry out their responsibilities. These include:

- Teaching
- Research
- Corporate Learning and Development (CLD)
- Mentoring
- Institution Building

3.3.1 Teaching

Program Directors in consultation with Area Chairs decide the faculty member to teach a course. The Program Directors then discuss the faculty assignment with the Dean. Upon approval, the Program Office contacts the concerned faculty to facilitate preparation of course outline and scheduling classes. Central Academic Administration (CAA) staff in turn provides faculty members with the list of students registered in a course. They are responsible for configuring the course in LMS. After configuring the course, the nominated faculty member is sent an invite for accessing the LMS for that particular course. Faculty members have access to all the courses that are taught by them across different programs concurrently. CAA also organize for text books, cases, simulations and any other resource that is required to complete the course and is also responsible for faculty logistics when classes are held on weekends or beyond office hours.

Course guidelines

Each 3-credit course consists of 20 (PGPM) or 30 (PGDM) classroom hours normally held in sessions of 90 minutes each. PGXPM classes are of 15 hours duration. 80% of course duration is face-to-face and is usually held during a residency (8-9 days). Balance 20% of the course is through synchronous online mode. PGPM Flex classes are scheduled for 20 hours and faculty members have to teach the course during alternate weekends and are expected to closely liaise with the program office to schedule classes.

Faculty members are advised not to schedule more than two sessions for a section in a course in a day. Faculty members are expected to uniformly distribute their sessions across a term (PGPM – six weeks, PGDM – ten weeks). Students are expected to spend significant no. of hours (PGPM 1 hour of class input:1.5 hours of outside classroom study, PGDM 1:1, PGXPM & PGPM Flex 1:2) as off – classroom learning on case reading, case analysis, assignments and course related project work. Faculty members should ensure that the outside-

class work that they assign to students should meet the expected rigor of the program.

Course Plan

Great Lakes empowers its faculty to come out with innovative design of courses that will create a challenging learning journey both for them and for the students. Faculty member are expected to inculcate critical thinking and problem solving skills in the course design and pedagogy. The faculty members are expected to maintain lesson plans for the courses handled by them for every session through the course.

Faculty members shall ensure that all course related deliverables such as, text books, reference books, hand-outs, cases, pre-reading material, etc., are made available to CAA/Program Office well in advance before the commencement of the course and ensure that all such material have reached the students at appropriate time. Course plan shall give details such as objectives of the course, course outline, session plan, evaluation method, pedagogy, assessment break-up, reference books, text books, articles, reports, pre-reading material and any other such relevant details.

Make-up assignment for absenteeism

When a student misses a session for whatever reason, he/she should be asked to complete a make-up assignment to compensate for the missed session in terms of learning and catch up with the rest of the class, before coming to the following session. This is to ensure that the Great Lakes standards of education are maintained. Faculty members shall to be guided by principles issued by program office for exams and quizzes missed by students. Academic recourse is provided to students who have not fared well in a course. Faculty members may be requested to provide question papers or assessment components for recourse provided to students as per guidelines issued by program office.

Pre-class preparation

The institute prefers use of cases and interactive classes. Pre-class preparation should be a vital part of every course and at least a small sample of students in every session should be checked to see if the expected preparation has been completed.

Evaluation

Great Lakes follows a system of continuous internal assessment in evaluating the performance of students during a course. This is done to ensure active student participation during the course of a term, any mid-term corrections required to be communicated to the students, and to have a spread in evaluation methods.

The institute uses multiple criteria/basis for evaluation. There should be not less than four different components of evaluation for a course.

Number of exams per term, the duration, and the format of the exam, such as written, work-based presentation, viva, multiple choice questions (MCQ), case work, etc., shall be decided by the course faculty.

Each course is expected to have a mid-term and an end term examination with minimum cumulative weightage of 50%. In the case of PGXPM program, these are conducted as 'take-home' assignments. Weightage for group work, project, or assignment should not exceed 40%. Since group assignments could result in few people working and many getting away without doing and learning much, attempt should be made to assess individual contribution and learning. Minimum weightage for individual components should be at least 60%. Faculty members are expected to adhere to guidelines issued by CAA from time-to-time on the same.

Faculty shall inform the students as part of their course plan, the grading pattern and allocation of weight to various components. Faculty members are expected to send their final course scores to all the students with a copy to the Program Office within two weeks from the date of the last exam of the course, except in the case of the last (eighth) term wherein they have to submit them within one week. The scores sent to students should provide component-wise

break-up so that the final scores arrived at can be checked by the students. All course scores sent to students should have roll numbers of students and not their names. Program Office will normalize the final course scores around a median of 65% for core courses and around 70% for elective courses, add the attendance bonus and arrive at the course grades as per institute policy, and send them to the concerned course faculty. After the faculty approves, the Program Office will announce them to the students with a copy to the concerned faculty.

Regarding exams, scores, and final grades, the faculty concerned for a specific course has the "academic freedom" and the institute respects that. However, the Program Director, to create some uniformity, homogeneity and to avoid grade inflation, has the responsibility to ensure comparability and consistency of practices among all faculty. Thus, if any faculty member has reasons to be different, they can raise those differences with the Program Director and help evolve a mutually beneficial conclusion.

Exams

Faculty members will set three sets of question papers well in advance and hand them over to CAA at least three days before the exam.

As far as possible, the faculty member shall be present himself or herself on the day, when the exam is conducted in his or her course. The faculty member will collect answer scripts from the Examinations Coordinator - CAA, promptly evaluate the exams, and send the mark list to the Program Office. Faculty shall ensure that the scripts are handed over to the Program Office for the purpose of records.

Assurance of Learning (AOL)

Curricula management and Assurance of Learning (AOL) form an important aspect of maintaining consistent levels of learning. Great Lakes has always focused on quality of education, so that the students are able to contribute to recruiters and organizations obtain managers who can contribute effectively. Teaching and its effectiveness are paramount to ensure quality

output. The institute was adopting traditional methods of course evaluation and faculty feedback to assess the learning effectiveness. Comprehensive learning assessment processes and methods were introduced three years back. Since then, the learning assessment methods have been significantly revised and a professional process has been adopted. These assessment methods are completely aligned with the mission of providing effective learning. The process underlying the Assurance of Learning (AoL) system has been designed to consist of the following sub-processes: establishing learning goals, identifying learning gaps, diagnosing possible causes, devising strategies to close the gaps, implementing the selected strategies, and reassessing to determine the strategies' effectiveness. It is an iterative process directed toward continuous improvement. The institute has developed separate learning goals and objectives for full time programs (PGPM & PGDM) and part-time programs (PGXPM & PGPM-Flex).

Substitute Exam

A student may be allowed to take a substitute exam in a course if he or she was absent for an exam and if the absence is on account of an unforeseen and unavoidable emergency and is duly approved by Program Director.

The substitute exam may be in-class or take-home or could be any assignment that the concerned faculty member deems appropriate. The substitute exam will attempt to cover the same portion that was covered in the exam that the student missed. The substitute exam cannot have the same questions that were there in the missed exam. The substitute exam will normally be held within a week of the missed exam. The student will receive marks out of 90 but will be treated as if it is out of 100 (i.e., a deduction of 10%).

Discipline

Great Lakes has adopted the Gurukulam pattern of education. Students are expected to attend all sessions of a course and bonus points for attendance are added to the normalized final total score in a course, before arriving at the course grade.

Recording attendance

At the start of every session (and once after the break if any, since post-break is treated as a separate session), faculty members are expected to count the number of students present, note the names of absentees, and hand it over to Program Office. The student course coordinators shall assist in this regard.

Coming late to class

Students are required to enter the classroom five minutes before the start of class or before the faculty member enters the classroom, whichever is later. Any student violating this condition will not be allowed inside the class. Faculty members are requested not to entertain requests from students for entering the class late.

Switching off mobile phones

Students are required to switch off their mobile phones during all class hours. A fine of Rs.500/- is levied if any student is found violating this requirement. Fine amount is doubled for repeated offence. Faculty members are expected to inform the Program Office Coordinator if they notice any student violating this requirement.

Use of laptops

Students are not allowed to use laptops during the class hours unless the faculty member requests otherwise. A fine of Rs.500/- is levied if any student is found violating this requirement. Fine is doubled for subsequent offence. Faculty members are expected to inform the Program Office if they notice any student violating this requirement. Faculty members desirous of students using their laptops in class may kindly contact the Program Office in advance.

Handling inattentive students

If a student keeps chatting with others, is found sleeping in class, keeps reading something else in class, or is otherwise inattentive to what takes place in class, he or she should be asked by the faculty member to leave the class, by

way of being fair to the remaining students. The student should be marked absent and the same may be intimated to the Program Office accordingly.

Student course coordinator

Every section of a course has a student course coordinator, whose responsibility it is to coordinate with all relevant people in the institute to ensure effective completion of the course. The student course coordinator is responsible for interfacing between the Visiting faculty and everyone else at Great Lakes. Student course coordinators earn credit towards institution building, which is a required component of the program. Faculty members are expected to give a performance score between zero and 100 for the student course coordinator, after the course is over.

Feedback from the Students

A link to provide course feedback is shared to the students by CAA before the last session. Students are expected to fill in the faculty feedback before the deadline provided. The feedback from students is collated and mailed to the Program Director, who releases the feedback to the faculty after finalization of grades post evaluation. Course grades are withheld for students who do not fill up the feedback forms.

Online Teaching and Learnings

The recent pandemic provided an opportunity for the institute to review operations, emerge stronger and more agile to meet the stakeholder expectations. Significant initiatives adopted by the institute during the pandemic is summarized below:

- a. All faculty and staff members allowed to work from home from March 2020.
- b. The institute has Finalized 'Zoom' as a platform / vendor for conducting online classes. All faculty members and senior administrative staff are provided with a unique account and are trained on 'zoom' platform (e.g., configuring meetings, scheduling and attending meetings). In order to ensure assessment

standards, an online proctoring tool, Mercer Mettl, has been implemented to monitor students and prevent malpractice in online exams.

c. All students are provided unique mail ids and classes were organized through the 'zoom' platform. Facilities like instant log-in through time-table link, recording of sessions and facility to review are organized by program office; tutorials and doubt clearing sessions are organized by faculty members to enhance the learning experience.

d. Online access to research repositories from homes were provided to faculty members to continue their research.

3.3.2 Research

In line with the institute's strategic vision of moving from "Good" to "Great", enhancing intellectual contribution from the faculty members is the goal of the institute for the next ten years. To this extent, the Steering Committee has taken steps to increase research activities by motivating faculty members to participate in international conferences and present papers, recognize and incentivize publications in leading research journals, and have put in place a plan to provide research grants on a case-to-case basis.

Policy guidelines for faculty members to pursue research are explained below:

- A corpus of Rs 2.00 lakhs per annum is set aside for each faculty to attend conferences and present their research work, participate in FDP, train or specialize in specific domains or skills.
- Faculty members are encouraged to collaborate with other faculty members to increase intellectual output.
- Faculty members are encouraged to increase their intellectual contribution by providing monetary support. As per this policy, faculty members who publish in peer reviewed journals can obtain 20 – 700 points, depending on classification and impact factor of journal on the basis of ABDC (Australian Business Deans Council) ranking list of research journals. Publication points are monetized and forms part of

annual incentive calculation. For example, publishing in Category 'A' journal of ABDC list would provide an incentive of over Rs 1 lakh for the faculty. A list of journals and related points that are awarded to faculty members for publishing in the same has been explained in the Performance Assessment section.

- The Institute encourages faculty members to order books and procure software to pursue research and part of the annual budget is allocated for the same. Approval of software procurement to be obtained from the Dean.
- Great Lakes has a long term relationship with Union Bank of India. Great Lakes – Union Bank Centre of Excellence in Finance organizes an annual research conference in the areas of Economics and Finance focusing on emerging economies. Faculty members are encouraged to participate and present papers in this conference.
- The Kotler – Srinivasan Centre for Research in Marketing organizes the annual international North American Society for Marketing Education in India (NASMEI). Faculty members are encouraged to participate and present papers in this conference.
- Great Lakes has signed MoUs with several international universities which enable student and faculty exchange. Faculty members are encouraged to avail any teaching opportunities in these institutes. Additionally, faculty members are also encouraged to mentor students from these institutes.
- Faculty members are encouraged to include insights from their research by incorporating them into course content such as elective courses, consumer research and business analytics.
- Faculty members can utilize research findings to develop specific Corporate Learning and Development (CLD) modules for corporate clients. These provide opportunities for collaboration with corporate clients to enhance research output, gain insights from the world of industry and these could be incorporated into courses. This encourages cross-cultural and cross-industry learning, which may be incorporated into curriculum.

- The institute also has established an Internal Review Board (IRB) to adopt ethical practices and protect the interests of respondents while collecting data.
- Junior faculty members are encouraged to pursue doctoral programs to enhance intellectual capital of the institute and increase research output.

3.3.3 Executive Education & Corporate Learning & Development (CLD)

Executive education is an important area of focus for the institute. A dedicated Corporate Learning & Development (CLD) department has been established to focus on executive education.

Type of Programs & Faculty Involvement

The portfolio of courses can be categorized into two specific categories as follows:

Customized Short Courses

The aim is to help organizations develop their human capital to deliver tangible business outcomes. These are courses conducted for specific organizations based on their needs. Both the clients and institute collaborate extensively to design and deliver these programs. Initial discussions are held by the CLD team with the clients and broad topics to be covered are decided.

CLD team consults the faculty members to finalize the topics to be covered and in most cases, CLD team members and concerned faculty discuss and finalize the topics, course delivery and assignments.

Faculty members are expected to complete the following:

- Decide learning outcomes for the module
- Finalize support material required for conducting the module including cases, articles and other support materials.
- Design Pre-module and Post-module learning assessment

Additionally, topic-wise, faculty-wise feedback is taken from individual participants.

Feedback is conveyed to faculty members.

Open Programs

The focus of the institute is currently on customized programs. Open programs based on faculty member's expertise can be offered in areas like Business Analytics, Finance, Marketing and Operations. Currently, these are not pursued, but CLD team is in the process of designing such programs.

Contract & Remuneration for CLD Programs

In the case of customized programs, CLD team advice the faculty members on the topics and number of hours of input required for the client. Faculty members design the module and deliver the content. Separate contract and terms of engagement is drawn out for CLD modules. Faculty members sign the terms of contract before taking up the modules. After delivering the module, bills are raised by the faculty member on Great Lakes and payment is made separately by the Finance team. The institute has fixed hourly remuneration for faculty members depending on their position.

3.3.4 Mentorship

One of the responsibilities of faculty members is to mentor students. Faculty members are expected to mentor students directly, or as groups covering the following activities:

- Summer Internship
- Empirical Study / Capstone Projects
- Faculty mentored Committees

Faculty members are awarded two points for mentoring empirical study and capstone projects. In the case of institute or functional committees, operating under the mentorship of faculty members, faculty members are awarded five points for mentorship.

Summer Internship

In the PGDM program, students undergo summer internship as part of their curriculum. The Program Office allots mentees to the faculty members based on area of specialization. Faculty members guide the students through the course of internship on the project allotted by the organization. Faculty member also consults with the mentor allotted by the organization and together they guide the student on specific issues. Faculty members also grade the student's report after the internship is completed.

Empirical Study / Capstone Projects

Empirical Study is an experiential learning course at Great Lakes for students of the full time programs. Empirical study is completed over six months for PGPM program and extends to more than eleven months for the PGDM program. In this course, three students form a group, choose a topic of their interest and approach the faculty member for guidance. Empirical study exposes the students to primary research involving literature review on the chosen topic, framing questionnaires, collating data, analyzing and documenting the findings in the form of a report. Faculty members are expected to guide the group through the course of the empirical study and enable them to complete the various stage gates within the timelines set by the Empirical Study faculty-in-charge.

At the end of the empirical study, faculty members award marks for the work done by the group and suggest a possible grade. The faculty-in-charge of empirical study consolidates all studies and publish the grades.

Similar, to the empirical study, students of part-time programs undertake Capstone project to synthesize their learning over two years. The Program Director and Program Office allots students to faculty members for guiding students. Periodic review is conducted by faculty members on the progress of studies done by students and students are assessed based on quality of output.

3.3.5 Institution Building Activities

Faculty members are expected to contribute to the functioning of the institute and aid in taking up administration related responsibilities. Such

responsibilities include taking up Directorship of Accreditation, Admission, Alumni Relations, Branding & Public Relations, Program Directorship and Research. Faculty members who assume these responsibilities also form part of the Executive Committee. For the effort taken, such faculty members who contribute in institution building are remunerated through points system. Different activities are allotted differential points, which is elaborated in the performance assessment section of the document.

Faculty mentored Committees

Great Lakes encourages students to participate in institutional activities like admissions, placement, event management, branding, alumni relationship and area specific activities. Faculty mentors are appointed for all these committees. During the orientation program, faculty members inform the students about the committees, seek Statement of Purpose on the student's interest and select the students to the committee. After the committee is selected, activities of the committee are decided. All committees of the institute have representation from PGPM and PGDM (both years). List of committees are provided below for information:

- High level committees
 - Steering Committee
 - Executive Committee & Academic Council
 - Curriculum Committee
 - Faculty Recruitment Committee
 - Admissions Committee
- Human Resource Committees
 - Faculty Development Committee
 - Personnel Committee
- Regulatory Committees
 - Accreditation Committee
 - Assurance of Learning (AOL) committee
- Faculty-mentored committees
- Other Committees

- Competitions Committee
- Alumni Committee
- Branding & Public Relations Committee
- Centre for Innovation and Entrepreneurship Committee (CiECom)
- Marketing Committee
- Kotler-Srinivasan Research in Marketing Committee
- Placement Committee
- Finance Committee (FinCom)
- Sports Committee
- Events Committee
- Students Council Committee
- Consulting Committee (Consult-Com)
- Green Committee

3.4 General Roles & Responsibilities

This policy covers all faculties who are on full time employment with the Institution, but, excludes junior faculty members.

1. All full time Faculty members are to commit themselves to the school FULL TIME consistent with the Gurukul philosophy and commitment. They are expected to complete a minimum of 180 points in a year by undertaking various activities including teaching, research, administrative responsibilities and mentoring as listed in the Performance Assessment section of this guideline. Of this 100 points is accrued through teaching (one hour of teaching is equal to one point) and balance through a combination of research, administration or mentoring activities.
2. Faculty members are expected to visit the campus for four days in a week on an average. Faculty members are expected not to absent themselves on account of other consulting or teaching outside the city continuously for more than 2-3 days unless prior permission is obtained from the Dean.
3. Faculty members have to ensure that the activities they undertake outside the institute cannot exceed 49 days in a year, in order to ensure full time

commitment to Great Lakes. Outside activities include consulting or teaching in other schools. For the purpose of this document, any teaching in any programs besides the PGPM, PGDM, PGXPM, PGPM-Flex is construed as outside teaching. This excludes teaching in any CLD initiated programs.

4. Prior to taking on any teaching in another institute, permission needs to be obtained from the Dean. If the Dean determines that the school that has requested our FT faculty to teach is in direct competition to Great Lakes or if there is a conflict of commitment or conflict of interest, the request to teach in an outside institution can be declined.
5. Faculty members may seek overnight accommodation in the campus, if they are teaching a course and the course schedule warrants them to stay for extended periods in the campus. However, faculty members are required to make a requisition for stay with Administration department, who would allot accommodation subject to its availability.
6. Full time faculty are expected to notify their absence from the city, either on official or personal reasons, reasonably in advance, to the Dean, so that any planning & scheduling of meetings or tasks are done with proper information.
7. The institution provides conveyance facility between campus & city at the specific hours for the benefit of all faculty & staff, at no additional charge. In view of this, no additional trip or additional vehicle will be provided during working days. Faculty members are requested to plan their schedule & timing in a way to effectively utilize the arrangement.
8. In case of visits to campus during any holiday, as may be necessitated, a prior request to the Administration Department may be made (with at least two days' notice unless it is an emergency situation). Admin Department would plan and accommodate the request utilizing the existing vehicles in a cost effective way.
9. For any meetings or official work, the City Office and its infrastructure may be used.

10. For any meetings within city limits,(while they operate out of city and not out of campus) in connection with official work, it is recommended to use their own vehicles or use a point to point taxi service and get the same reimbursed as per the policy guidelines of the Institution in this regard. In exceptional circumstances, if a separate vehicle needs to be booked, a prior request to Administration Department may be made (with at least two pays' notice unless it is an emergency situation). Administration Department would plan and accommodate the request utilizing the existing vehicles in a cost effective way.
11. Full time faculty should not engage in any other employment or profession or occupation except as provided in points 12 & 13 below and only with the prior notice and consent in writing by the Dean. This excludes teaching in any institution that has a MOU with Great Lakes (e.g., UMKC, IIT-Chicago, University of Bordeaux).
12. Full time faculty can take teaching assignments with any other institution (except those located in Chennai – other than partnering institutions) with full prior disclosure to the institution, in writing, of the nature, commercial and other terms of the engagement. Priority is to be given for the teaching schedule at GREAT LAKES and subject to the same, the other assignments could be scheduled. Fees from such assignments are to be shared with GREAT LAKES, as applicable.
13. All other assignments in the nature of consulting (including being a resource person in any short term or MDP programs) undertaken by faculty members has to be billed in the name of the institute and the fees / income shared as per the guidelines provided in point 5 below.
14. However, such assignments should be restricted to a maximum of two courses in a year and has to be planned in such a way that it does not clash with other schedules in Great Lakes. The rule of not teaching more than two courses at the same time will also be applicable.
15. Fees Sharing formula:
 - a. Teaching as visiting faculty in any other institution:
 - i. 90% of the fees to respective faculty member

- ii. 10% of the fees to the institute

Faculty may collect the fees in full and remit the 10% of the same to the institute or request the other institution to remit directly.

- b. Consulting or any other assignment:
 - i. 75% of net accruals to respective faculty
 - ii. 25% of net accruals to the institute

For this purpose, net accrual means the fees received minus the direct cost incurred in completing the assignment. The above formula is applicable irrespective of whether the assignment is secured by the faculty or by the institution. All such assignments shall be billed by the institute directly and the monies collected. Faculty's share will be disbursed by the institute proportionate to the collection within fifteen days of realization of the monies.

Ongoing Periodic Reviews

In order to ensure excellence in teaching, research & service, the institute undertakes periodic review process. Quite naturally, all faculty evaluation and feedback, as well as recommendation related to faculty support such as merit and bonus should be conducted with this aspiration in mind.

Teaching performance will be evaluated based on course evaluations, course development and innovation, intensity and difficulty of teaching assignments that includes large section sizes, multiple new courses, core courses, published teaching materials, citations, teaching honors, peer faculty observation, and other evidence of teaching contributions and achievements.

Research performance will be evaluated based on publications in research journals, status of papers under review at research journals, published books, citations, research awards, working papers, grants, editorial appointments, invited publications and presentations, mentoring and other evidence of impact.

Service obligation that is a fundamental requirement for all faculty to contribute to the quality of our academic community includes participation in

seminars, attendance at faculty meetings, observing school guidelines and policies such as meeting grading deadlines and submitting quarterly activity reports and participating in activities such as recruiting and student placements. Service performance is evaluated based on several dimensions including quality of participation in various committees, mentoring junior faculty and lecturers, programmatic leadership, engagement with students, student organizations, and alumni. External engagement with business, community organizations and media also provide evidence of service contributions. Faculty members are expected to participate in the admissions process and provide contacts/assistance for placement process.

4. FACULTY DEVELOPMENT GOALS AND EXPECTATION

The foundation of the Great Lakes Institute of Management's strategy is the creation and dissemination of high-impact intellectual capital. As scholars working together in a community that is research oriented, our mutual expectation of one another is that we each contribute to this goal by striving for excellence in all the three pillars – teaching, research and service. Management also recognizes that it is responsible for ensuring the quality of output of academic community and maintain the scholarly environment.

4.1 Faculty Workload Guidelines

Great Lakes full-time faculty members are generally expected to be fully engaged in classroom activities during the academic year. All faculty will be required to meet the 200-point threshold across the three dimensions of performance. Failure to meet the threshold while taking on external assignments will be viewed seriously.

All faculty will have a teaching load of 100 hours, which can be earned by any combination of courses in the PGPM, PGDM, PGPM Flex, and PGXPM programs. The maximum over-load teaching (including adjustments for large class sizes) is an additional 125 hours. We will therefore enforce a strict teaching cap of 225 hours, all-inclusive. This does not include teaching in CLD or BABI programs.

4.2 Guidelines for Faculty Performance

Faculty will be evaluated on three major dimensions:

1. Scholarly output and knowledge creation via research activities
2. Instruction/teaching, and

3. Institution-building, service to the profession, and external constituencies such as the Government, corporate sector, or non-profits.

Great Lakes Institute of Management, Chennai defines and recognizes performance at four different levels in each of the three areas.

Excellent performance: This is a high level of performance that meets and exceeds norms and expectations. Such norms are defined by indicators of excellence that are described more fully in the next section.

Good performance: This is an acceptable or above acceptable level of performance that meets or slightly exceeds norms and expectations, as defined by indicators of a good performance, described more fully in the next section.

Satisfactory Performance: acceptable and satisfactory performance that meets norms and expectations, defined by indicators of satisfactory performance as described in the next section.

Unsatisfactory Performance: unacceptable performance that fails to meet norms and expectations, reflected by an absence of indicators of performance at excellent, good, or satisfactory levels.

At Great Lakes Institute of Management, Chennai, we recognize that faculty may have a variety of indicators of various levels of performance, and that individual members of the faculty may be able to show performance with a different set of indicators over time, and also that such indicators may vary across faculty at different stages of their career.

4.2.1 RESEARCH AND PUBLICATION

Indicators of excellence in research and publication include the following examples:

- Publication in FT50, A*, or A journals.
- Publication of acclaimed scholarly book(s) (international)

- Publication of acclaimed practitioner book(s) (international/national)
- Frequent citation of publications (> 10 citations/year).
- Editorship of journals
- Editorship of scholarly book.
- Associate editorship or section editorship of journal(s).
- Receipt of major fellowship, research, or publication award(s).
- Membership on editorial board of a major journal(s).
- Receipt of significant external peer-reviewed funding for research.
- Membership on review panel(s) for national or international research organization(s).
- Presentation of papers at important area-listed international conferences.
- Invitation to present research at top-tier schools in India or abroad.
- For research associates and research-active junior faculty:
 - Publication in any legitimate peer-reviewed journal

Indicators of good performance in research and publication include the following examples:

- Publication in respected refereed journals (B level) in appropriate disciplines.
- Publication of a respected professional book.
- Publication by research sponsor of technical reports or monographs.
- Presentation of papers at IIM/ISB or at international conferences and professional meetings of appropriate disciplines.
- Publication of chapter(s) in scholarly international book(s).
- Invitation to revise and resubmit paper in FT50 or A* journal
- Ad hoc reviewer for FT50/A*/A journal and/or national or international organizations.
- For research associates and research-active lecturers:
 - Revise and resubmit decision at any legitimate peer-reviewed journal

Indicators of satisfactory performance in research and publication include the following examples:

- Publication in respected refereed journal (C level or SCOPUS non-indexed) in appropriate disciplines
- Presentation of papers at other Indian institutions (within top 20) or conferences and professional meetings of appropriate disciplines
- Publication of chapter(s) in scholarly national book(s)
- Invitation to revise and resubmit paper in A or B journal
- Ad hoc reviewer for B, C, or Scopus non-indexed journal
- Significant self-development activity, including attending faculty development workshops and training sessions for research-related activities
- For research associates and research-active junior faculty:
 - Presentation at internal or external workshop/conference

In addition, Great Lakes Institute of Management, Chennai recognizes the importance of collaboration in research and the contribution to building a network of scholars in a particular research area. We encourage faculty to demonstrate research leadership by occasional single-authored works and/or a balance of authorship across a body of research.

4.2.2 TEACHING/INSTRUCTION

Indicators of excellence in teaching/instruction

- Evidence of courses taught at a rigorous and challenging level, with recognized excellence
- Outstanding teaching performance over a significant period of time as evidenced by outstanding student ratings (> 4.5), interviews with students and student leaders, and outstanding peer evaluations (including peer reviews of classroom instruction).

Such evaluations need to be considered in relation to course expectations (documented through course syllabi), grading practices in relation to comparable course levels/sections or other factors.

- Development of innovative pedagogical methodologies and materials, including high quality online courses, blended learning, or flipped classrooms
- Development of pedagogy to promote abstract problem-solving skills via case studies, simulations, and role plays, or
- Development of pedagogy to promote deep analytical thinking skills via use of datasets, empirical, and analytical modelling.
- Publication of widely adopted or acclaimed instructional materials (e.g., textbooks, instructional software programs, cases, readings, simulations, and the like).
- Invitation to teach at international institutions of recognized excellence
- Development and/or coordination successful new executive development programs.
- *For junior faculty:* Outstanding performance on bootcamps and tutorial sessions as evaluated by faculty and students
- *For junior faculty :* Outstanding evaluations over a significant period of time as assistant to teaching faculty, as evaluated by both faculty and students

Indicators of good performance in teaching/instruction

- Development of a new course(s) or major revisions of existing courses to become more contemporary.
- Above average teaching ratings (4.2-4.5) over a significant period of time
- Supervision of empirical student projects.
- Significant contributions to student development through student advising and mentoring
- Significant self-development activities, such as a faculty development workshop, leading to increased teaching effectiveness.
- Invitation to teach at other international business schools.

- Teaching in executive education programs
- For *junior faculty*:: Above average performance on bootcamps and tutorial sessions as evaluated by faculty and students
- For *junior faculty*:: Above average evaluations over a significant period of time as assistant to teaching faculty, as evaluated by both faculty and students

Indicators of satisfactory performance in teaching/instruction

- Minor revisions of existing courses to become contemporary
- Average teaching ratings (3.8 – 4.2) over a significant period of time
- Assistance with student development through student advising and mentoring
- Assisting with teaching in any program with satisfactory or above performance.

4.2.3 SERVICE/INSTITUTION-BUILDING

Indicators of Excellence in Service and Institution Building

- Elected officer in a national/international professional organization.
- Program chair or similar position for a national/international meeting, other than at Great Lakes.
- For Program Directors: Outstanding student evaluations on annual feedback for program
- For Area Heads (defined as those leading a team of 5 or more faculty in a specific functional area): Outstanding student evaluations of area on annual feedback for program
- For Faculty performing other administrative roles: Demonstrated leadership and significantly high added value to institution and student experience, as evaluated by the Dean
- Consulting and sponsored research assignments from top Indian or global organizations

- Bringing top tier Indian or global organizations to campus for recruitment or L&D
- Attracting funding from government or private institutions for research grants, establishment of endowed chairs, or naming rights
- Service on government committee or task force
- Service on corporate boards
- For *junior faculty*:: Excellent performance on invigilation duties, as evaluated by Director, CAA

Indicators of Good Performance in Service and Institution Building

- Elected Officer in regional or state professional organization.
- Committee member for a national/international meeting
- Program chair or similar position for meeting hosted by Great Lakes
- Service as an active member of the Faculty Senate.
- Service on Great Lakes committees and task forces.
- For Program Directors: Above average student evaluations on annual feedback for program
- For Area Heads: Above average student evaluations for area on annual feedback for program
- For faculty performing other administrative roles: Above average added value to institution and student experience, as evaluated by the Dean.
- Speeches and/or consulting for major corporates or practitioner groups.
- Service as consultant to business organization(s) and/or governmental agencies.
- For *junior faculty*:: Above average performance on invigilation duties, as evaluated by Director, CAA

Indicators of Satisfactory Performance in Service and Institution Building

- Committee member for meeting hosted by Great Lakes
- Advisor to student organizations/committees.

- For Program Directors: Average student evaluations on annual feedback for program
- For Area Heads: Average student evaluations for area on annual feedback for program
- For faculty performing other administrative roles: Average added value to institution and student experience, as evaluated by the Dean
- For *junior faculty*:: Average performance on invigilation duties, as evaluated by Director, CAA

4.3 Expected Performance Levels by Rank

4.3.1 Assistant Professor

Assistant professors are expected, at a minimum, to be SATISFACTORY to GOOD in instruction/teaching and to establish SATISFACTORY TO GOOD patterns of Research and publication.

Service contributions, while normally limited, should generally be focused on STUDENT ENGAGEMENT. Further, it is expected that assistant professors will display evidence of progress toward meeting the established criteria for promotion to associate professor.

4.3.2 Associate Professor

Associate professors are expected, at a minimum, to demonstrate SATISFACTORY TO GOOD performance on all three dimensions. In addition, EXCELLENCE is expected in at least one area between instruction/teaching and research and publication. Associate professors, relative to assistant professors, are expected to exhibit increased contributions in service. Promotion to professor will be based on an assessment of all three performance dimensions, with research and publication typically carrying the heaviest weight.

4.3.3 Professor

Professors are expected to demonstrate LEADERSHIP in the pursuit of EXCELLENCE and national prominence. This leadership may be demonstrated

in a variety of ways, such as: (1) leadership in one or more of the areas of excellence in service; (2) leadership in one or more of the areas of excellence in instruction/teaching, which includes student development; (3) leadership in contributing to knowledge creation; (4) leadership in the development of junior faculty, namely, lecturers, assistant and associate professors.

Professors may contribute in a variety of ways to the mission of the organization, but there will be continued expectation of EXCELLENCE in one or more performance areas.

4.3.4 JUNIOR FACULTY

Lecturers

Lecturers are expected, at a minimum, to achieve SATISFACTORY to GOOD performance in teaching/instruction, defined according to the role they perform in this function. Lecturers have no obligations in research, unless they aspire to be promoted, in which case, a SATISFACTORY rating on research and publication is also required. Service obligations such as invigilation must be performed, at a minimum, at SATISFACTORY to GOOD levels.

Research Associates

Research associates are expected, at a minimum, to achieve SATISFACTORY to GOOD performance in research and publication. They are also expected to achieve SATISFACTORY ratings in teaching/instruction, defined according to the role they perform in this function, and SATISFACTORY ratings on Service.

Sr. Lecturers

Senior lecturers are expected, at a minimum, to achieve GOOD performance in teaching/instruction, defined according to the role they perform in this function. Senior lecturers with aspirations for promotion to assistant professor must establish a research pipeline, and receive at least a GOOD rating on research/publication. Service obligations must be performed at GOOD to EXCELLENT levels.

Sr. Research Associate

Sr. Research Associates are expected at a minimum to achieve GOOD to EXCELLENT performance in research/publication and must establish a research pipeline. In addition, they are expected to achieve SATISFACTORY to GOOD ratings in teaching/instruction, and GOOD to EXCELLENT ratings on Service. Sr. Research Associates with aspirations for promotion to assistant professor must strive to achieve at least a GOOD rating in teaching/instruction.

4.4 ANNUAL REVIEW

Every member of the faculty shall undergo a mandatory annual review of performance. This must result in a written document of expectations for each faculty member, commensurate with his or her rank and seniority. Evaluations of performance relative to those expectations in scholarship, teaching, and service **must be communicated in writing** to the faculty member.

Area heads / program directors who determine that the performance of a faculty member is unsatisfactory should submit a written plan for near-term improvement, duly signed by both parties. This document must accompany the annual review submitted to the Dean.

4.4.1 Annual Review Process

All Great Lakes faculty will be evaluated on their performance on an annual basis. This review will typically occur in the spring of each year between March-April. There may be other occasions to evaluate an individual's overall record, such as when s/he is being considered for promotion.

The purposes of the annual performance review include:

1. Creating a logical and transparent basis for merit salary increase recommendations.
2. Providing feedback regarding how well the individual is currently performing relative to expectations for the individual's faculty position.

3. Providing feedback regarding areas where the faculty member may need to improve or enhance contributions in the future.
4. Providing feedback regarding progress toward promotion.

Each year the area head or program/director will request information from each full-time faculty member in each department or program about the activities and indicators of performance for the preceding year. All full-time faculty and junior faculty will use a common reporting format developed and approved by the Great Lakes executive committee. Area heads/Program Directors have the discretion to request additional information. Area Directors and Program Directors will be directly reviewed by the Dean on the same criteria.

Senior faculty at the level of Professors and Associate Professors will be given an opportunity to provide feedback on the performance of assistant professors and junior faculty. The Area Head/Program Director will provide each faculty member with a detailed written assessment of his/her performance. Further, the document will be discussed by the area head or program director with the individual faculty member at a meeting to be arranged between the two, and must subsequently be signed by both individuals, and sent to the Dean's office for review. A copy will be placed in the individual's personnel file. Additional comments or responses may be placed on the record by the area head or program director.

The review of junior faculty will be the sole responsibility of the program director to whom the individual is attached. The program director will review measures of performance relevant to the expectations of each individual junior faculty. The assessment will be made and discussed with the faculty member, and a performance feedback letter will be provided by the program director, to be signed by both the individual faculty member and the program director and sent to the Dean's Office for review. A copy will be placed in the individual's personnel file.

During the review period, each area head / program director will submit recommendations to the Office of the Dean. Such recommendations must be accompanied by (1) a copy of the most recent reporting form completed by the

faculty member, (2) a current CV for the faculty member, (3) a copy of the feedback document provided to the faculty member, and (4) a form developed and approved by the Great Lakes Executive Committee on which the area head or program director provides his/her own assessment of the individual's performance along each of the three dimensions plus an assessment of overall performance.

4.5 Faculty Promotion Guidelines

Assistant Professors being considered for Promotion to Associate Professor

In order to be considered for promotion, Assistant professors are expected, at a minimum, to be GOOD to EXCELLENT in instruction/teaching and to establish at least a GOOD pattern of research and publication. Service contributions, while normally limited, should generally be focused on STUDENT ENGAGEMENT.

Promotion to associate professor will be based on an assessment of all three performance dimensions, with research and publication carrying the heaviest weight followed by instruction/teaching. Such considerations will be based on a holistic evaluation over the entire period of employment at Great Lakes. To be considered worthy of moving up the ladder, individuals must demonstrate a willingness and commitment towards continuous improvement on all three dimensions. In other words, simply meeting the minimum criteria every year may not be enough; rather, individuals must show an improving pattern over time. In general, a fresh assistant professor is expected to take between 3-6 years to establish eligibility for promotion to associate professor, while those with previous experience may be eligible earlier depending on the merits of their case.

Associate Professors being considered for Promotion to Sr. Associate Professor and Full Professor

To be considered worth of promotion, associate professors are expected, at a minimum, to demonstrate continued levels of GOOD performance on all three dimensions. In addition, EXCELLENCE is expected on at least one of the two dimensions of research and teaching.

Promotion to professor will be based on the cumulative record, with special attention given to accomplishments since promotion to the rank of associate professor. In general, an associate professor is expected to take at least three years at the associate level to establish eligibility for promotion to full professor. Typically, it may take at least five years to establish a promotion-worthy record. Interim promotions to Sr. Associate Professor may however be entertained during this period. Individuals who establish an unusually strong record of accomplishment may request early consideration.

Such requests must be routed through the area/head or program director, who will assess them and offer informal feedback on the likelihood of success. Formal requests may then be made to the Office of the Dean for consideration.

Lecturers being considered for Promotion to Senior Lecturer

Lecturers considered worthy of promotion are expected, at a minimum, to be GOOD in instruction/teaching and make significant service contributions such as invigilation.

Promotion to senior lecturer will be based on an assessment of both performance dimensions, with teaching performance (such as leading bootcamps, workshops, and mini-classes) carrying the heaviest weight. The minimum requirements for promotion to senior lecturer at Great Lakes include the following:

Pattern over time of GOOD TO EXCELLENT in teaching as assessed by criteria applicable to lecturers.

Pattern over time of GOOD TO EXCELLENT in service as assessed by criteria applicable to lecturers.

Potential for continued excellence in teaching and service.

Professional conduct conducive to a collegial work environment and standards of professional integrity.

In general, lecturers should expect to complete a minimum of 3 years before seeking promotion.

Research Associates Being Considered for Promotion to Sr. Research Associate

Research Associates are expected, at a minimum, to be GOOD in Research/Publication and

make significant service contributions such as invigilation.

Promotion to senior research associate will be based on an assessment of both performance

dimensions, with research performance (such as publication and presentation in research workshops/conferences) carrying the heaviest weight. The minimum requirements for promotion to senior research associate at Great Lakes include the following:

Pattern over time of GOOD TO EXCELLENT in research as assessed by criteria applicable to RAs.

Pattern over time of at least GOOD in teaching as assessed by criteria applicable to RAs.

Pattern over time of GOOD TO EXCELLENT in service as assessed by criteria applicable to RAs.

Potential for continued excellence in research.

Professional conduct conducive to a collegial work environment and standards of professional integrity.

In general, research associates should expect to complete a minimum of 3 years before seeking promotion.

Sr. Lecturers / Sr. Research Associates Being Considered for Promotion to Assistant Professor

Sr. Lecturers and Sr. Research Associates are expected, at a minimum to be EXCELLENT in one of two dimensions - Research/Publication or Teaching/Instruction (and at least GOOD on the other dimension) as assessed by the criteria applicable to them. Promotion to assistant professor will be based

on a very rigorous assessment of all performance dimensions. In particular, emphasis will be given to an assessment of the ability of the individual to teach independently at a standard expected of an assistant professor. Emphasis will also be given to an assessment of the individual to pursue an independent research agenda at a standard expected of an assistant professor. The minimum requirements for promotion to assistant professor at Great Lakes include the following:

Possession of a terminal degree (Ph.D.)

Pattern over time of EXCELLENCE in teaching as assessed by criteria applicable to Lecturers/Ras.

Pattern over time of EXCELLENCE in research as assessed by criteria applicable to Lecturers/RAs.

Pattern over time of GOOD TO EXCELLENT in service as assessed by criteria applicable to Lecturers/RAs.

Professional conduct conducive to a collegial work environment and standards of professional integrity.

In general, Sr. Research associates or Sr. Lecturers should expect to complete a minimum of 3 years before seeking promotion.

4.5.1 Promotion Process

Every member of the faculty eligible for consideration for promotion, as deemed by the area head or program director, will prepare a dossier of his/her record on the three performance dimensions. As part of the dossier, the candidate should provide a brief statement (maximum of three pages, single spaced) of his or her goals, strategies, and areas of focus in meeting institutional expectations on teaching, research, and service. The dossier will be provided to the area head or program director (depending on the reporting relationship). The area head / program director will, in turn, nominate a senior professor at an appropriate level to conduct a peer review of the candidate's teaching in the classroom and

an evaluation of the syllabus and pedagogy. The candidate's research record and service must also be reviewed. A recommendation from the area head/program director together with a comprehensive summary of the candidate's record must be provided to the Office of the Dean.

The entire dossier will then be reviewed by the Dean together with the rest of the Personnel Committee. The Personnel Committee will meet once a year (unless otherwise warranted) to review all promotion cases and will transmit its recommendations and vote to the Board for final consideration.

4.5.2 Faculty Notification during Promotion Process

A faculty member shall be advised of the recommendation for or against promotion at each level of review. In case there is a negative recommendation, the faculty member is entitled to a written statement of the reasons for that decision.

The official decision by the board regarding the granting of a faculty promotion will be conveyed in writing to the faculty member as soon as possible after the board formally acts on the recommendation from the Personnel Committee.

5. HR POLICIES FOR FACULTY

Policies common to all professional staff and faculty are available separately as HR policy manual. HR Department distribute this manual to all new joinees. Experts from the HR policy manual pertaining to ethics and value systems are reproduced below:

5.1 Attendance, Punctuality and Dependability

As Great Lakes depends heavily upon its employees, it is important that employees attend work as scheduled. Dependability, attendance, punctuality, and a commitment to do the job right are essential at all times. As such, faculty members are expected at work for at least four scheduled work days and during all scheduled work hours and to report to work on time. Moreover, faculty members are expected to notify Associate Dean as far in advance as possible, but not later than one hour before his/her scheduled starting time if he/she expects to be late or absent. This policy applies for each day of his/her absence. A careful record of absenteeism and lateness becomes part of the personnel record.

5.2 Drug and Alcohol Abuse

Manufacture, distribution, dispensation, possession, or use of any illegal drug, alcohol, or controlled substance while on Institute premises is strictly prohibited. These activities constitute serious violations of Institute rules, jeopardize the Institute and can create situations that are unsafe or that substantially interfere with job performance. Employees in violation of the policy are subject to appropriate disciplinary action, up to and including dismissal. Additionally, Great Lakes reserves the right to require an employee to undergo a medical evaluation under appropriate circumstances.

5.3 Appearance and Conduct

Great Lakes expects employees to maintain a neat, well groomed appearance at all times. Employees should avoid extremes in dress. The Institute requires order and discipline to succeed and to promote efficiency, productivity and cooperation among its employees. The orderly and efficient operations of Great Lakes require that employees maintain proper standards of conduct at all times. Employees who fail to maintain proper standards of conduct toward their work, their co-workers or the Institute's customers, or who violate any of the Institute's policies, are subject to appropriate disciplinary action, up to and including discharge. All instances of misconduct should be referred to the Human Resources Department immediately.

5.4 Anti-Nepotism Policy

Members of an employee's immediate family will be considered for employment only on the basis of their qualifications. Immediate family may not be hired, however, if employment would:

- Create a supervisor/subordinate relationship with a family member;
- Have the potential for creating an adverse impact on work performance; or
- Create either an actual conflict of interest or the appearance of a conflict of interest.

This policy must also be considered when assigning, transferring, or promoting an employee. For the purpose of this policy, immediate family includes: spouse, parent, child, sibling, in-law, aunt, uncle, niece, grandparent, grandchild, members of household. This policy also applies to romantic relationships.

Employees who become immediate family members or establish a romantic relationship may continue employment as long as it does not involve any of the above. If one of the conditions outlined should occur, attempts will be made to find a suitable position within Great Lakes to which one of the employees will transfer. If employees become immediate family members or establish a romantic relationship, the Institute will make reasonable efforts to assign job duties so as to minimize problems of supervision, safety, security or morale. If accommodations of this nature are not feasible, the employees will be permitted

to determine which of them will resign. If the employees cannot make a decision, the Institute will decide in its sole discretion who will remain employed.

For purposes of this policy, the term "close relative" includes the following relationships, whether established by blood, marriage, or other legal action; mother, father, husband, wife, son, daughter, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, step-child, aunt, uncle, nephew, niece or cousin.

When a situation occurs which results in a violation of this policy (due to the marriage of two employees or some other circumstance), one of the employees involved will be required to resign or otherwise be discharged. Employees will be permitted to determine which of them will resign and will be required to inform the Institute of their decision within a two-month period after the violation begins. If the employees cannot make a decision, the Institute will decide in its sole discretion who will remain employed.

This policy does not apply to "close relatives" who already are employed by Great Lakes as of the effective date of this policy. This waiver, however, may not be used as a basis for further exceptions subsequent to the effective date of this policy.

5.5 Violence in the Workplace

The Institute Great Lakes believes that all employees should be treated with dignity and respect. Acts of violence will not be tolerated. Any instances of violence must be reported to the employee's supervisor and/or the Human Resources Department. All complaints will be fully investigated. The Institute will promptly respond to any incident or suggestion of violence. Violation of this policy will result in disciplinary action, up to and including immediate discharge.

5.6 Email and Internet Policy

Every Great Lakes employee is responsible for using the electronic mail (E-mail) system properly and in accordance with this policy. Any questions about this policy should be addressed to the Human Resources Department. The E-mail system is the property of Great Lakes. It has been provided by Great Lakes

for use in conducting Institute business. All communications and information transmitted by, received from, or stored in this system are Institute records and property of Great Lakes. The E-mail system is to be used for Institute purposes only. Use of the E-mail system for personal purposes is prohibited. Employees have no right of personal privacy in any matter stored in, created, received, or sent over the Great Lakes mail system.

Great Lakes, in its discretion as owner of the E-mail system, reserves and may exercise the right to monitor, access, retrieve, and delete any matter stored in, created, received, or sent over the E-mail system, for any reason and without the permission of any employee. Even if employees use a password to access the E-mail system, the confidentiality of any message stored in, created, received, or sent from the Great Lakes E-mail system still cannot be assured. Use of passwords or other security measures does not in any way diminish Great Lakes rights to access materials on its system, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to Great Lakes as E-mail files may need to be accessed by the Institute in an employee's absence.

Even though Great Lakes has the right to retrieve and read any E-mail messages, those messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any E-mail messages that are not sent to them. Any exception to this policy must receive the prior approval of Great Lakes management.

Great Lakes policies against sexual or other harassment apply fully to the E-mail system, and any violation of those policies is grounds for discipline up to and including discharge. Therefore, no E-mail messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. The E-mail system may not be used to solicit for religious or political causes, commercial enterprises, outside organizations, or other non-job related solicitations.

The E-mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from Great Lakes management. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult the management. Faculty to the best extent possible should avoid using the "Reply to all" feature to respond to any emails unless it is absolutely critical that their response to a particular email should be viewed by every employee who was copied in the email.

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. E-mails are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write E-mail communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on Great Lakes letterhead.

Because E-mail records and computer files may be subject to discovery in litigation, Great Lakes employees are expected to avoid making statements in E-mail or computer files that would not reflect favorably on the employee or Great Lakes if disclosed in a litigation or otherwise. Any employee who discovers misuse of the E-mail system should immediately contact the Network Infrastructure Head. Violations of Great Lakes E-mail policy may result in disciplinary action up to and including discharge. Great Lakes reserves the right to modify this policy at any time, with or without notice.

Certain employees may be provided with access to the Internet to assist them in performing their jobs. The Internet can be a valuable source of information and research. In addition, e-mail can provide excellent means of communicating with other employees, our customers and clients, outside vendors, and other businesses. Use of the Internet, however, must be tempered with common sense and good judgment.

Any employee abusing their right to use the Internet, will forfeit their usage of the same. In addition, they may be subject to disciplinary action, including

possible termination, and civil and criminal liability. Use of the Internet is governed by this policy and the E-Mail Policy.

5.6.1 Disclaimer of liability for use of Internet

Great Lakes is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk.

5.6.2 Duty not to waste computer resources

Employees must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in online chat groups, printing multiple copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

5.6.3 No expectation of privacy

The computers and computer accounts given to employees are to assist them in performance of their jobs. Employees should not have an expectation of privacy in anything they create, store, send, or receive on the computer system. The computer system belongs to the Institute and may only be used for business purposes.

5.6.4 Monitoring computer usage

The Institute has the right, but not the duty, to monitor any and all of the aspects of its computer system, including, but not limited to, monitoring sites visited by

employees on the Internet, monitoring chat groups and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing e-mail sent and received by users.

5.6.5 Blocking of inappropriate content

The Institute may use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by Institute networks. In the event you nonetheless encounter inappropriate or sexually explicit material while browsing on the Internet, immediately disconnect from the site, regardless of whether the site was subject to Institute blocking software.

5.6.6 Prohibited activities

Material that is fraudulent, harassing, trolling, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful, inappropriate, offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic Protected by law), or violate Great Lakes equal employment opportunity policy and its policies against sexual or other harassment may not be downloaded from the Internet or displayed or stored in Great Lakes 's computers. Employees encountering or receiving this kind of material should immediately report the incident to their supervisors or the Human Resources Department. Great Lakes 's equal employment opportunity policy and its policies against sexual or other harassment apply fully to the use of the Internet and any violation of those policies is grounds for discipline up to and including discharge.

5.6.7 Illegal copying

Employees may not illegally copy material protected under copyright law or make that material available to others for copying. You are responsible for complying with copyright law and applicable licenses that may apply to software, files, graphics, documents, messages, and other material you wish to download or copy. You may not agree to a license or download any material for which a registration fee is charged without first obtaining the express written permission of the General Manager for IT services.

5.6.8 Accessing the Internet

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to Great Lakes's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to the Institute's network.

5.6.9 Virus detection

Files obtained from sources outside the Institute, including disks brought from home; files downloaded from the Internet, newsgroups, bulletin boards, or other online services; files attached to e-mail; and files provided by customers or vendors may contain dangerous computer viruses that may damage the Institute's computer network. Employees should never download files from the Internet, accept e-mail attachments from outsiders, or use disks from non-Institute sources, without first scanning the material with Institute-approved virus checking software. If you suspect that a virus has been introduced into the Institute's network, notify the Help Desk immediately.

5.6.10 Sending unsolicited e-mail (spamming)

Without the express permission of their supervisors, employees may not send unsolicited e-mail to persons with whom they do not have a prior relationship.

5.6.11 Amendments and revisions

This policy may be amended or revised from time to time as the need arises. Users will be provided with copies of all amendments and revisions. Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability. Use of the Internet via Great Lakes computer systems constitutes consent by the user to all of the terms and conditions of this policy.

5.7 Smoking Policy

In order to comply with government regulations, Great Lakes has prohibited smoking throughout its workplace. Employees are protected from retaliatory action or from being subjected to any adverse personal action for exercising or

attempting to exercise his/her rights under the smoking policy. Any violation of this policy may result in appropriate corrective disciplinary action, up to and including discharge. Any questions regarding the smoking policy should be directed to the Human Resources Department.