

Great Basin College
FACULTY SENATE 2021-2022
Friday, December 17, 2021
9:00am

Bluejeans link: <https://bluejeans.com/998976516/3114?src=calendarLink>

AGENDA

- 1. Roll Call**
- 2. Call to Order**
- 3. Updates from President Helens - REPORT**
- 4. Update from Vice President of BA, Sonja Sibert – NO REPORT**
- 5. Updates from Vice President of AA/SA, Jake Hinton-Rivera - REPORT**
- 6. Senate Chair Report – VERBAL REPORT**
- 7. Approval of November 19, 2021 Minutes - FOR POSSIBLE ACTION**
- 8. Standing Committee Reports:**
 - a. Academic Standards & Assessment.....**WRITTEN/VERBAL REPORT/FOR POSSIBLE ACTION**
 - b. Bylaws.....**NO REPORT**
 - c. Compensation & Benefits.....**WRITTEN REPORT**
 - f. Curriculum Review.....**WRITTEN REPORT**
 - g. Instructional Technology.....**NO REPORT**
 - h. Gen Ed Committee.....**NO REPORT**
 - i. Personnel.....**WRITTEN REPORT**
 - j. Strategic Planning, ad hoc.....**NO REPORT**
- 9. Unfinished Business - INFORMATION ONLY**
- 10. New Business:**
- 11. Information Items:**
- 12. Announcements:**
 - a. Grades for Fall Semester
 - b. CTE spring semester start date delayed until January 10, 2022
- 13. Good of the Order:**
- 14. Adjournment: ACTION**

Great Basin College
FACULTY SENATE 2021-2022
Friday, November 19, 2021
9:00am

DRAFT MINUTES

1. Roll Call-Call to Order

Present Voting Representatives: Dave Sexton; Thomas Bruns; Oscar Sida (Proxy); Matt Nichols; Alex Kiehn; Jessica Lynch; Justine Stout; Eleanor O'Donnell; Jinho Jung; Daniel Bergey; Nicholas Cooley; Brandy Nielsen; Ryan Hathaway; Jennifer Steiger; Lynette McFarlan; Oscar Sida (Proxy); Eric Walsh; Philip Medina (Proxy); Eric Walsh; Diane Wrightman; Jason Brick; Madison Arbillaga

Absent Voting Representatives: Emily Bailey; Tami Potter; Tim Beasley; Jessica Lynch

Other Members Present: Kevin Seipp (Senate Chair); Angie De Braga; Susanne Bentley; Jason Brick; Jennifer Brown; Sidnie Creamer; Laura Debenham; Dwaine Hiles; Donald Jones; Roger Quijada; Lynne Owens; Glen Tenney; Milinda Wasala; Dean Straight; Xunming Du; Jennifer Sprout; Gerardo Wence Munoz; Laurie Walsh; Earl Owen; Norm Whittaker; Chantel Garcia; Mardell Dorsa

Others Present: President Helens; Gaye Terras; Kelli Baker

2. Update from President Helens – President Helens reported the Winnemucca building is ahead of schedule, will be a June ribbon cutting. Met with CEO from Nevada Gold Mines and toured the Armory and would like to turn it in to a technical center. Welding Lab is fully funded. December 8th or earlier we will have a light up the campus and it will be open to the community. We will have the choiraliers and Basque dancers. We have a vendor for food service, which will be announced soon.

Angie De Braga mentioned the ceramic event will be back along with that event.

Lynette McFarlan said Phi Beta Kappa would be willing to help.

Sidnie Creamer said the revitalization committee teamed up with welding students and made dog paw print ornaments and proceeds will go to the Animal Shelter.

3. Update from Vice President of BA, Sonja Sibert – NO REPORT

4. Update from Vice President of AA/SA, Jake Hinton-Rivera - NO REPORT

5. Senate Chair Report – WRITTEN/VERBAL REPORT

The Board of Regents held a special meeting where they elected Carol Del Carlo as Chair Pro Tempore and Amy Carvalho as Vice Chair Pro Tempore, where they will remain until allegations against Chair and Vice Chair have been completed.

As a reminder December 1st is the date for vaccines, please turn in vaccination card. Enrollment opened November 1st and enrollment is down. Please encourage students to get vaccinated or turn in their vaccination exemption paperwork.

Thank you to all of the veterans.

6. Approval of October 15, 2021 Minutes - FOR POSSIBLE ACTION

A Motion to approve the October 15, 2021 minutes was made by Brandy Nielsen, seconded by Ryan Hathaway, motion passed unanimously.

7. Standing Committee Reports:

- a. Academic Standards & Assessment.....**WRITTEN REPORT**
- b. Bylaws.....**WRITTEN REPORT/FOR POSSIBLE ACTION**

Kevin stated the item pertaining to chair duties and meeting will not be considered at today's meeting.

ARTICLE II: AUTHORITY AND FUNCTION OF THE SENATE; 2.1 Authority
The proposed change deals with personal conduct and ethics.

Discussion revolved around why the paragraph needs to be included; if it is located in the correct section of the Bylaws; and to change some wording.

A motion to approve the amended language, as discussed during the meeting, and to move the language under to Article 2.2. Function of Faculty Senate was made by Ryan Hathaway and seconded by Daniel Bergey. Motion passed unanimously.

ARTICLE IV. MEMBERSHIP; subparagraphs 4 and 8

Changes in language relating to voting representative responsibilities.

Discussion revolved around adding a sentence or modifying the suggested language. It was suggested to modify that senators vote with consideration of the departmental consensus.

A motion to retain the provisions, as discussed during the meeting, was made by Daniel Bergey and seconded by Dave Sexton. Motion passed unanimously.

ARTICLE VII. SENATE COMMITTEES; 7.1 Function subparagraph D; and items pertaining to 7.5
Senate Standing Committees

Changes and additions are relating to subcommittee formation and their hierarchy.

It was suggested to change the language for the subcommittee may be formed by the committee chair with the approval by the committee.

A motion to accept the proposed changes, with the revisions as discussed during the meeting, was made by Dave Sexton and seconded by Brandy Nielsen. Motion passed unanimously.

(PLEASE REFER TO THE UPDATED BYLAWS FOR EXACT WORDING THAT WAS APPROVED)

- c. Compensation & Benefits.....**NO REPORT**
- f. Curriculum Review.....**WRITTEN REPORT**
- g. Distance Education.....**NO REPORT**
- h. Gen Ed Committee.....**WRITTEN REPORT**
- i. Personnel.....**WRITTEN REPORT**

- j. Strategic Planning, ad hoc.....**NO REPORT**

(This item was taken out of order and a verbal report was given.)

Evi reported they have completed the survey and swot analysis and next will be forum sessions to get feedback, ideas, and direction.

This will make sure we remain our ontology on our future is largely centered on values (who we are) mission (what we do) and vision (where we are going). NSHE reporting requirements fall under strategic planning metrics, which will be expanded from five to six. Mission is are we doing what we say we are doing, building a simplified mission statement with a more expansive mission philosophy statement. Vision goals and future are being taken from the existing strategic enrollment management plan the technology plans and the ideas task force.

December 9 or 10th will be the faculty and staff forum, there will also be forums for students, classified staff, the community, and for advisory boards.

8. Unfinished Business - INFORMATION ONLY

9. New Business:

- a. Equipment Request Approval – **FOR POSSIBLE ACTION**

A motion to approve the Equipment Request as presented was made by Matt Nichols, seconded by Justine Stout. Motion passes unanimously.

10. Information Items:

- a. Chancellor Rose complaint – investigation ongoing, no news
Chair and Vice Chair Pro Tempore voted on November 12, 2021.

11. Announcements:

- a. Board of Regents Meeting – December 2-3 in Las Vegas, NV
Kevin Seipp and Vice President Rivera will be traveling to Las Vegas and will be doing a presentation.

12. Good of the Order: Donald Jones announced the network services won't be working on Thanksgiving Day and possibly into Friday. Please save everything and log out.

Laurie Walsh inquired about food drives. Lynette McFarlan responded April 15, 2022 and there will be a book drive. Unaware of any for the holidays.

13. Adjournment: ACTION

A motion to adjourn was made by Dan Bergey 10:20 a.m.

Academic Standards and Assessment Committee Meeting Minutes

Meeting Date: 19 Nov. 2021, 11 a.m. – 12:30 p.m.

Meeting type: Zoom

Meeting Facilitator: Susanne Bentley, committee chair

Committee Members Present: Eric Andersen, Sam Lackey, Daniel Murphree, Oscar Sida, Ronald Straight, Glen Tenney.

Excused: Dorothy Callander

Not Present due to technical issues: Mike Whitehead

Not Present: Stephanie Davis

Agenda Item Discussed:

Report from chair regarding the October request for non-traditional credit. Susanne Bentley added the following addendum to the October minutes:

Addendum to 15 October Minutes

On 4 November, the instructor who approved the non-traditional credit request that the committee reviewed on 15 October sent additional materials and an explanation of why there were no syllabi attached.

Chair Bentley sent the information to all committee members requesting a vote.

As of 6 November 2021, eight of the ten committee members voted to approve the non-traditional credit request. Two committee members did not vote.

The committee voted unanimously to propose changes to the form that students use to request non-traditional credit. The form should include an attached syllabus stating the student learning outcomes for each class for which the student is seeking non-traditional credit.

The form should also include details showing how the non-traditional credit meets the student learning outcomes for the course.

Attachment #1: "Grade Descriptions"

Sam Lackey, Susanne Bentley, and Dean Straight will work on this and get back to the committee in January.

Item 2:

Report from Susanne Bentley regarding a grade appeal that is past the deadline. Daniel Murphree provided additional information. The committee voted unanimously to send a recommendation to the Vice President of Student Services. Due to privacy issues, no further information will be made public.

Item 3:

Report from Susanne Bentley on the status of the possible revision of the student conduct policy on academic dishonesty outlined in the 2021-22 GBC Catalog. The committee will invite Dean Mary Doucette to the next meeting for clarification.

Action Items to Send to Faculty Senate:

Report from Glen Tenney and Oscar Sida on the current catalog wording regarding general descriptions for grades. Proposed catalog changes are attached (#1).

Vote to Adjourn

Approval of Minutes by Email Vote: Dec. 8 2021

Attachments:

#1: "Grade Descriptions"

Attachment #1: "Grade Descriptions"

Catalog, page 77 & 78

Changes or additions are highlighted in yellow.

Grade	Points	General Definition
A	4.0	Superior
A-	3.7	

Work Demonstration

- indicates excellent performance in course work

Grade	Points	General Definition
B+	3.3	Above Average
B	3.0	
B-	2.7	

Work Demonstration

- indicates good performance in course work

Grade	Points	General Definition
C+	2.3	Average
C	2.0	
C-	1.7	

Work Demonstration

- indicates satisfactory performance in course work

Grade	Points	General Definition
D+	1.3	Below Average
D	1.0	
D-	0.7	

Work Demonstration

- indicates less than satisfactory performance in course work

Grade	Points	General Definition
F	0.0	Failure

Work Demonstration

- indicates unsatisfactory performance in course work (no credit)

Academic Standards and Assessment Committee

Action Items for Faculty Senate:

The Academic Standards and Assessment Committee reviewed changes to the language describing grade definitions in the 2020 -2021 GBC Catalog. Glen Tenney and Oscar Sida formed a sub-committee and revised the catalog wording regarding general descriptions for grades.

The Academic Standards and Assessment Committee unanimously approved the changes during its monthly meeting on Nov. 19, 2021.

The original catalog wording of grade descriptions, the changes made to the 2020 – 2021 catalog, and the proposed changes are attached.

Attachments:

#1: 2019-2020 Catalog language

#2: 2020-2021 Catalog language

#3: Proposed changes to grade description language in future GBC Catalogs

Attachment #1: From the 2019-20 Catalog:

Grading

GBC wants students to succeed. Grades describe the quality of work completed. At the first meeting of a class, your instructor will explain the course objectives, expectations, testing, and the basis for assigning grades.

Grade Points General Definition

A	4.0	Superior: Demonstrates exceptional
A-	3.7	competence

Work Demonstration

- An ability to transcend the obvious, apply principles innovatively and relate theoretical concepts to everyday life. Resulting insights are often personal and illuminating.
- Capacity to develop ideas flexibly and fluently, yet with control and purpose.

Grade Points General Definition

B+	3.3	Above Average: Demonstrates
B	3.0	competence
B-	2.7	

Grade Points

B+	3.3
B	3.0
B-	2.7

Work Demonstration

- An ability to absorb ideas and experience in understanding concepts and principles and to interpret them meaningfully in a context of the student's own conceptions.
- A capacity to develop an idea with a clear sense of order.

Grade Points General Definition

C+	2.3	
C	2.0	
C-	1.7	

Work Demonstration

- Satisfactory understanding of concepts and principles.
- Applications of classroom-based learning often lacks depth and insight.

Grade Points General Definition

D+	1.3	
D	1.0	
D-	0.7	

Work Demonstration

- A frequent inability to express competence.
- A limited understanding much of the subject matter.
- A lack of commitment or failure to follow instructions.

Grading

GBC wants students to succeed. Grades describe the quality of work completed. At the first meeting of a class, your instructor will explain the course objectives, expectations, testing, and the basis for assigning grades.

Grade Points

A 4.0

A- 3.7

Work Demonstration

- An ability to transcend the obvious, apply principles innovatively, and relate theoretical concepts to everyday life. Resulting insights are often personal and illuminating.
- Capacity to develop ideas flexibly and fluently, yet with control and purpose.

Attachment #2:

From the 2020- 2021 and 2021-22
GBC Catalogs

Grade Points

B+ 3.3

B 3.0

B- 2.7

Work Demonstration

- An ability to absorb ideas and experience in understanding concepts and principles and to interpret them meaningfully in a context of the student's own conceptions.
- A capacity to develop an idea with a clear sense of order.

Grade Points General Definition

C+ 2.3

C 2.0

C- 1.7

Work Demonstration

- Satisfactory understanding of concepts and principles.
- Applications of classroom-based learning often lacks depth and insight.

Grade Points General Definition

D+ 1.3

D 1.0

D- 0.7

Work Demonstration

- A frequent inability to express competence.
- A limited understanding much of the subject matter.
- A lack of commitment or failure to follow instructions.

Attachments #3:

Catalog, page 77 & 78

Changes or additions are highlighted in yellow.

Grade	Points	General Definition
A	4.0	Superior
A-	3.7	

Work Demonstration

- indicates excellent performance in coursework

Grade	Points	General Definition
B+	3.3	Above Average
B	3.0	
B-	2.7	

Work Demonstration

- indicates good performance in coursework

Grade	Points	General Definition
C+	2.3	Average
C	2.0	
C-	1.7	

Work Demonstration

- indicates satisfactory performance in coursework

Grade	Points	General Definition
D+	1.3	Below Average
D	1.0	
D-	0.7	

Work Demonstration

- indicates less than satisfactory performance in coursework

Grade	Points	General Definition
F	0.0	Failure

Work Demonstration

- indicates unsatisfactory performance in coursework (no credit)

The Compensation & Benefits committee have 3 proposed changes to the Workload policy (05-21). Please review the following items to be discussed and for possible action at the January Faculty Senate meeting.

1. Remove Telecourse from the Workload policy 3(A)1e(iv)
GBC no longer offers telecourses.
2. Change to Oversight of Student Teaching 3(A)1h
3. Addition to policy: Substitute Instruction 3(B)8



POLICY AND PROCEDURE

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

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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 a student teacher is hired by the school district as a long-term substitute, due to the excess workload created for the supervising faculty, 1.5 WU will be received for this student teacher instead of 1.0 WU.** 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.

8. **Substitute Instruction**

If a full-time or part-time instructor takes over instruction of a full term (16-week) or compressed (8-week) course during a semester for a period over one week, each instructor will be paid appropriately and retroactively, based upon the weeks or approximate weeks that each instructor taught. All other applicable sections of the Workload Policy will apply to this Substitute Instruction section for both full-time and part-time instructors.

In the case of a shorter than 8-week class the applicable Dean and the Office of the Vice President of Student and Academic Affairs will work together with the instructors to determine the appropriate pay for each instructor based on the percentage of time taught by each instructor.

If the full-time faculty member who is not able to teach the class is in overload, the overload payment will be adjusted for the percentage of class time missed.

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): $\text{students} \times 0.025 \times \text{credits} = \text{overload WU}$

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 course at a surface mine or other industrial site 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.

Change to wording

Oversight of Student Teaching

If a student teacher is hired by the school district as a long-term substitute, due to the excess workload created for the supervising faculty, 1.5 WU will be received for this student teacher instead of 1.0 WU

3(A)1h 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 a student teacher is hired by the school district as a long-term substitute, due to the excess workload created for the supervising faculty, 1.5 WU will be received for this student teacher instead of 1.0 WU. 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.

Proposed Addition to Workload Policy

3. B. 8. Substitute Instruction

If a full-time or part-time instructor takes over instruction of a full term (16-week) or compressed (8-week) course during a semester for a period over one week, each instructor will be paid appropriately and retroactively, based upon the weeks or approximate weeks that each instructor taught. All other applicable sections of the Workload Policy will apply to this Substitute Instruction section for both full-time and part-time instructors.

In the case of a shorter than 8-week class the applicable Dean and the Office of the Vice President of Student and Academic Affairs will work together with the instructors to determine the appropriate pay for each instructor based on the percentage of time taught by each instructor.

If the full-time faculty member who is not able to teach the class is in overload, the overload payment will be adjusted for the percentage of class time missed.

Personnel Committee cancelled their meeting for November as it was scheduled for the day before Thanksgiving and we did not have any agenda items.

Throughout the month of November we reviewed tenure packets for completion. We found two of the three submitted were completed. We forwarded all to VP Rivera for further review.