

Great Basin College
FACULTY SENATE 2020-2021
9 am Friday, November 20th, 2020
BlueJeans connection only.

AGENDA

1. **Roll Call**
2. **Call to Order**
3. **Updates from President Helens**
4. **Updates from Vice President Rivera.**
5. **Senate Chair Report:** Verbal, Written
6. **Approval of Minutes:** ACTION
7. **Standing Committee Reports:**
 - a. Academic Standards & Assessment.....No Report
 - b. Bylaws.....Verbal & Written Report
 - c. Compensation & Benefits.....Verbal & Written Report, Action Item
 - f. Curriculum Review.....Verbal & Written Report
 - g. Distance Education.....No Report
 - h. Gen Ed Committee.....Written Report
 - i. Personnel.....Written Report
 - j. Strategic PlanningNo Report
8. **Unfinished Business:** Information Only
 - Strategic Planning Committee status
9. **New Business:**
10. **Information Items:**
 - Classified Council.
 - Teacher Education Advisory Board
 - Humanities Center.
11. **Announcements:**
12. **Good of the Order:**
13. **Adjournment..... Action**

Bylaws Committee minutes

GBC Bylaws Committee

Meeting Minutes

November 4, 2020

1:00pm DCIT 208

Members: Kevin Seipp (Chair), Brian Zeiszler, Justine Stout, Laurie Walsh

Discussion of restructuring of departmental votes and how departments are grouped for equitable distribution of voting rights.

- Focus for Spring 2021 semester

Present updated Article V at Faculty Senate on November 20, 2020 for action to approve the changes.

Meeting adjourned.

BYLAWS: ARTICLE V REVISIONS

ARTICLE V, ORIGINAL LANGUAGE

ARTICLE V. SENATE OFFICERS AND ELECTION PROCEDURES

A. Officers

The officers of Senate shall be the Senate Chair, Senate Vice Chair, and Senate Secretary, to be placed into office according to the provisions of this article. These officers shall perform the duties prescribed by these bylaws.

The immediate Past Chair is not considered an officer of this organization but serves as an ex-officio member of Executive Committee and can choose to be a voting representative on PC in the year immediately following her/his service as Senate Chair.

B. Duties of Officers

Senate Chair:

Presides over the Senate. As the duly elected representative of GBC's faculty, the prime responsibility of the Senate Chair shall be to represent faculty interests to GBC Administration, the NSHE BOR, the NSHE Council of Senate Chairs, and any other committees or organizations related to the operations of GBC, and report to faculty on the proceedings thereof.

Additionally, the Senate Chair shall:

- Chair Executive Committee;
- Set the schedule for Executive Committee and Faculty Senate meetings;
- Set the agenda for Senate meetings;
- Assign Senate Committee Chairs;
- Assign members to Senate committees;
- In consultation with Executive Committee, assigns tasks to committees;
- Represent faculty interests at President's Council and other college or system-wide bodies;
- Conveys faculty concerns to President's Council and/or relevant administrators;
- Attend NSHE BOR meetings;
- Nominate faculty representatives to NSHE committees or other organizations related to the operations of GBC; and
- Other relevant responsibilities as directed by faculty.

The Senate Chair, upon taking office, may appoint an executive secretary to track and circulate committee reports, documents, agendas, and minutes. The role of executive secretary is not a senate office and may be held by any full-time GBC employee.

Vice Chair:

The chair-elect shall fulfill all responsibilities of the Senate Chair in the event she/he is unable to do so. Additionally, the Vice Chair serves as a member of the Executive Committee and as a member of President's Council where she/he will represent faculty interests. The Vice Chair is the presumed in-coming Senate Chair.

Secretary:

Serves as the parliamentarian for Senate meetings and Executive Committee. The Secretary will understand Robert's Rules of Order and the various governing documents of the Senate (i.e., Senate Bylaws, GBC Bylaws, NSHE Code, etc.). The Secretary assures proper procedure is followed and advises Senate officers and members of proper procedure.

C. Election Procedures

1. All faculty eligible to be senators, as defined in Article IV, shall elect from their numbers a Vice Chair by simple majority of those voting. In cases where the election is contested, the current Chair may determine that the election shall be held by secret written ballot; otherwise, a voice vote or show of hands shall be acceptable.

2. Nominations for the position of Vice Chair shall be opened during the second to last regular meeting of the Senate and shall remain open until the start of the last regular Executive Committee meeting. The Executive Committee will close the nominations and prepare ballots for the eligible Faculty to use when voting. Executive Committee members running for Senate officer positions will abstain from Executive Committee proceedings in regards to officer elections. In cases where the election is contested, voting for the Vice Chair shall be held during the four working days prior to the last regular spring meeting of the Senate. Provisions for the time(s) and date(s) of the election shall be made so that all faculty may vote. The Executive Committee shall close the voting in time to count the ballots and shall announce the election results at the last spring Senate meeting.

3. A Secretary shall be elected from the Senate membership by the Senate membership at the first Senate meeting of each academic year. The nominations shall be made at that meeting and in cases where the election is contested, the current Chair may determine that the election shall be made by secret written ballot; otherwise, a voice vote or show of hands shall be acceptable.

D. Terms of Office

The Chair and Vice Chair shall serve a one year term. In the event circumstances warrant, and as determined and approved by a two-thirds majority of the full Senate, terms may be extended for an additional year. The term for the Chair and Vice Chair is July 1 to June 30. The Secretary shall be in office for a term that ends with the election of a new Secretary on the first meeting of the next academic year.

E. Succession of Officers

The Vice Chair shall assume the responsibilities of Chair on July 1. The announcement of the succession will be made by the out-going Chair at the last regular meeting of the academic year.

F. Termination of Officers

A petition to terminate a sitting officer may be brought to the Senate Executive Committee. The petition must be certified as having the signatures of a minimum of 25% of all academic and administrative faculty. The reason for the petition will be argued before the Executive Committee, with the Chair of Department Chairs presiding. If the Executive Committee determines the petition and argument are valid, the matter will be brought to the Senate for action. The action must be approved by a two-thirds majority of the Senate. In the event of a termination of office, a special election will be held to replace the officer.

ARTICLE V REVISIONS

ARTICLE V. SENATE OFFICERS AND ELECTION PROCEDURES

5.1. Officers

- A. The officers of Faculty Senate shall be the Senate Chair, Senate Vice Chair, and Parliamentarian, to be placed into office according to the provisions of this article. These officers shall perform the duties prescribed by these bylaws.
- B. The immediate Past Chair is not considered an officer of this organization but serves as an advisory member of Executive Committee.

5.2. Duties of Officers

- A. Senate Chair duties:
 - 1. The Chair's primary duty is to serve the GBC faculty, administrative and teaching. As the elected representative of the GBC Faculty, she or he presides over the Senate;
 - a. The Senate Chair, upon taking office, will be assigned an administrative assistant to track and circulate committee reports, documents, agendas, and minutes.
 - b. The Senate Chair will be compensated with a \$1,000 per semester stipend as well as a 6 credit release or a commensurate extra stipend for administrative faculty.
 - 2. The responsibility of the Senate Chair shall be to represent and convey faculty interests and perspectives as they relate to academic freedom, faculty welfare, and shared governance to GBC Administration, NSHE Board of Regents, NSHE Council of Senate Chairs, and any other committees or organizations related to the operations of GBC;
 - 3. The Senate Chair will attend the following meetings (special and regular) and represent faculty interests at such: Board of Regents, Leadership Council, Executive Team, and other college or system-wide bodies;
 - a. The Senate Chair will provide detailed written and verbal reports to faculty of these meetings and any actions taken by these bodies.
 - b. The Senate Chair will ensure that any action taken by these bodies is updated in the Faculty Senate bylaws and GBC policies.
 - 4. Set the schedule, venue, and agenda for Executive Committee and Faculty Senate meetings. This may include non-senate member presentations that are relevant to faculty interests;
 - a. To ensure consistency and understanding, at the first senate meeting, review the role of the Faculty Senate at GBC, the role of the Senate Chair in representing faculty interests, the role of committees and committee chairs, the role of voting senators, and other matters of process that need to be highlighted.
 - 5. Assign Senate Committee Chairs in consultation with other faculty and current and/or former Senate Officers in order to identify appropriate leadership;
 - a. Committee Chairs will be selected by the in-coming Senate Chair prior to the first Faculty Senate meeting of the new academic year;
 - 6. Assign members to Senate committees in consultation with other faculty and current and/or former Senate Officers as needed;

- a. Committee members will be selected by the in-coming Senate Chair starting the spring prior to their tenure as Chair and will finish assignments by the first faculty senate meeting in September.
 - b. Faculty preferences are considered but are not binding, as service may be required elsewhere.
7. In consultation with faculty and Executive Committee, assigns tasks to committees and presents these to the full Senate;
 8. Nominate faculty representatives to NSHE committees or other organizations related to the operations of GBC in consultation with the Senate and officers;
 9. And other relevant responsibilities as directed by faculty.

B. Vice Chair (Chair-elect) duties:

1. The Vice Chair is the presumed in-coming Senate Chair;
2. The chair-elect shall fulfill all responsibilities of the Senate Chair in the event she/he is unable to do so;
3. The Vice Chair serves as a member of the Executive Committee and as a member of Leadership Council where she/he will represent faculty interests;
4. And the Vice Chair shall be the chair of the Bylaws Standing Committee to ensure knowledge of and adherence to these bylaws as well as guiding any changes as needed.

C. Parliamentarian duties:

1. Serves as the parliamentarian for both Faculty Senate meetings and Executive Committee;
2. The Parliamentarian will have a working knowledge of *Robert's Rules of Order* and the various governing documents of the Faculty Senate: Senate Bylaws, GBC Bylaws, NSHE Code, etc.;
3. And the Parliamentarian assures that proper meeting procedures are followed and advises Senate officers and members of such.

5.3. Election Procedure

- A. All faculty eligible to be senators, as defined in Article IV, shall elect from their numbers a Vice Chair by simple majority of those voting;
 1. Voting will be done by secret, written or electronic balloting four working days prior to the last regular spring meeting of the Senate;
 2. Nominations for the position of Vice Chair shall be opened during the second to last regular meeting of the Senate and shall remain open until the start of the last regular Executive Committee meeting;
 - a. The Executive Committee will close the nominations and prepare ballots for the eligible Faculty to use when voting;
 - b. Executive Committee members running for Senate officer positions will abstain from Executive Committee proceedings in regard to officer elections;
 - c. And the Executive Committee shall close the voting in time to count the ballots and shall announce the election results at the last spring Senate meeting.
- B. A Parliamentarian shall be elected from the Senate membership by the Senate membership at the first Faculty Senate meeting of each academic year.
 1. Nominations shall be made at that meeting;

2. And a voice vote or show of hands shall be acceptable.

5.4. Terms of Office

- A. The Chair and Vice Chair shall serve a one-year term;
- B. In the event circumstances warrant, and as determined and approved by a two-thirds majority of the full Senate, terms may be extended for an additional year;
- C. The term for the Chair and Vice Chair is July 1 to June 30;
- D. And the Parliamentarian shall be in office for a term that ends with the election of a new Parliamentarian on the first meeting of the next academic year.

5.5. Succession of Officers

- A. The Vice Chair shall assume the responsibilities of Chair on July 1 or earlier if the Chair vacates the position;
- B. And the announcement of the succession will be made by the out-going Chair at the last regular meeting of the academic year.

5.6. Termination of Officers

- A. A petition to terminate a sitting officer may be brought to the Executive Committee;
 1. The petition must be certified as having the signatures of a minimum of 25% of all academic and administrative faculty;
 2. The reason for the petition will be argued before the Executive Committee, with the Vice Chair presiding;
 3. And if the Executive Committee determines the petition and arguments are valid, the matter will be brought to the Senate for action. The action must be approved by a two-thirds majority of the Senate;
 4. And in the event of an officer termination, a special election will be held to replace the officer.

ARTICLE V COMPARISON DOCUMENT

ARTICLE V. SENATE OFFICERS AND ELECTION PROCEDURES

A5.1 Officers

- C. The officers of Faculty Senate shall be the Senate Chair, Senate Vice Chair, and ~~Senate Secretary/Parliamentarian~~, to be placed into office according to the provisions of this article. These officers shall perform the duties prescribed by these bylaws.
- D. The immediate Past Chair is not considered an officer of this organization but serves as an ~~ex-officio advisory~~ member of Executive Committee ~~and can choose to be a voting representative on EC in the year immediately following her/his service as Senate Chair.~~

B5.2 Duties of Officers

D. Senate Chair:

~~Presides over the Senate. duties:~~

~~10. The Chair's primary duty is to serve the GBC faculty, administrative and teaching. As the duly-elected representative of GBC's faculty, the primethe GBC Faculty, she or he presides over the Senate;~~

~~a. The Senate Chair, upon taking office, will be assigned an administrative assistant to track and circulate committee reports, documents, agendas, and minutes.~~

~~b. The Senate Chair will be compensated with a \$1,000 per semester stipend as well as a 6-credit release or a commensurate extra stipend for administrative faculty.~~

~~40.11. The responsibility of the Senate Chair shall be to represent and convey faculty interests and perspectives as they relate to academic freedom, faculty welfare, and shared governance to GBC Administration, the NSHE BOR, the Board of Regents, NSHE Council of Senate Chairs, and any other committees or organizations related to the operations of GBC, and report to faculty on the proceedings thereof;~~

~~11. Additionally, the Senate Chair shall:~~

~~12. Chair Executive Committee;~~

~~12. The Senate Chair will attend the following meetings (special and regular) and represent faculty interests at such: Board of Regents, Leadership Council, Executive Team, and other college or system-wide bodies;~~

~~a. The Senate Chair will provide detailed written and verbal reports to faculty of these meetings and any actions taken by these bodies.~~

~~b. The Senate Chair will ensure that any action taken by these bodies is updated in the Faculty Senate bylaws and GBC policies.~~

~~D-13. Set the schedule, venue, and agenda for Executive Committee and Faculty Senate meetings. This may include non-senate member presentations that are relevant to faculty interests;~~

~~a. Set the agenda for Senate meetings;~~

~~a. To ensure consistency and understanding, at the first senate meeting, review the role of the Faculty Senate at GBC, the role of the Senate Chair in representing faculty interests, the role of committees and committee chairs, the role of voting senators, and other matters of process that need to be highlighted.~~

~~E-14. Assign Senate Committee Chairs; in consultation with other faculty and current and/or former Senate Officers in order to identify appropriate leadership;~~

a. Committee Chairs will be selected by the in-coming Senate Chair prior to the first Faculty Senate meeting of the new academic year;

F-15. Assign members to Senate committees; in consultation with other faculty and current and/or former Senate Officers as needed;

a. Committee members will be selected by the in-coming Senate Chair starting the spring prior to their tenure as Chair and will finish assignments by the first faculty senate meeting in September.

b. Faculty preferences are considered but are not binding, as service may be required elsewhere.

7. In consultation with faculty and Executive Committee, assigns tasks to committees;

8. Represent faculty interests at President's Council and other college or system-wide bodies;

9. Conveys faculty concerns to President's Council and/or relevant administrators;

J-16. Attend NSHE BOR meetings and presents these to the full Senate;

K-17. Nominate faculty representatives to NSHE committees or other organizations related to the operations of GBC; and in consultation with the Senate and officers;

L-18. Other And other relevant responsibilities as directed by faculty.

~~The Senate Chair, upon taking office, may appoint an executive secretary to track and circulate committee reports, documents, agendas, and minutes. The role of executive secretary is not a senate office and may be held by any full-time GBC employee.~~

Vice Chair:

E. Vice Chair (Chair-elect) duties:

1. The Vice Chair is the presumed in-coming Senate Chair;

4.2. The chair-elect shall fulfill all responsibilities of the Senate Chair in the event she/he is unable to do so. Additionally, the Vice Chair serves as a member of the Executive Committee and as a member of President's Council where she/he will represent faculty interests. The Vice Chair is the presumed in-coming Senate Chair;

3. Secretary:

The Vice Chair serves as a member of the Executive Committee and as a member of Leadership Council where she/he will represent faculty interests;

4. And the Vice Chair shall be the chair of the Bylaws Standing Committee to ensure knowledge of and adherence to these bylaws as well as guiding any changes as needed.

F. Parliamentarian duties:

1. Serves as the parliamentarian for both Faculty Senate meetings and Executive Committee-;

2. The Secretary-Parliamentarian will understand have a working knowledge of Robert's Rules of Order and the various governing documents of the Faculty Senate (i.e.; Senate Bylaws, GBC Bylaws, NSHE Code, etc.). The Secretary-;

2.3. And the Parliamentarian assures that proper procedure-ismeeting procedures are followed and advises Senate officers and members of proper-proceduresuch.

G5.3. Election Procedures

1-Procedure

C. All faculty eligible to be senators, as defined in Article IV, shall elect from their numbers a Vice Chair by simple majority of those voting. ~~In cases where the election is contested, the current Chair may determine that the election shall be held by secret written ballot; otherwise, a voice vote or show of hands shall be acceptable.~~

3. ~~2-~~ Voting will be done by secret, written or electronic balloting four working days prior to the last regular spring meeting of the Senate;

4. Nominations for the position of Vice Chair shall be opened during the second to last regular meeting of the Senate and shall remain open until the start of the last regular Executive Committee meeting-;

a. The Executive Committee will close the nominations and prepare ballots for the eligible Faculty to use when voting-;

b. Executive Committee members running for Senate officer positions will abstain from Executive Committee proceedings in ~~regards to officer elections. In cases where the election is contested, voting for the Vice Chair shall be held during the four working days prior to the last regular spring meeting of the Senate. Provisions for the time(s) and date(s) of the election shall be made so that all faculty may vote. Theregard to officer elections;~~

d.c. And the Executive Committee shall close the voting in time to count the ballots and shall announce the election results at the last spring Senate meeting.

D. ~~3-~~ A Secretary/Parliamentarian shall be elected from the Senate membership by the Senate membership at the first Faculty Senate meeting of each academic year. ~~The nominations~~

3. Nominations shall be made at that meeting ~~and in cases where the election is contested, the current Chair may determine that the election shall be made by secret written ballot; otherwise,;~~

3.4. And a voice vote or show of hands shall be acceptable.

D5.4. Terms of Office

A. The Chair and Vice Chair shall serve a one-~~year~~ term-;

A.B. In the event circumstances warrant, and as determined and approved by a two-thirds majority of the full Senate, terms may be extended for an additional year. ~~The term for the Chair and Vice Chair is July 1 to June 30. The Secretary shall be in office for a term that ends with the election of a new Secretary on the first meeting of the next academic year.;~~

C. ~~£~~The term for the Chair and Vice Chair is July 1 to June 30;

D. And the Parliamentarian shall be in office for a term that ends with the election of a new Parliamentarian on the first meeting of the next academic year.

5.5. Succession of Officers

C. The Vice Chair shall assume the responsibilities of Chair on July 1. ~~The or earlier if the Chair vacates the position;~~

C-D. And the announcement of the succession will be made by the out-going Chair at the last regular meeting of the academic year.

F5.6. Termination of Officers

- B.** A petition to terminate a sitting officer may be brought to the ~~Senate~~ Executive Committee-;
- 5.** The petition must be certified as having the signatures of a minimum of 25% of all academic and administrative faculty-;
- 6.** The reason for the petition will be argued before the Executive Committee, with the Vice Chair ~~of Department Chairs~~ presiding-~~If~~;
- 5.7.** And if the Executive Committee determines the petition and ~~argument~~arguments are valid, the matter will be brought to the Senate for action. The action must be approved by a two-thirds majority of the Senate-~~In the event of a termination of office, a special election will be held to replace the officer~~;
- 8.** And in the event of an officer termination, a special election will be held to replace the officer.

COMPENSATION AND BENEFITS

WORKLOAD POLICY RECOMMENDATIONS

November 12, 2020

TO: Faculty Senate Executive Committee

FROM: Michelle Husbands, Chair, GBC Faculty Senate Compensation and Benefits Committee, Kara Coates, Jonathan Foster, Steve Garcia, Danny Gonzales, Eleanor O'Donnell, Tamara Mette, Laura Pike, John Rice, Dakota Woolever, committee members

RE: Workload Policy Recommendations

The GBC Faculty Senate Compensation and Benefits Committee acknowledges the challenges facing Great Basin College and the Nevada System of Higher Education during the COVID-19 Pandemic. The committee appreciates the steady line of communications coming to faculty through regular updates presented by President Helens. The committee accepts the temporary steps taken by administration to mitigate the dramatic loss of revenue to NSHE and to Great Basin College as justified. Faculty members have contributed more than \$300,000 in collective pay cuts, along with more than \$100,000 in savings to the state of Nevada through furloughs of all professional and classified staff. The committee acknowledges and appreciates its fellow faculty members' willingness to temporarily absorb this considerable cost savings from our salaries in order to ensure the strength of the service we provide our students.

After thoughtful discussion and a 5-0 vote in favor, the committee is pleased to make four recommendations to the Faculty Senate for consideration and acceptance, and requests the accepted recommendations be forwarded to Leadership Council for consideration and action.

1. **RECOMMENDATION:** The committee recommends administration begin its comprehensive strategic planning process in order to help with the establishment of meaningful and equitable workload policies and compensation.

Significant growth at the college and the COVID-19 Pandemic warrant the process. The committee recognizes the Faculty Senate has among its ranks several members with considerable experience in formulating and implementing strategic plans. Therefore, the committee further recommends the Strategic Planning Committee include experienced junior and senior faculty recommended by the Faculty Senate to assist administration in this important effort.

2. **RECOMMENDATION:** The current workload policy is to remain intact until such a time that strategic decisions about workload and compensation can be made. The committee may make recommendations for additional compensation in instructional areas where significant change and responsibility has occurred.

The current workload policy was a result of multiple years of collaborative effort between faculty and administration. Provisions outlined in the current workload policy continue to be valid. Significant changes have occurred in a number of areas of the college which may warrant additional provisions in order to provide equitable compensation for all faculty in all areas of the institution. Comprehensive strategic planning must take place in order to assure the responsible development of a meaningful and equitable workload policy.

3. **RECOMMENDATION: Faculty Overload Payments.** The Committee recommends the Faculty Senate formally request administration compensate overload for full time faculty members at the rate established in Section 4 of the current workload policy.

The workload policy states full time faculty members are to be compensated for overload at the same rate as the “highest paid part time faculty per credit pay rate.” Currently, that number is \$800 per credit. However, fulltime faculty members are being compensated at \$750 per credit. This unwarranted practice has been brought to the attention of administration on multiple occasions and has never been addressed. As a result, over the course of several years, full time faculty members have been under-compensated by tens of thousands of dollars. The committee further recommends a discussion of compensating in arrears full-time faculty who were underpaid under the current policy provisions.

4. **RECOMMENDATION:** The committee recommends faculty senate invite the Nevada Faculty Alliance to review the current workload policy and to make comparisons to the collective bargaining contracts agreed to at other NSHE institutions. The committee further recommends the Nevada Faculty Alliance make a detailed presentation of the collective bargaining process to faculty members.

In March, 2020, the NFA conducted a climate survey of professional staff at GBC. Survey invitations were sent to all academic and administrative faculty (N=121) at Great Basin College. A total of 77 responses were collected, a response rate of 64% overall. 86% of respondents supported the establishment of an active NFA chapter at GBC. 76.6% of respondents support the formation of a collective bargaining unit (union) for faculty at GBC to negotiate for improved compensation, benefits, and work conditions, and to protect faculty rights. Interest in collective bargaining is demonstrably high. The survey results warrant an invitation to NFA from the GBC Faculty Senate to address the option of entering into a collective bargaining process.

WORKLOAD POLICY 5.21 REVISIONS



POLICY AND PROCEDURE

Title: FACULTY WORKLOAD POLICY
Policy No.: 5.21
Department: Academic Affairs
Contact: Office of the Vice-President for Academic Affairs

TABLE OF CONTENTS

Policy	1
Procedures	2
1.0 Contract Definitions.....	2
2.0 Core Workload Components.....	2
3.0 Guidelines for Determining Faculty Workload Equivalencies.....	4
4.0 Overload Compensation	12
4.1 Overload Limit	12
5.0 Underload	13
6.0 Exceptions	13
7.0 Faculty Incentive Stipends.....	13

Policy

The guidelines provided in the Great Basin College Faculty Workload Policy are based in policy and enrollment-based funding formulas of the NSHE Board of Regents and the Nevada State Legislature. As derived from these sources, the major portion of faculty workload should relate directly to courses being taught for credit, with a core teaching workload of 14 to 16 credits per semester, 30 credits for an academic year, and in consideration of expected students-per-class ratios given in the funding formulas. The instructional credit hour is the traditional basis for determining the faculty work effort. However, it is also recognized that some workload credit may be granted for alternative duties and assignments.

The basic guidelines for assessing faculty workload, based on instruction and reassigned duties, are outlined within this document. For the purposes of this document, the standard for workload calculation is the **instructional credit** corresponding to 15 classroom hours of lecture time or 45 hours of contact time in clinical and laboratory settings. The **workload unit (WU)** will be used to calculate faculty workload and will be gauged by equivalence to an instructional credit (workload units are synonymous with instructional units). As examples, a typical three-credit lecture class lasting for one 15-week semester counts as three workload units, and a typical one-credit, three-hour/week lab component of a class lasting for one 15-week semester counts as one workload unit. An average core workload is considered teaching 15 instructional credits per semester (equaling 30 credits for an academic year). Workload units may also be reassigned for non-instructional duties, for student contact hours in clinical and laboratory instruction, and for high total student enrollment with individual instructors.

Once a full core workload level is reached for an individual faculty, any additional instructional or alternative duties shall be considered as overload and compensated in accordance with the overload provisions of this Faculty Workload Policy. If the workload of a faculty member is less than the stated amount for the position, that individual shall be assigned additional classes or appropriate alternative duties, on or off campus, to compensate for the core workload deficiency.

Within the first month of each semester, the Office of the Vice President for Academic Affairs (VPAA) will review the instructional credits and other workload units of each faculty. The workload of each faculty must be approved by the VPAA. In cases where no agreement can be reached between the faculty and the VPAA, the faculty member may appeal to the Senate Executive Committee, which will make recommendations to the VPAA. Subject to additional comment and recommendations by the College President and the President's Council, the VPAA will make the final decision on workload disputes.

This policy sets forth only the guidelines for determining faculty workload. This document does not address individual job descriptions.

Procedures

1.0 Contract Definitions

“B” Contract – This is the basic contract for teaching faculty and is for service during the ten-month academic year. Faculty with “B” contracts are entitled to regular state and federal holidays and student breaks in conformity with the adopted academic calendar. These faculty may accept supplemental appointments for services for periods of time not included in their “B” contract following college policies and guidelines.

“B+” Contract – This contract covers the ten-month period of a “B” contract, **plus** a specified number of additional days of work. This work may be allocated as additional, non-instructional days, as additional courses of teaching, or as a combination of the two. The additional work will be expressed as a number equivalent to the number of days of extra work required. The value of each “plus” day will be calculated by multiplying the base salary of the “B” contract by 0.5%. The daily value is then multiplied by the number of “plus” days to be worked. The projected dates of the work and a description of the work to be completed in the “plus days” must be specified in the individual contract and approved in advance by the hiring authority. If the additional days are instructional days, then no overload pay will be given for teaching the additional course(s). “Plus” days will not be granted for attendance of professional meetings, seminars, workshops, judging and similar activities outside of the academic calendar unless attendance is required or approved in advance by the administration. “B+” contracts are issued annually based on work expected or known to be done for one academic year, independent of any previous year’s contract. If appropriate professional development funds are available, these may be used outside of the regular contract days, following standard approval guidelines.

“A” Contract – This contract covers the full calendar year. The expectation for a member of the Instructional Faculty on an “A” contract is 36 workload units. “A” contracts are normally reserved for personnel engaged in year-round programs designated as such by the president, or with teaching positions that include a significant amount of administrative duties within a department. “A” contract faculty and professional staff are obligated for assigned duties throughout the year except for official state holidays. “A” contract faculty may take annual leave when desired if it does not conflict with normally assigned or specially required duties of the unit. The employee’s job description will specify all duties that occur outside of the academic year.

All “A,” “B,” and “B+” contracts are considered annual contracts for the purpose of benefits eligibility. Full-time faculty are eligible to participate in the retirement program on the effective overload provisions of this Faculty Workload Policy.

2.0 Core Workload Components (Each faculty must meet all criteria.)

Guidelines and descriptions are provided in Section IV below to be used in determining workload units, contact hours, student enrollment criteria, etc., as used in this section.

A. “B” Contract, Full-time Faculty Position - 1.0 FTE

1. Faculty will carry 14 to 16 workload units each semester or 270 student contact hours in a semester (based on 18 contact hours per week). If using student enrollment, each faculty member will have a minimum of 125 students enrolled per semester in the equivalent of three-credit classes.
2. An annual faculty contract is 30 workload units or 540 student contact hours per academic year (two semesters). If using student enrollment, there will be a minimum of 250 students per academic year. (NOTE: Faculty may use one form of workload calculation one semester and another the next, as long as they meet full workload equivalencies in aggregate for the year.)
3. Each faculty is required to schedule and post a minimum of 5 office hours per week for student consultation and academic advising.
4. Each faculty is expected to have as many as 20 student advisees at any given time as part of normal teaching duties.
5. Availability for Faculty Senate committee assignments is required.
6. Instructional faculty are expected to spend a minimum of 35 hours per week on their assigned duties. At least 5 hours will be scheduled as on-campus office hours. The remainder will consist of instructional activities, institutional service, professional development, or other duties, depending on the needs of specific faculty, departments and programs. 40 hours per week shall be the primary basis for determining the workload of non-instructional faculty.

B. “B” Contract, Full-time Faculty Position, Contract of 0.5 FTE or greater but less than 1.0 FTE

1. Faculty carrying less than a full-time contract shall be assigned a core workload based on their proportional equivalent of a full-time contract.
Example 1: Contract of 0.5 FTE - Faculty will have a total of 15 workload units per academic year, or 15 workload units in one semester. 50% contact hour or 50% student enrollment calculations may also be used.
Example 2: Contract of 0.6 FTE - Faculty will have a total of 18 workload units per academic year. 60% contact hour or 60% student enrollment calculations may be used.
Example 3: Contract of 0.8 FTE - Faculty will have a total of 24 workload units per academic year. 80% contact hour or 80% student enrollment calculations may be used.

2. A minimum of 5 hours per week of scheduled and posted office hours are required.
3. Student advising is expected in proportion to the percentage of a full-time contract.
4. Availability for Faculty Senate committee assignments is expected.
5. Fractional full-time faculty must be on campus in a proportional equivalent to the hours required for full-time faculty, as determined by the fractional amount of their contract.

C. “B+” Contract

1. Workload expectations during the “B” portion of the “B+” contract are the same as for “B” contract faculty.
2. The days to be worked outside of the standard academic year (the “+” portion) and the duties to be performed during those days must be specified in writing and approved in advance by the hiring authority.
3. In general, “plus” days will be given only for work relating directly to instruction and functioning of the college. “Plus” days will not be given for attendance at professional meetings, conferences, seminars, judging, or similar events unless attendance is required or approved in advance by the administration.

D. “A” Contract, Full-time Faculty Position - 1.0 FTE

1. An annual “A” contract for instructional faculty requires 36 workload units, 675 total student contact hours, or a minimum student enrollment of 275 students (in the equivalent of 3-credit classes) per full calendar year. (NOTE: Faculty may use one form of workload calculation one semester and another the next, as long as full workload equivalencies are met for the year.)
2. Additional administrative, instructional, or departmental duties must be completed throughout the year as described in the position job description.
3. Each faculty is required to schedule and post a minimum of 5 office hours per week for student consultation and academic advising.
4. Each faculty is expected to have as many as 25 student advisees at any given time as part of normal teaching duties.
5. Availability for Faculty Senate committee assignments is required.
6. Faculty must be on campus not less than 35 hours per week to perform their duties, unless assigned off-campus duties contributing to the total of 35 hours per week. 40 hours per week shall be the primary basis for determining the workload of non-instructional faculty.

E. Part-time Instructor (Letter of Appointment)

Part-time instructors may carry a maximum of 6 workload units per semester for instructional purposes, 19.5 hours per week for non-instructional purposes, or a combination of the two, as described below.

**Calculation of Maximum Credit Hours and/or Clock Hours
GBC Part-time Instructors or Part-time Employees May Work**

Basic Rules:

1. The general rule for part-time employees is that they may work only 49% of full-time equivalency. If they exceed the 49%, then GBC must pay them benefits which are in excess of 20% of salary.
2. Part-time hourly employees may not work more than 79 hours per month or 19.5 hours per week.
3. Part-time instructors may not teach more than 6 credit hours for three consecutive months, except in special circumstances with prior approval of administration.
4. There are some circumstances where exceeding the 49% limit may be approved for periods of up to 60 or 90 days, but all exceptions to the 49% limit require prior administrative approval.

Use the table below to calculate an individual’s percent of full-time employment. If the individual is both working as a Part-time instructor and as a part-time hourly employee, you must sum the percentage for each type of employment.

Part-time Instructor/Part-time Employee Calculation Grid			
FT% for Hourly		FT% for Credit Hours	
Weekly Clock Hrs Paid Work	Weekly Percent of Full-time	Credit Hours	Percent of Full-time*
1	2.5%	0.5	2.5%
2	5.0%	1	5.0%
3	7.5%	1.5	7.5%
4	10.0%	2	10.0%
5	12.5%	2.5	12.5%
6	15.0%	3	15.0%
7	17.5%	3.5	17.5%

8	20.0%		4	20.0%
9	22.5%		4.5	22.5%
10	25.0%		5	25.0%
11	27.5%		5.5	27.5%
12	30.0%		6	30.0%
13	32.5%		6.5	32.5%
14	35.0%		7	35.0%
15	37.5%		7.5	37.5%
16	40.0%		8	40.0%
17	42.5%		8.5	42.5%
18	45.0%		9	45.0%
19	47.5%		9.5	47.5%

Each credit is worth 7.0% rounded to appropriate amount.

3.0 Guidelines for Determining Faculty Workload Equivalencies

Faculty workload determinations are based on faculty instructional duties (“A” below) and non-instructional assignments or reassignments (“B” below). Some functions are recognized only as overload activities and not part of the core workload (“C” below). Faculty incentives (Section 7.0) are not considered as part of the workload, but only as incentives outside of workload for completion of tasks that may benefit the college.

The definition of the workload unit was given in the preface. The basis for the workload assessments provided below is the assumed equivalency to the workload unit as based on the instructional credit. The guidelines for determining workload units for situations other than standard classroom lecture situations are given for several potential settings. It is recognized that all possible situations and activities may not be included. Faculty and the appropriate administrator should negotiate activities not mentioned.

A. Instructional Duties

The first consideration for calculating an individual’s workload is which of three methods will be used; the choice is from credit-based workload units (section “1” below), in-class student contact hours (section “2” below), or by total student enrollment (section “3” below).

1. Workload units based directly on instructional credits

a. Lecture Courses

For traditional lecture courses, workload units shall be assigned equal to the number of instructional credits being taught. It is assumed that the allotment of credits compared to work required is already incorporated into these numbers. This is the equivalency defined in the preface.

b. Development of New Courses

Faculty who develop new instructional courses shall be granted workload units equal to the number of credits to be awarded for the course when offered to students. The course development must be completed by the end of the semester in which the workload units are awarded. New course development may occur prior to its first instruction, or concurrently with instruction of the course the first time (in this latter case, the faculty member would receive workload units double that of the instructional credits of the course). Workload units for new course development may only be granted the first time the course is taught for GBC; subsequent teaching of the course by any instructor will not include course development workload units.

- i. New course development for any course or conversion of a previously developed course to the online or other format will be recognized in an individual’s workload only with prior approval of the VPAA.
- ii. There is no provision to receive workload compensation for redevelopment for a course that has previously been developed or delivered, except for those classes approved to be converted to a distance format (there is no workload consideration for “revamping” courses). It is assumed that all instructors are continually updating the content and delivery of their courses on a routine basis as part of the assessment process.
- iii. Any new course that is developed will only be approved in workload consideration for one development, whether it be for live, online, or any other delivery. Courses should initially be developed with the intent that in the future they may be delivered either online or live, or in some combination of delivery methods.

iv. There are no workload considerations for the development of “Special Topics” types of classes.

c. **Redevelopment of Existing Classes**

Classes that have substantial changes in materials or equipment shall be granted additional workload units with prior approval of the VPAA.

d. **Development of Upper Division General Education Seminars**

Faculty who develop a new upper division general education seminar (specifically, INT 339, 349, 359 or 369) on a topic that has not been presented before shall receive workload units for the development of a new course, as described in section “b.” above.

- i. Workload considerations for the development of new INT seminars will be approved for only one class for each of the four seminars each academic year. All other sections that are offered should be previously developed seminars or must be developed without additional workload consideration. This is in consideration that many excellent seminars covering many topical areas have already been developed and that any of these topics could be considered for presentation more than once. The decision of which single class during a year may receive workload development consideration will come from the respective department administering the particular seminar.

e. **Distance Education**

Distance education includes interactive video (IAV), online, hybrid/IAV, hybrid, and telecourse modes of instruction, as described below. In order to teach through any mode of distance education, the instructor will have been trained in the use of the technology and the content area and will provide for assessment to ensure the use of quality teaching methods.

- i. **Interactive Video Courses (IAV).** IAV classes are those having 50% or more of the contact hours associated with the course delivered through the interactive video medium to one or more sites away from the site of delivery. These shall have the same workload unit value as the number of credits associated with the single course number. Individual faculty are discouraged from teaching more than three IAV courses (9 credits) during any semester.
- ii. **Online Courses.** Online courses are those having 60% or more of the contact hours associated with the course delivered through WebCT, e-mail, the Internet, chat rooms, bulletin boards, or other synchronous or asynchronous computerized methods.

Online classes shall have workload units given equal to the number of credits given for the class unless the class has more than 20 students enrolled. With 21 or more students in a class, the instructor will be given workload units 1.25 times the number of credits for that class, but only if the class is given a maximum enrollment cap of 30 or more. The determination for the workload multiplier for online classes will be based on enrollment in a class as of the day after the 50% refund drop date. If an online class has low enrollment, the instructor and VPAA will jointly determine if the class is to be taught as scheduled, taught as independent study, or cancelled.

Example 1: An instructor has three 3-credit online classes having respective enrollments of 30, 25, and 20. These represent nine instructional credits.

Workload Calculation:

Class #1 (30 students): 3 credits x 1.25	= 3.75 WU
Class #2 (25 students): 3 credits x 1.25	= 3.75
Class #3 (20 students): 3 credits	= 3
Total: = 10.5 WU	

Workload for three classes (9 credits): **10.5 WU**

Example 2: An instructor has five different online classes. Two are 3-credit classes with respective enrollments of 24 and 18. One is a 2-credit class with 11 students and two are 1-credit classes with respective enrollments of 14 and 38. These represent 10 instructional credits.

Workload Calculation:

Class #1 (24 students): 3 credits x 1.25	= 3.75 WU
Class #2 (18 students): 3 credits	= 3
Class #3 (11 students): 2 credits	= 2
Class #4 (14 students): 1 credit	= 1
Class #5: (28 students): 1 credit x 1.25	= 1.25
Total = 11 WU	

Workload for five classes (10 credits): **11 WU**

Example 3: An instructor has four different online classes. Two are 3-credit classes with respective enrollments of 24 and 38. Two are 1-credit classes with respective enrollments of 24 and 32. These represent 8 instructional credits.

Workload Calculation:

Class #1 (24 students): 3 credits x 1.25 = 3.75 WU
Class #2 (28 students): 3 credits x 1.25 = 3.75
Class #3 (24 students): 1 credit x 1.25 = 1.25
Class #4 (22 students): 1 credit x 1.25 = 1.25
Total = 10 WU

Workload for four classes (8 credits): **10 WU**

- iii. **Hybrid Courses.** Hybrid classes incorporate at least two different modes of presentation of course material. These may include (but not necessarily be limited to) live lectures, IAV, and online modes. Unless there is 60% or more delivered online (and thus calculated as an online class), the workload units will equal the instructional credits.
- iv. **Telecourses.** A telecourse is one whose delivery is by audiotape, videotape, CD, CD-ROM, or DVD – typically without regular interaction between students and instructor or between a student and other students. A telecourse will have a section number with the letter “T” in the second place that indicates its status. A telecourse receives 0.05 workload units for each student enrolled, times the number of credits for the course.

Example: An instructor has two 3-credit telecourses having respective enrollments of 24 and 18. The same instructor also has one 2-credit telecourse with 11 students. These represent 8 instructional credits.

Workload Calculation:

Class #1: 24 students x 0.05 WU/student x 3 credits → 3.6 WU
Class #2: 18 students x 0.05 WU/student x 3 credits → 2.7 WU
Class #3: 11 students x 0.05 WU/student x 2 credits → 1.2 WU

Workload for three classes (8 credits): **7.5 WU**

The assigned workload for these classes is 7.5 WU.

- v. **Online and IAV Course Development and Adaptation.**
 - A. **Online courses.** Workload units may be awarded for course development or adaptation specifically to the online format. When adapting an existing course to be taught online for the first time within the institution, workload units equal to the instructional credits may be awarded. This may be awarded only once for any course within the institution for extra workload units, and the material must subsequently be made available for other GBC faculty to use to teach the same course online.
 - B. **IAV courses.** A number of workload units one-half the number of course instructional credits may be assigned for course adaptation to the IAV format. When adapting an existing course to be taught via IAV for the first time within the institution, the instructional credits may be multiplied by 1.5 to calculate workload units for that class. This may be awarded only once for any course within the institution for extra workload units, and the material must subsequently be made available for other GBC faculty to use to teach the same course via IAV. This will not include INT Seminars (339, 349, 359, 369) for which course development workload units are being awarded.
- f. **Theatre Performance Assignments**

Three workload units will be awarded for supervision of one main stage production and oversight of one lab performance during a single semester by a designated theatre instructor.
- g. **Practica, Internships, Work Co-ops**

These types of courses do not take place in a classroom or laboratory setting as a principal portion of the class. They are generally related in some way to practical experience in a work setting or to some other manner of independent work or production. The students will often work under the supervision of a supervisor not part of the college but may at times be working on independent projects supervised by a

college faculty member. Faculty will generally not meet with students on more than a weekly to monthly basis because there is outside supervision.

If these types of courses have more than seven students enrolled in the same class, that class will be rated for workload units by the number of instructional credits. If there are seven or less students in any of these types of classes, workload will be rated by the number of students enrolled in the class (or combination of classes) and the number of credits being awarded. The number of combined students shall be multiplied by the number of course credits and divided by 15 to calculate the number of workload units awarded.

Example: An instructor has a 3-credit internship class with an enrollment of 9 students, a 6-credit practicum class with 3 students, and a 4-credit work co-op with 2 students. These represent 11 instructional credits.

Workload Calculation:

Class #1:(more than 7 students) →3.0 WU

Class #2:(less than 7 students) 3 students x 6 credits/15 →1.2 WU

Class #3:(less than 7 students) 2 students x 4 credits/15 →0.5 WU

Workload for these three classes (11 credits): **4.7 WU**

The assigned workload for these classes is 4.7 WU.

h. Oversight of Student Teaching

For student teaching where students are enrolled in a 14-credit section, faculty will receive 1.0 workload unit for each student being evaluated. If the supervising faculty is required to travel 50 miles or more each way, 1.5 WU will be awarded per student instead of 1.0 WU.

i. Oversight of Early Childhood Education Practica/Internships

For practica/internships where students are enrolled in a 6-8 credit section, faculty will receive 0.5 WU for each student being evaluated. If the supervising faculty has to travel 50 miles or more each way, 1.0 WU will be awarded per student instead of 0.5 WU.

j. Education Field Experience Courses

All field experience courses for education B.A. programs will be worth at least 1.0 WU unless the course has excessive placements (see scale below). The workload units will be regulated through the creation of new sections.

1-16 placements = 1 workload unit

17-28 placements = 2 workload units

29-40 placements = 3 workload units

41-52 placements = 4 workload units

53-64 placements = 5 workload units

65-76 placements = 6 workload units

77-88 placements = 7 workload units

k. Team Teaching

Faculty involved in team teaching shall divide the workload units in proportion to their assigned effort. The proportion shall be determined and agreed to by the faculty involved and the VPAA.

l. Teaching Concurrent Courses

When teaching two or more live courses concurrently, the workload will be assigned as the maximum number of credits given for any one of the concurrently taught sections, so long as the total number of students in all concurrently taught sections does not exceed 16. If total enrollment in concurrent course sections exceeds 16, faculty will receive workload credits equivalent to the credits of the one course with maximum credits, plus 0.05 workload unit for each student enrollment above 16, times the number of credits for the course(s).

m. Technical On-site Training (TOT)

These are courses taught at a facility that is not operated by GBC. TOT courses have workload units equal to the instructional units for classes with enrollments of up to 12 students. If total enrollment in TOT classes exceeds 12, faculty will receive workload credits equivalent to the credits of the one course plus 0.05 workload units for each student enrollment above 12, times the number of credits for the course.

2. Contact Hours.

Clinical and Laboratory Settings

For laboratory and health science clinical courses which do not follow the standard lecture credit-hour model, workload units may be calculated using student contact hours. Contact hours represent that time spent directly teaching students in classroom, laboratory, or clinical settings, with the hours being counted as set forth in the official college course schedule. 18 contact hours will be rated as equaling 1 workload unit (i.e., 18hours/week for 15 weeks is 15 workload units).

Example 1: An instructor spends eight weeks teaching two 3-credit lecture classes, one lab that meets three hours per week (a one-credit lab) and supervises students in a clinical setting 12 hours per week. The same instructor finishes the last seven weeks of the semester teaching the same two 3-credit lecture classes, two 3-hour labs per week, and spends 4 hours per week in clinical supervision of students. The total instructional credits being taught is about 10 and not a full teaching load.

Workload Calculation by Contact

Hours:

-First eight weeks-

Lectures:	2 classes x 3 hr/class/week x 8 weeks	→48 hr
Labs:	1 lab x 3 hr/class/week x 8 weeks	→24 hr
Clinical:	12 hr/week x 8 weeks	→96 hr

-Last seven weeks-

Lectures:	2 classes x 3 hr/class/week x 7 weeks	→35 hr
Labs:	2 labs x 3 hr/class/week x 7 weeks	→42 hr
Clinical:	4 hr/week x 7 weeks	→28 hr

Total Hours: 273 hr

273 total hr/18 hr/WU = **15.2 WU** This represents 0.2 overload units.

Example 2: For a semester, an instructor has two 4-credit classes (3 hr lecture + 3 hr lab each) and two 3-credit lecture classes. The total credits being taught is 14 and not a full teaching load.

Workload Calculation by Contact

Hours:

Lectures:	4 classes x 3 hr/class/week x 15 weeks	→180 hr
Labs:	2 labs x 3 hr/class/week x 15 weeks	→90 hr

Total Hours: 270 hr

270 total hr/18 hr/WU = **15 WU** This represents a full workload.

Example 3: For a semester, an instructor has three 4-credit classes (3 hr lecture + 3 hr lab each). The total credits being taught is 12 and not a full teaching load.

Workload Calculation by Contact

Hours:

Lectures:	3 classes x 3 hr/class/week x 15 weeks	→135 hr
Labs:	3 labs x 3 hr/class/week x 15 weeks	→135 hr

Total Hours: 270 hr

270 total hr/18 hr/WU = **15 WU** This is a full workload.

Workload units for an individual during a single semester may be calculated using instructional credits, contact hours, or total student enrollment, but not by any combination of these options.

3. **Cumulative Student Enrollment.**

Sum of Class Sizes

Within some sections of certain courses the enrollment of large numbers of student is reasonably predictable. If, based on past enrollment history, it can be reasonably projected that there will be high enrollment numbers for classes taught by a single faculty member, that faculty member may base workload on enrollment. If aggregate enrollment in all sections being taught by a single faculty during a single semester is 125 or greater (in the equivalent of 3-credit classes), then that enrollment may constitute a full workload. If total student enrollment in the equivalent of 3-credit classes is greater than 150 students, then the faculty will be entitled to overload payment. Extra workload units will be awarded at the rate of 0.025 WU per student times the number of credits for the class for every student past the count of 150.

Example 1: An instructor has three 3-credit classes with enrollments of 39, 46, and 41 students. This is 9 instructional credits and not a full load based on credits.

Workload Calculation by Student

Enrollment:

$$39 + 46 + 41 = 126$$

This is more than 125 total students and is a full load.

Example 2: An instructor has four 3-credit classes with enrollments of 38, 51, 43, and 28. This is 12 instruction credits and not a full load based on credits.

Workload Calculation by Student Enrollment:

$$38 + 51 + 43 + 28 = 160$$

Since this is more than 150 students, this is an overload.

$$160 - 150 = 10$$

$$10 \text{ students} \times 0.025 \text{ WU/credit} \times 3 \text{ credits} = 0.75 \text{ WU of overload}$$

Example 3: An instructor has five 3-credit classes with respective enrollments of 28, 21, 33, 16, and 18 students. This represents 15 credits of instruction and is a full load based on credits.

Workload Calculation by Student Enrollment:

$$28 + 21 + 33 + 16 + 18 = 116$$

This is less than 125, but it is a full workload based on credits.

Workload units for an individual during a single semester may be calculated using instructional credits, contact hours, or total student enrollment, but not by combination of these options.

B. Workload Units for Non-Instructional Assignments

The following workload units for assigned or reassigned non-instructional duties may be added into the faculty instructional workload to determine the total faculty workload. Workload units are given below for the listed assignments. If a faculty workload is calculated on contact hours, the workload units for each of the following will be considered equal to contact hours.

1. Department Chairs

Department Chairs of departments that are not within a larger division (that has a chair) will normally be assigned three workload units per semester for these duties. There is no credit assignment for departments that are within larger divisions.

2. Division Chairs (tentative)

Division Chairs shall be assigned 50% of a full workload and a B+10 contract for performing the administrative duties required of the position. 50% of the position will be dedicated to instruction.

3. Faculty Senate Chair

Faculty Senate Chair shall be assigned six workload units (or 14 hours per week for non-instructional faculty) each semester. There will also be a \$1000 stipend per semester for the academic year for performing this duty.

4. Program Supervisor

A Program Supervisor will typically oversee a Bachelor's degree program for a three (3) workload unit reassignment. However, with sufficient program duties and workload, certain Bachelor degree emphases, Associate's degrees, or stand-alone certificate programs may apply to be considered for workload reassignment. A Program Supervisor may be awarded workload unit reassignment based on an evaluation by the faculty member's supervising Dean if the extra work duties performed are above or in addition to a normal faculty workload. Workload reassignment for Program Supervisor will require documentation of the workload and approval by the Dean. Workload reassignment will be awarded proportionately with the premise that one day per week extra for performed duties is equivalent to a three (3) workload unit reassignment and/or equivalent plus days as approved by the supervising Dean. Workload reassignments shall be reviewed annually.

5. Lead Faculty

A Lead Faculty is a faculty member determined by the department and the Dean who is teaching within a degree program that requires a limited level of coordination and leadership for an area not predominantly overseen by a department chair or program supervisor. There is no workload reassignment for this role as the duties are essentially the same as for other faculty. This individual is the primary contact and coordinator for faculty within a program. Lead Faculty status may be reflected in the management role for annual evaluation.

6. Workload for Non-instructional Faculty

If a non-instructional faculty member is involved in duties not normally a part of the job description (e.g., elected as Faculty Senate Chair), then 7 hours per week is the equivalent of 3 workload units. That faculty member shall be given time reassigned from regular functions in this ratio to accommodate alternate duties. If non-instructional faculty are given instructional responsibilities as part of their job function by their supervisor, with time provided out of their

regular work time, then there will be no additional compensation to perform these duties. If non-instructional faculty take on instructional responsibilities in addition to their regular job function, and these responsibilities are performed outside of their regular work time, they shall be compensated at the Part time faculty rate.

7. **Recruitment**

All faculty are expected to participate in student recruitment to some degree. If a faculty member anticipates participation in extensive recruiting tours or programs during a coming semester that is not already considered a part of faculty workload for other duties (e.g., Program Supervisor or Division Chair), then the instructor may submit a proposal of the recruitment activity to the VPAA. As a general rule, one workload unit = (work hours/15), not including travel time. There must be prior approval by the VPAA before recruitment can be used as workload reassignment.

C. **Activities Recognized Only as Overload**

Activities within this section may not be included within the core faculty workload. They may only be awarded as overload workload units.

1. **Independent Study**

An independent study class is one which is offered specifically for a very small number of students (about five or less) wherein the students are expected to principally work independently without meeting in the regularly scheduled time blocks. For calculation of workload units, add the total number of independent study students in all sections, divide by 15, and multiply by the number of course credits. Example: An instructor has one and three students enrolled respectively in two different 3-credit independent study classes (this is in addition to having a full workload of lecture and online classes). $4/15 \times 3 = 0.8$ WU.

2. **Self-Paced Courses**

A self-paced course is one offered for students to work independently and at their own pace without attendance in regular scheduled time blocks. Self-paced classes may be delivered through a variety of formats for any number of students with minimal contact with the instructor. For calculation of workload units, add the total number of self-paced students in all sections being taught by a faculty member, divide by 15, and multiply by the number of course credits. Examples: (1) An instructor has four and eight students enrolled respectively in two different 3-credit self-paced classes. Calculation: $12/15 \times 3 = 2.4$ WU. (2) An instructor has nine students enrolled in one 1-credit self-paced class. Calculation: $9/15 \times 1 = 0.6$ WU.

3. **Academic Advisement**

Every instructor is expected to advise up to 20 different students every semester. If an instructor advises more than 20 students during a semester, and if that advisement is not already considered as a part of workload for other duties (e.g., Program Supervisor or Division Chair), then the instructor shall hand in a record of student advisement to the VPAA and shall be given overload at the same rate per student as provided for in section IV, A, 3 (Student Enrollment, Class Size overload): students \times 0.025 \times credits = overload WU

4. **Contract Training**

Faculty will be eligible for differential pay when teaching contract training courses under the following situations:

- a. The course is taught at an underground mine site, surface mine, or industrial site.
- b. The course is a contract course, not a regularly scheduled course taught to mine or industrial workers at the Faculty member's home GBC campus.
- c. The course requires travel to the training site other than the normal travel to the Faculty member's regular GBC campus.
- d. The differential pay will be paid for by the outside contractor's training fee.

Compensation for these activities is given in the section below.

Faculty providing off-campus contract training will be compensated as follows:

- a. For teaching a training course at an underground mine the differential rate will be twenty dollars (\$20.00) per student per credit.
- b. For teaching a training a course at a surface mine or other industrial sit the differential rate will be fifteen dollars (\$15.00) per student per credit.

This rate will not affect either the faculty member's overload status or normal workload.

4.0 Overload Compensation

For any semester in which a faculty member is carrying a workload above the amount stated in this document as a core workload, that faculty member shall be compensated above the amount of the regular salary. During the semester in which the faculty member is working in an overload situation, the individual faculty member and the VPAA shall jointly decide if extra pay for the overload credits or a reduced credit load the next semester (from fall to spring semesters only) is appropriate. Workload credits from one academic year may not be carried over to the next academic year. Core workload arrangements must be approved by the VPAA before overload agreements can be made. Workload units – rounded to the nearest tenth - above the core workload shall be considered overload. The compensation rate for overload pay will be the number of overload workload units times the highest Part time faculty per-credit pay rate.

4.1 Overload Limit

The maximum overload any GBC faculty member may have in any semester is 9 workload units (WU). All overload for any semester must be approved in advance by the VPAA. In determining the maximum overload for one semester, certain types of overload may be excluded in determining if a faculty member has met the maximum overload of 9 WU. These exclusions include the following:

- A. Exclude up to 3 WU of non-instructional, reassigned duties.
- B. Exclude any classes which are not taught 100% within the published regular 15-week semester.
- C. If online classes are being taught and workload is received for classes with enrollment of any course split into more than one section, up to 6 WU may be excluded from the maximum allowed for overload.
- D. Do not include the .25 WU/credit adjustment for certain online classes of large size (workload policy, Chapter 5, Section 3).
- E. Exclude independent study WU.
- F. Any WU above 9 after the above listed considerations must have the approval of the faculty member's supervisor in advance.

5.0 Underload

Any faculty carrying less than the stated number of workload units for their position in any given semester will have duties assigned to them by the VPAA from the following options:

- A. Be given a larger credit load the next semester (may be carried over only from fall to spring semesters; may not be carried over to the next academic year).
- B. Be given a course previously scheduled to be taught by a Part-time instructor.
- C. Schedule a course or courses to be offered in the late semester schedule.
- D. Offer one or more short courses targeted for specific groups.
- E. Be assigned duties by appropriate administrators that relate to the faculty member's function to the institution. These duties should be equal in time and effort to that of the number of workload units the faculty member is short.

6.0 Exceptions

Exceptions to the workload policy will only be allowed if exceptional circumstances force deviations from this policy. All exceptions to the normal implementation of the workload policy as set forth above must be approved by the VPAA. Exceptions will be granted only on a semester-by-semester basis and generally only for one semester.

7.0 Faculty Incentive Stipends

All activities listed below must be approved in advance by the VPAA. Performance of these activities and functions must have a demonstrable benefit to GBC. These are not to be counted as part of a faculty core workload or overload unless agreed to in advance by the VPAA.

- A. **Leadership Positions in Professional and College Associations.** The faculty members may receive a stipend for taking on a leadership position in a professional or college association. These must be elected offices within widely recognized organizations and have titles such as President, Vice President, Secretary, Treasurer, or Program Director. Not more than one leadership position will be recognized for any single academic year. The faculty's affiliation with GBC must be clearly reflected in the performance of related duties. Depending on the time and responsibility involved, a stipend of up to \$1000 may be paid as determined by the VPAA in consultation with the involved faculty.
- B. **Principal Investigator (or the equivalent) for a Grant Proposal.** Unless an instructor is paid through the grant, a faculty member may receive a stipend for participating in writing a grant and performing functions required of a grant. The faculty's affiliation with GBC must be reflected in all phases of the grant and related activities. Depending on the time and responsibility involved, a stipend of up to \$1000 may be paid as determined by the VPAA in consultation with the involved faculty.
- C. **Authorship of Professional Articles.** Having a peer-reviewed professional article published regionally, nationally, or internationally may result in the faculty member receiving a stipend. The faculty's affiliation with GBC must be clearly reflected in the publication together with the faculty's name. The impending publication of professional articles must be

reported to the VPAA prior to publication. Depending on the time and responsibility involved, a stipend of up to \$1000 may be paid as determined by the VPAA in consultation with the involved faculty, paid upon proof of publication.

- D. **Authorship of Book or Monograph.** If a faculty has a book or monograph published after the manuscript's acceptance by a standard commercial or academic publishing company, a stipend may be awarded to the faculty only if the publication is not to generate royalties for the author. This is providing that GBC's name appears in the publication in association with the author's name. The impending publication of books must be reported to the VPAA prior to publication. Depending on the time and responsibility involved, a stipend of up to \$1500 may be paid as determined by the VPAA in consultation with the involved faculty, paid upon proof of publication.
- E. **Shows, Performances, and Competitive Exhibitions.** A stipend may be awarded for planning, preparing, and executing a show, performance, or exhibition if these are not associated with classes being taught or other normal duties associated with the faculty job. This stipend will be considered only if the faculty member is receiving no other compensation for the activity. These activities must be approved in advance by the VPAA, followed by clear documentation of completion. The show, performance, or exhibition must be discussed with and approved by the VPAA before the beginning of the semester of its occurrence. Depending on the time and responsibility involved, a stipend of up to \$1000 may be paid as determined by the VPAA in consultation with the involved faculty, paid upon proof of completion.
- F. **Hosting a Seminar or Conference.** These activities may bring a stipend payment to faculty if the seminars or conferences are deemed as positively affecting the standing and image of the College. The anticipated work hours involved in planning, preparing, and executing the seminar or conference will be documented and delivered to the VPAA in advance for approval. GBC's name must appear prominently in all aspects of the seminar or conference. Depending on the time and responsibility involved, a stipend of up to \$1500 may be paid as determined by the VPAA in consultation with the involved faculty, paid upon proof of completion.
- G. **Other.** Other activities having a clear benefit to the college, but not specifically listed above, may be considered for stipends on a case-by-case basis. Performance of these activities and functions must have a demonstrable benefit to GBC. These will not be counted as part of a faculty core workload or overload unless agreed to in advance by the VPAA. All "Other" activities must be approved in advance by the VPAA.

President's Council Approved: April 26, 2005, April 28, 2009, May 8, 2012, February 25, 2014, and June 14, 2016

Approved by Faculty Senate: May 13, 2016

Contact the assistant to the president for any questions, corrections, or additions.

CURRICULUM REVIEW WRITTEN REPORT

Curriculum Review Committee
Senate Report
11-13-2020

The senate report for this month will consist of the actual minutes of the committee meetings that have taken place since the last senate meeting. The actual minutes of the meetings are being presented here in lieu of a separate report in some other format because providing the actual minutes of the meetings seems to be an efficient manner of reporting on the actions of the committee. In what follows, the minutes of each meeting will be on one separate page.

Thanks,

Glen Tenney
Chair – Curriculum Review Committee

Curriculum Review Committee Minutes

October 15, 2020: 3:30 p.m.

Zoom Meeting Platform

<u>Glen Tenney</u> , Chair	X	<u>David Freistroffer</u>	X
Jennifer Brown	X	<u>Dorothy Callander</u>	X
<u>Staci Warnert</u>	X	Malia Keep	X
Denise Jackson		<u>Ionica Gonzalez</u>	
Heidi Johnston		<u>Robert Hunton</u>	X
Melissa <u>Risi</u> (ex-officio)		Cynthia Giles (ex-officio)	X
Ronni Roberts (ex-officio)	X		

Guest: Reme Huttman

1. Roll Call
2. A motion was made to approve the minutes from the 5-15-20 meeting, it was seconded, and the motion passed.
3. The revised role of the Curriculum Review Committee was explained by Glen Tenney and discussed. In accordance with the senate bylaws changes that were passed last Spring, the committee should be restricted to reviewing and recommending matters related to the curricula at GBC, and should try to maintain a higher level of flexibility on matters that are of less significance.
4. There was a general discussion of the changes to the standard forms that are used by the committee, and Ronni Roberts was charged with making those changes. The following items were identified as possible items that may need changing in going forward:
 - Changing from Curriculum and Articulation to Curriculum Review throughout.
 - Changing the wording "Curriculum Officer" to "Curriculum Manager" on the signature lines of each form.
 - Making a space to explain the reason for the change on each form.
 - Making a space for the Course Letter Prefix in addition to the Course Number on each form.
5. Items reviewed and recommended by the Committee:
 - A change in a Radiology degree program from an AAS to and AS degree.
 - A change in the BS in Comprehensive Medical Imaging degree to allow the General Education Technology requirement to be embedded in the courses of the degree.
6. Adjournment: 4:55 p.m.

Curriculum Review Committee Minutes
October 22, 2020: 3:30 p.m.
Zoom Meeting Platform

<u>Glen Tenney</u> , Chair	X	<u>David Freistroffer</u>	X
Jennifer Brown	X	<u>Dorothy Callander</u>	X
<u>Staci Warnert</u>	X	Malia Keep	X
Denise Jackson		<u>Jonica Gonzalez</u>	X
Heidi Johnston		<u>Robert Hunton</u>	X
Melissa <u>Risi</u> (ex-officio)		Cynthia Giles (ex-officio)	
Ronni Roberts (ex-officio)	X		

Guest:

1. Roll Call
2. A motion was made to approve the minutes from the 10-15-20 meeting, it was seconded, and the motion passed.
3. Ronni reported that the changes in the forms have not yet been made but she will get to them as soon as possible.
4. The following course prerequisite changes were reviewed, and the recommendations were as shown below:
 - AST 101 – Returned to department for further clarification and possible revision.
 - **BIO 223 – Change recommended to Academic Vice President for approval.**
 - BIOL 100 – Returned to department for further clarification and possible revision.
 - BIOL 190 – Returned to department for further clarification and possible revision.
 - **BIOL 251 – Change recommended to Academic Vice President for approval.**
 - CHEM 100 – Returned to department for further clarification and possible revision.
 - ENV 100 – Returned to department for further clarification and possible revision.
 - GEOG 103 – Returned to department for further clarification and possible revision.
 - GEOL 101 – Returned to department for further clarification and possible revision.
 - PHYS 100 – Returned to department for further clarification and possible revision.
 - PHYS 107 – Returned to department for further clarification and possible revision.
5. Adjournment: 4:12 p.m.

Curriculum Review Committee Minutes
October 29, 2020: 3:30 p.m.
Zoom Meeting Platform

<u>Glen Tenney</u> , Chair	X	<u>David Freistroffer</u>	X
Jennifer Brown		<u>Dorothy Callander</u>	X
<u>Staci Warnert</u>	X	Malia Keep	X
Denise Jackson		<u>Jonica Gonzalez</u>	
Heidi Johnston		<u>Robert Hunton</u>	
<u>Melissa Risi</u> (ex-officio)		<u>Cynthia Giles</u> (ex-officio)	X
<u>Ronni Roberts</u> (ex-officio)	X		

Guests: Jinho Jung, Mary Doucette

1. Roll Call
2. A motion was made to approve the minutes from the 10-22-20 meeting, it was seconded, and the motion passed.
3. The following course prerequisite changes were reviewed, and recommended for approval:
 - MATH 120E
 - MATH 126
 - MATH 126E
 - MATH 127
 - MATH 128
4. The following courses were reviewed, and recommended for deactivation:
 - MATH 475
 - MATH 314
5. The following program was reviewed, and recommended for deactivation:
 - Early Childhood Education Certificate, Infant and Toddler Emphasis
6. Adjournment: 4:42 p.m.

Curriculum Review Committee Minutes
November 5, 2020; 3:30 p.m.
Zoom Meeting Platform

Glen Tenney, Chair	X	David Freistroffer	X
Jennifer Brown	X	Dorothy Callander	X
Staci Wamert	X	Malia Keep	X
Denise Jackson		Jonica Gonzalez	
Melissa Risi (ex-officio)		Robert Hunton	
Ronni Roberts (ex-officio)	X	Cynthia Giles (ex-officio)	X

Guests: None

1. Roll Call
2. A motion was made to approve the minutes from the 10-29-20 meeting, it was seconded, and the motion passed.
3. The following course prerequisite change was reviewed, and recommended for approval:
 - ACC 204
4. The following course prerequisite changes were reviewed, and returned back to the Science department for changes pertaining to MATH 20 and MATH 26 being included with MATH 120E and MATH 126E in the list of prerequisites, respectively.
 - AST 101
 - BIOL 100
 - BIOL 190
 - CHEM 100
 - ENV 100
 - GEOG 103
 - GEOL 101
 - PHYS 100
 - PHYS 107
5. The committee discussed a general problem pertaining to the way submissions to the committee are processed. According to the current procedure, administrators (deans) are required to formally approve changes prior to the change being brought forward to the Curriculum Committee. This makes it virtually impossible for the committee to make substantive changes while the weekly committee meeting is in session, requiring that the forms be returned to the deans for new signatures. The committee proposed that the curriculum committee, as a committee made up of faculty, should be discussing and recommending changes, and the deans should have the opportunity to approve those changes. Simply put, the committee suggests that the process be changed so that the dean's approval is not required until the committee has recommended approval. Glen Tenney will bring this up with the executive committee of the senate at the next meeting in order to get approval or suggestions on such procedural change.
6. Adjournment: 4:34 p.m.

GENERAL EDUCATION WRITTEN REPORT

General Education Committee Meeting Report Oct 23, 2020 2-3 pm

Attendees: Nick Cooley, Daniel Murphree, Ethan Hawkley, Brandy Nielsen, Rita Pujari, Denise Padilla, Laurie Walsh, and Mary Doucette (ex-officio)

1. Reviewed meeting with Mary Doucette and Brian Zeiszler in regard to upper-division general education changes. All agree having transferrable courses for upper-division general education is an excellent goal; Zeiszler reported the plan of switching from nontransferable INT courses to transferrable discipline specific course was favorably received in Leadership Council.

It's the how to get there that is the problem. Because strategic planning has not yet begun and it will relate to general education programs, it has been decided to wait on any kind of general education model until the strategic plan is progressing.

2. The Arts and Letters department raised the issue that the core objectives developed by the math, science and social science core areas are problematic in that these would all need to be assessed at some point. The committee recognizes this is a problem and has shelved the objectives until we have a better idea of what kind of model we will use.

However, it is felt that outlining the objectives has helped the three departments think about what they want upper-division general education courses to do.

3. In general, the committee and Doucette are generally in favor of retaining the 4 core areas (humanities, math, science, and social science) as these offer a great deal of breadth for students lacking lower-division general education.

4. Doucette suggested that in the interim (until the strategic plan is underway), the relevant departments (Arts and Letters, Math, Science, and Social Science) create just a few 300-level transferrable courses that could meet the needs of transferability (and transcripts for those going for graduate programs). Arts and Letters has declined this suggestion opting to wait until we know more about strategic planning, but math is adopting an existing CCN Special Topics in Mathematics course (Math 389) that can be used in lieu of the INT math seminar and social science is likewise developing a few 300-level transferrable courses. Walsh is proposing a new 300-level anthropology course called (De)Constructing Race Anth 332 and Hawkley is working on a 300-level class in world history. These courses will use the basic requirements for INTs (with the new math designations) so that all Bachelor students can enroll. Of course, all of these courses are pending approval from the CCN review and CR at GBC.

It is also recognized there is a certain risk in doing this because we are putting the cart before the horse. But math and social science are okay with putting a few courses out there to get this going.

5. In short, we await the strategic plan.....

PERSONNEL COMMITTEE WRITTEN REPORT

Personnel Committee Minutes 10/21/20

Members Present

Tom Bruns
Jessica Johnson
Milinda Wasala
George Kleeb
Jennifer Stieger
Pat Anderson
Xunming Du
Stephanie Davis
Brandy Nielsen
Pete Bagley
Justine Stout

Members Absent

Bryan Asusta
Gary Chidester
Steven Scilacci

- The chair came back to the committee with HR/VPBA's response to our questions and requests. VPBA indicated she used to conduct training for in-service and for the personnel committee, but that it hasn't been done the last few years. She is willing to do the training for us. The committee agreed that completing the training is our #1 priority. The committee decided to create the FAQ's/quick reference guide for hiring after our training is complete.
- The chair let the committee know that it is a hiring committee's chair that is responsible for reviewing candidates for meeting the minimum requirements of a position. Some in the committee stated that a chair may feel uncomfortable making that decision on their own and may want the input of their hiring committee. In that case, the committee felt that the appropriate way to do this would be to tell the hiring committee (without using names or other identifiers) that there were applicants that did not meet minimum requirements and collectively decide if they should be eliminated from the pool or not.
- VPBA stated that incomplete applications do not make it through Workday, and thus should not even make it to a hiring committee.
- Du clarified his question regarding advertisement of open positions. He stated that his issue was that it is not mentioned in the position description that certain documents are required (i.e. transcripts, cover letter, resume). Chair agreed to mention this to HR/VPBA.
- There was some discussion over whether non-residents should be offered positions considering the current U.S. president's policies on not allowing foreign work visas. The committee decided it was inappropriate to ask a candidate if they had a work visa or not.
- The hiring policy subcommittee sent out a document they had worked on with several changes to the policy. The committee felt that discussion of the document can be done via email. We agreed on a deadline of 10/28/20 for review of the document and comments. We would like to be able to make any revisions and bring forward the changes to senate at the next meeting.

- The tenure policy committee discussed some changes they had made to the policy. That document will also be forwarded by email and have a deadline of 10/28/20 for review and discussion.
- There was a question of whether a member of the personnel committee can apply for sabbatical. We reviewed the policy and found that it specifically states that they could not. There was discussion of possibly updating this policy, but then the committee decided that this was put in place for a few reasons and decided to leave it as is.
- The chair requested a volunteer for the Student Transfer Coordinator position and Jessica Johnson volunteered.