



ACADEMIC GUIDE FOR FULL-TIME FACULTY WORKLOAD AND COMPENSATION

Electronic Copy at: <http://www.slcc.edu/hr/facultyft.asp>

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Introduction

The Academic Guide is divided into two sections. Section one are those items that the Discussion Team will update annually and section two are those items that are updated on as-needed basis by the Discussion Team.

Section 1

1.1 Calendar

All Full-time faculty are accountable to the College for teaching and non-teaching contract days as follows:

- 144 teaching days (72 Fall and 72 Spring +- 1).
- 8 final examination days (4 Fall and 4 Spring).
- 2 administrative meetings, one each semester. Agenda, time, and location announced by the Vice President for Instruction.
- 2 reading days (1 Fall and 1 Spring).
- 1 grading/evaluation day (end of Fall).
- 1 graduation/grading/evaluation day. Attendance at Graduation required.

The attached calendar meets the Board of Regents criteria in the following ways:

1. Fall term ends no later than December 21.
2. Spring term ends no later than May 15.
3. Summer term ends no later than August 21.
4. Each of the two basic semesters consists of a minimum of 75 instructional and testing

days.

The calendar also responds to faculty, student and administration requests in the following ways:

1. It utilizes all available instructional days as teaching and testing days in both Fall and Spring terms.
2. It includes two Reading days: one prior to Fall and one prior to Spring final examinations. Reading Days are intended for faculty to be accessible to students and assist students. Therefore, administration and faculty should not schedule meetings where faculty would be required to attend during reading days.
3. In order to maintain two-hour final examinations, exams are spread over four days. Even and odd hour days for Monday, Wednesday and Friday classes as well as even and odd hour days for Tuesday and Thursday classes. No other exams should be given during finals week, as recommended by the Board of Trustees, 1994.
4. It includes one grading/evaluation day at the end of Fall term and one graduation/grading/evaluation day at the end of Spring term.
5. The day following the four test days in Spring Term shall be designated as graduation/Grading/Evaluation day. It is dedicated to Graduation ceremonies and other appropriate commencement activities.
6. The calendar matches the University of Utah and other institutions with the inclusion of Spring Break during the third week of March. It is the intent that the calendar match other USHE Spring Breaks.
7. Summer term can be adjusted for limited specific programs which may require a ninth (9) week of instruction due to national standards. All classes must end no later than August 21 as required by the Board of Regents.
8. To ensure that the College is meeting the needs of the students, accreditation, sponsoring agencies, contracts and grants, certification and licensure, etc., the academic calendar may need to be adjusted by the instructional department in collaboration with Academic Administrators and approval of the Vice President for Instruction. If the College is to accomplish its mission, different roles need to be recognized and instructional programs offered with some flexibility, e.g. the Skills Center, Nursing, Continuing Education, etc.

Academic Calendar 2009-10

May 2009

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Legend

- AM = Administration Meeting
- BB = Block Begins
- BF = Block Finals
- EF = Even Hour Final Exam Day
- F = Finals for Block and Semester
- FB = Fall Break
- G/E = Grading/Evaluation Day
- GGE = Graduation/Grading/Evaluation Day
- H = Holiday
- NT = Non-teaching Day
- OF = Odd Hour Final Exam Day
- R = Reading Day
- S = Spring Break
- T = Teaching Day

Academic Calendar 2011-2012

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May 2012

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S	= Spring Break
T	= Teaching Day

1.2 Faculty Salary System

Professional Development Policy and Professional Development Units

Philosophy

The purpose of faculty development is to provide voluntary incentives for professional growth and development, to improve teaching and learning, and to advance faculty qualifications and competence.

Salt Lake Community College believes in the growth and professional development of its faculty. As faculty growth and professional development occurs, knowledge, skills and abilities will increase. A salary system has been developed to encourage and reward those faculty members who demonstrate a willingness to progress to the top of their profession, hence better serving students. Students are our highest priority.

We are a community college and belong to a system where students from this institution transfer both vocationally and academically to other post-secondary institutions and move into the world of work; therefore, a high level of quality must be ensured. Experience in the vocational area is equally critical to that of teaching techniques and broadening of perspective in the education system must be available to all departments. As an educational institution, it is consistent to encourage students to improve themselves academically and to expect them to keep themselves academically current for the rest of their career as well as to expect the same of our faculty.

Degree Equivalents

The standard for articulation, accreditation, and by which programs and faculty are judged at the community college level is the Master's degree. Horizontal movement from Column C to Column D requires a Master's degree in the area of teaching discipline. It is recognized that there may be some departments where this is not possible. Departments shall develop a set of related Master's degrees, which may include Master's of Education, appropriate to the disciplines. A Masters Equivalent will be granted where a faculty member can show:

- 1) A Masters degree in field does not exist.
and
- 2) Equivalent Rigor of Masters degree is shown, i.e. following minimums:
 - A. Associates Degree.
 - B. 6 years work experience at the Journeyman level.
(Journeyman level includes the completion of a recognized apprenticeship program or an equivalent number of years work experience where no apprenticeship program is found).
 - C. Certification/Licensure.
(The presence of certifications/licenses that demonstrate the achievement of an advanced knowledge of a master in field.)

It is the obligation of the faculty member to develop a plan for Master's equivalent, which may include internal and external recommendations and analysis. The plan will be approved or disapproved by the department, Academic Administrator, and Dean or Associate Vice President.

An approved plan will then be submitted for approval/ disapproval to a College wide review committee for comparison and verification of comparable rigor. The committee will be comprised of the current or past president of the Faculty Association, a faculty member selected by each of the nine schools, (the current or past president of the Faculty Association shall represent the school from which he/she teaches), the Vice President for Instruction or designee and an appointed representative from the Human Resources Office as chair. The Academic Administrator will review the progress of the applicant toward completion of the Master's Equivalent plan during the annual review of goal achievement, or more often, if necessary. When the Academic Administrator is satisfied that the faculty member has completed the work as outlined in the plan, he/she will recommend to the appropriate Dean or Associate Vice President that a Master's Equivalent should be awarded. The Dean or Associate Vice President will notify the applicant of the award. The applicant will have the right to appeal any decision to the Vice President for Instruction for final adjudication. Early planning for professional development in conjunction with the annual evaluation is strongly recommended.

Rank

Rank advancement shall proceed as it currently functions, with no salary or benefits attached.

Faculty Salary Joint Appeals Board

Approval and/or validation by the appropriate Academic Administrator, Dean or Associate Vice President is required in several instances within the salary system. If the faculty member is in disagreement with a salary placement rendered, he/she may appeal the decision, within 90 calendar days of notification, to the Faculty Salary Joint Appeals Board. The Board shall be comprised of the past president of the Faculty Association or designee serving as chair, three (3) representative faculty members appointed by the Faculty Association Executive Board (who are approved at a spring faculty association meeting) and three (3) administrators appointed by the President. Faculty and administrators shall each serve a three-year term, the chair shall serve for one year. One new faculty and one new administrator shall be appointed each year. Outgoing board members shall be released on June 30 and new board members shall assume appointment on July 1.

Board Responsibilities

1. To accept, review and decide appeals on salary placement for faculty.
2. To meet on a regular basis as called for by the committee chair.
3. To respond to the faculty member's appeal within 90 calendar days, indicating either approval or rejection and the reason(s), with copies to the Academic Administrator, Dean or Associate Vice President, Vice President for Instruction, and Human Resources.
4. To maintain current, accurate and confidential files on committee decisions.
5. To review the appeal of the faculty member, focusing its attention upon the following:

- ♦ Past approval/denial of similar requests.
 - ♦ Consistency with credits given for courses taken in fulfilling degree programs (where credit is at issue).
 - ♦ Relationship of employee's appeal with regard to his or her work area responsibilities.
 - ♦ Salary system and approved department, division, and school guidelines.
6. The board chair provides a summary report of board action to the Discussion Team.

The Faculty Salary System

Basic Principles

Regarding Procedures Related to Salary

- Administration is responsible to communicate deadline dates to faculty.
- Faculty are responsible to meet deadline dates with appropriate forms, documentation, etc.
- Administration shall not accept late faculty forms, and no exceptions to any deadlines will be allowed.

Regarding Funding from Utah Legislature

- Funding for College faculty salaries is appropriated by the Utah State Legislature. In the event the Legislature does not provide adequate funding to facilitate all movement in the system, adjustments to the system may need to occur.
- The Utah State Legislature or the Institution may appropriate specific funds to reward faculty members for meritorious service. Beginning with the 2008-2009 academic year, merit pay awarded will be added to the base salary of each faculty member receiving it. Thereafter, each faculty member's base salary will be determined by adding the amount from his/her respective position on the salary schedule and the cumulative merit pay he/she has earned from the 2008-09 academic year forward, to include the current year.

Distribution of available funds will occur in the following order:

1. Grant all (who qualify) horizontal movement.
2. Grant all (who qualify) a vertical step.
3. Adjust the salary schedule, base and steps, by the same percentage.

Explanations

1. Horizontal and vertical movement will follow the guidelines listed below.
2. Any extra money can be added to the schedule. If there isn't enough money to fund all the movement, then money can be removed from the schedule by subtracting the necessary amount from the steps and the base.

Money should be added (or subtracted) from both the steps and the base by an equal percentage so that the shape of the schedule doesn't change. Putting all the money on the base, or all money on the steps changes the shape of the schedule. If the shape of the schedule becomes out of balance, it should be changed in a deliberate and careful manner over the course of several years.

3. Beginning July 1, 2007, Academic Services will transfer any Education and General (E&G) base turnover salary savings realized from full-time faculty position to a full-time faculty salary pool. When the replacement faculty receives a higher salary than the budget that was allocated for the old position, the shortfall will be transferred from the full-time faculty salary pool. The savings will be realized and the calculation made when a permanent replacement is hired into the position. This does not apply to the College early retirement program or any other funds, including Skills Center.

The savings that accrue each year from the differential between the salary of those faculty members retiring or terminating employment and the estimated salary of their replacement will be carried forward to the salary schedule for the ensuing cycle. Faculty who take early retirement are eligible to receive a stipend pursuant to Policies and Procedures, Chapter 2, Section 4.02, Early Retirement Plan. Since this stipend is not paid from the funds allocated to the salary schedule, no savings accrue to the College to be carried forward on early retirees.

Horizontal Column Determination

Newly hired faculty members are placed in the appropriate column for which they are qualified based upon academic degrees and credits earned. Six (6) years of experience at the journeyman level shall be placed in column A. An associate degree is required for movement out of column A. A Master's degree/equivalent is required for movement out of column C. A faculty member who has earned two (2) pre-approved Master's degrees shall be allowed in column H. Additional academic course work credits and Professional Development Units (PDUs) can be earned and used in subsequent years for horizontal movement, up to a maximum of one (1) column per year, provided the faculty member is eligible for movement. However the completion of an Academic Degree provides for placement in the appropriate column as indicated for the next contract cycle.

Faculty are strongly encouraged to submit academic credits and PDUs each year as they are earned since earned horizontal movement will occur in the next contract cycle after approval and submission, subject to the deadlines discussed earlier in this Section, regardless of when they were earned, and the resulting salary adjustment will not be made retro to the contract cycle in which they may have been eligible for submission.

Vertical Step Determination

For each year* of full-time** related teaching or professional work experience prior to being

hired, a full-time faculty member shall receive 1 step for each year, up to the hiring maximum on the schedule. After hire, full-time SLCC teaching experience is awarded one (1) step for each year until the last row in the schedule is reached, provided adequate funding is received from the Utah Legislature. It is understood that SLCC vertical movement will occur without application for qualified faculty.

* No more than 1 year may be credited in any 12 month period of time.

** Part-time experience may be counted on an equivalent basis only for "gap" years (a year with less than full-time work experience/employment after having become established in their trade/profession) where the individual had only part-time work related or part-time teaching experience.

Prohibited Movement

A faculty member shall be prohibited from horizontal and vertical movement by receiving a letter of concern, letter of probation or receiving an unacceptable evaluation as outlined on the faculty plan and performance review report.

Faculty Salary Schedule - 2009-2010

Dollar Value	2009-2010
\$29,772.63	Base
\$999.56	Step Value

Degrees	Bachelors / equivalent			Masters / equivalent				DOC / 2 MAs
	+0 - 9	+10 - 19	+20 - >	+0 - 9	+10 - 19	+20 - 29	+30 - >	+0 - >
PDU's	0	1	2	3	4	5	6	7
Column	A	B	C	D	E	F	G	H
23	\$52,763	\$53,762	\$54,762	\$55,761	\$56,761	\$57,760	\$58,760	\$59,759
22	\$51,763	\$52,763	\$53,762	\$54,762	\$55,761	\$56,761	\$57,760	\$58,760
21	\$50,763	\$51,763	\$52,763	\$53,762	\$54,762	\$55,761	\$56,761	\$57,760
20	\$49,764	\$50,763	\$51,763	\$52,763	\$53,762	\$54,762	\$55,761	\$56,761
19	\$48,764	\$49,764	\$50,763	\$51,763	\$52,763	\$53,762	\$54,762	\$55,761
18	\$47,765	\$48,764	\$49,764	\$50,763	\$51,763	\$52,763	\$53,762	\$54,762
17	\$46,765	\$47,765	\$48,764	\$49,764	\$50,763	\$51,763	\$52,763	\$53,762
16	\$45,766	\$46,765	\$47,765	\$48,764	\$49,764	\$50,763	\$51,763	\$52,763
15	\$44,766	\$45,766	\$46,765	\$47,765	\$48,764	\$49,764	\$50,763	\$51,763
14	\$43,766	\$44,766	\$45,766	\$46,765	\$47,765	\$48,764	\$49,764	\$50,763
13	\$42,767	\$43,766	\$44,766	\$45,766	\$46,765	\$47,765	\$48,764	\$49,764
12	\$41,767	\$42,767	\$43,766	\$44,766	\$45,766	\$46,765	\$47,765	\$48,764
11	\$40,768	\$41,767	\$42,767	\$43,766	\$44,766	\$45,766	\$46,765	\$47,765
10	\$39,768	\$40,768	\$41,767	\$42,767	\$43,766	\$44,766	\$45,766	\$46,765
9	\$38,769	\$39,768	\$40,768	\$41,767	\$42,767	\$43,766	\$44,766	\$45,766
8	\$37,769	\$38,769	\$39,768	\$40,768	\$41,767	\$42,767	\$43,766	\$44,766
7	\$36,770	\$37,769	\$38,769	\$39,768	\$40,768	\$41,767	\$42,767	\$43,766
6	\$35,770	\$36,770	\$37,769	\$38,769	\$39,768	\$40,768	\$41,767	\$42,767
5	\$34,770	\$35,770	\$36,770	\$37,769	\$38,769	\$39,768	\$40,768	\$41,767
4	\$33,771	\$34,770	\$35,770	\$36,770	\$37,769	\$38,769	\$39,768	\$40,768
3	\$32,771	\$33,771	\$34,770	\$35,770	\$36,770	\$37,769	\$38,769	\$39,768
2	\$31,772	\$32,771	\$33,771	\$34,770	\$35,770	\$36,770	\$37,769	\$38,769
1	\$30,772	\$31,772	\$32,771	\$33,771	\$34,770	\$35,770	\$36,770	\$37,769
0	\$29,773	\$30,772	\$31,772	\$32,771	\$33,771	\$34,770	\$35,770	\$36,770

Professional Development Units (PDUs)

PDUs consist of pre-approved academic credit, pre-approved continuing education, and pre-approved field work experience.

Horizontal Column

Newly hired faculty are placed in the appropriate column for which they are qualified. Future professional development units(PDUs) can be used in subsequent years for horizontal movement, up to a maximum of one (1) column per year.

Six(6) years of work experience at the Journeyman Level shall be placed in column A

Associate's, Bachelor's, or Masters Equivalent required for movement out of column A

Master's degree/equivalent required for movement out of column C

Two Master's degrees or Master's plus Masters Equivalency pre-approved by the college shall be placed in column H

Vertical Step

Newly hired faculty receive 1 step for 1 year, up to the hiring maximum(step 5) for full-time teaching and professional work experience.

After hire, faculty receive 1 vertical step per year of teaching at SLCC until the last row is reached, as funding is available.

PDU Description

Three types of professional development experience(s) are accepted for horizontal movement on the salary schedule: academic course work, PDUs – which include continuing professional education – and fieldwork experience. Other experiences such as advising students, teaching classes, committee service (senate, tenure, hiring, department, association, etc.), curriculum development, etc., will not be counted toward horizontal movement.

All PDUs must be pre-approved.

PDUs are awarded upon demonstration of attainment of predetermined learning outcomes. The learning outcomes are determined during the pre-approval process.

Definition: One Professional Development Unit (PDU) is equivalent in rigor to one credit hour, which in turn is equivalent to 45 hours of professional development effort.

(1 PDU = 1 Semester Credit Hour = 45 hours of professional development)

Any combination of theory and work or lab applications must be equivalent to 45 hours of professional effort and lead to demonstration of attainment of predetermined learning outcomes.

*Examples of one PDU credit:

1. Attendance at a forty-five hour seminar, auditing an academic course, etc. (demonstrated learning outcomes can be an oral or written report, paper, presentation to colleagues, auditing an academic course, etc.)
2. Fifteen hours of theory/seat time plus 30 hours of additional work (preparation of papers, articles, study time for examinations, hands-on applications, presentation to faculty, administrative, or student groups, etc.)
3. Forty-five hours of development time leading to demonstration of pre-approved learning outcomes (learning new software programs, learning new applications in technology programs, learning any new and essential information that must be transmitted to colleagues and/or students and which is necessary to keep the program current and viable.)
4. Forty-five hours of effort, in preparing and presenting workshops, seminars, and short courses for recognized national, state, and local professional organizations related to the presenters field. The presentation must be on material or techniques that expands the knowledge base of the presenter. It must be the presenters first formal presentation of this material.

5. PDUs may be earned in fractional units based on the above ratios.

PDU Criteria

1. Each activity is planned in response to educational needs which are identified by faculty, department coordinators, Division Chair/Academic Administrators, etc.
2. Each activity has clear and concise written statements of intended learning outcomes.
3. Qualified instructional personnel are involved in planning and conducting each activity, or qualified instructional materials are used in the learning activity (as in self-paced learning materials).
4. Content and instructional methods are appropriate for the intended learning outcomes.
5. Participants must demonstrate their attainment of the learning outcomes.
6. PDUs cannot be earned for any educational or occupational experience that simply duplicates an experience for which placement credit has been previously earned.
7. PDUs shall be earned for professional development activities only when they are beyond the minimum knowledge and training requirements specified in the job description at the time of hire.

PDU Credit For Occupational Experience

1. New occupational experience shall be related to the subjects taught by the department and contribute to the teaching proficiency of the faculty member.
2. Verification of related, new occupational experience shall include documentation from the employer, indicating dates and total hours worked. The faculty member shall also include in writing: 1) the exact experiences encountered, verified by the employer; and 2) how the experiences differed from previous experience. When the faculty member is self-employed, verification shall include a comprehensive daily log listing dates, hours, and experience.
3. PDUs for published work and other creative endeavors may be awarded. The content must be related to the faculty member's teaching assignment. Theses, dissertations, and in-house publications do not qualify. The work must fulfill the objective for which it was created. For example, an article written for a magazine must be published, a painting must be sold.
4. Table of PDUs earned through Occupational Experience:

PDU's Based on Geometric Series Formula Using 10 Learning Periods and 85% Learning Curve		PDU's Based on .47 PDU's/40 Hours SLCC	
Hrs/Wk 40		Effective Time	40 Hours/Wk
W ks	Total Hours	Total Hours	PDU's
1	40	20	0.47
2	80	41	0.94
3	120	61	1.41
4	160	82	1.88
5	200	102	2.35
6	240	123	2.82
7	280	143	3.29
8	320	164	3.76
9	360	184	4.23
10	400	205	4.7
11	440	225	5.17
12	480	246	5.64
13	520	266	6.11
14	560	287	6.58
15	600	307	7.05

- PDU's may be awarded for the receipt of professional or occupational certificates, licenses, or accreditation. Documentation must include a detailed log of the time spent in direct study, preparation, testing, and verification of receipt of the certificate, license, or accreditation. Such distinction must be directly related to the subject taught by and contribute to the teaching proficiency of the faculty member.

Assumptions

1. PDUs are based on effective learning time.
2. Any system developed must be easy to understand, must be fair, and easy to implement and evaluate.
3. Work related to one's discipline can be an effective learning experience.
4. The committee recognizes that any system is open to interpretation and abuse but has taken a position that the faculty is professional and will not abuse the system.
5. Department and Division Chair/Academic Administrator approval will assure that professional development programs meet established standards.
6. The PDU concept is based on the idea of professional development. One PDU will be granted for 45 hours of effective learning time which is equivalent to one academic credit.
7. In an academic course, each week builds on previous material and adds new content. With this in mind we define learning efficiency as continually new content at the 100% level.
8. The committee feels that appropriate work leading to new learning is important to any discipline on campus. It is felt, however, that work cannot have a 100% efficiency. While any job provides new material and experiences, every job has some tasks that have become routine or are not entirely new. How much depends, of course, on every situation but we need to have a policy that can easily understood and implemented.
9. It is accepted that some tasks in any work experience have already been learned and with each new week on the job more has been learned. The committee has agreed because a learning curve exists in any work situation, that the effectiveness or efficiency of learning diminishes as a geometric progression. Week one perhaps close to 100% efficiency, but each succeeding week will be reduced to approximately 80%-85%.
10. Many complicated algorithms can be developed to take into account most of the variations that may be encountered. With all the complexities that may be accounted for, a formula so complex as to be unmanageable could be developed. That approach seems futile.
11. The table in item 4 of the Occupational Experience section of this document illustrates the logic of our approach, which will be simple to implement and evaluate.

1.3 Summer Teaching

The offering of classes during the summer term will be predicated upon the benefit to instructional programs, enrollments, FTEs, class size, and available funding. This agreement will work in accordance with the general agreements in the Guidelines regarding the calendar.

Load and Compensation

Compensation and Teaching Assignments

All full-time faculty desiring to teach during the summer term will be allowed the opportunity, subject to the availability of classes and the provisions of the rotation procedure described below. Compensation will be 2% of their annual pay per instructional unit, based on a nine-month contract, up to a maximum of ten instructional units, but in no case will that amount be less than the current adjunct rate plus \$50 per instructional unit. Overload for summer teaching assignments beyond 10 instructional units will be paid at the current adjunct rate based on contact hours and in accordance with current policies and procedures. Teaching assignments above 15 instructional units require the approval of the appropriate vice president.

In the event that there are unassigned classes remaining in the department after all faculty desiring to teach during any given summer have been assigned their classes, adjunct faculty will be recruited to teach the remaining classes. Teaching during the summer term by full-time faculty is strictly voluntary. If the number of sections offered by the department for the summer term exceeds the availability of full-time and adjunct faculty, sections will be eliminated and not offered in the printed class schedule. This shall not prevent division/department chairs from making a general announcement to a department, before the printing of the published summer class schedule, that certain classes will not be offered that might otherwise have been.

Full-time faculty teaching during the summer term will be expected to fulfill additional College responsibilities, such as committee work, adjunct faculty support, etc, commensurate with their assigned teaching load. At the same time, faculty will only be expected to be on campus during the summer sessions in which they teach.

Historical Assessment and Understanding (2007/08 Academic Year)

In recent past, the number of credit hours taught during the summer by full-time faculty at the adjunct rate has been approximately equal to those taught under a summer contract. Projections indicate the 1.75 % rate will leave a reserve of approximately 5% of the total summer compensation for full-time faculty, or \$87,950, which will be used to cover any increase in total compensation due to the possibility that more full-time faculty may now choose to teach during the summer term at the proposed rate than have previously taught at the adjunct rate. Each year for the next two years, the adequacy of that reserve will be evaluated and adjustments to the rate made so that the final rate will not cause an additional funding burden for the institution, while at the same time, maximizing faculty compensation during the summer term.

After the rate adjustment period referred to above, at the end of each fiscal year any unspent or unencumbered funds budgeted to faculty compensation for summer pay will be carried forward to the next fiscal year and added to the budgeted funds available in the new year for faculty compensation during the summer term.

Summer Rotation Procedure

This rotation procedure will apply within each department, and be administered irrespective of the teaching assignment location.

By January 15th of the academic year, those who wish to be considered for summer teaching must declare their desire to do so. Classes will be assigned to those at the top of the department's rotation list first and the assignment will proceed down the list until all the available classes have been assigned, or each faculty member desiring to teach has been assigned classes, which ever happens first. Those who are eligible for summer teaching and decline the opportunity will stay at the top of the rotation list until they do teach during the summer term. By March 1st, the Division/Department Chair will notify faculty of the classes they will be assigned for the summer term.

Faculty who teach the summer term will be rotated to the bottom of the rotation list. No faculty member will be assigned more than 120% of a full load during the summer term until the desired for every other faculty member in the department has been assigned. If a faculty member desires to teach less than a full load during any summer term, they may remain at the top of the list until the cumulative total number of hours taught equals ~~nine~~ 90% of a full load or more. Any new faculty will be placed at the bottom of the rotation list as it exists on their hire date.

When assigning classes for the summer term, the qualification of each faculty member needs to be appraised both by the department and the Division/Department Chair. Faculty who desire to teach new courses must demonstrate their competence.

Department Coordinators will not be allowed preferential placement on the rotation list. They will be rotated on the list as are all faculty members.

Any exception to this procedure must be approved in advance by the Deans Council in collaboration with the Vice President for Instruction.

Section 2

2.1 Letters of Appointment

Letters of appointment will be sent out after meetings and decisions have been made by the joint Faculty and Administrative Discussion Team.

2.2 Faculty Workload

Instructional Categories

Three categories of full-time faculty teaching load and ranges under the semester system are as follows:

- Lecture Classes: 28-30 contact hours per year - Target 30
- Lecture/Lab Classes: 34-40 contact hours per year - Target 36
- Laboratory Classes: 46-50 contact hours per year - Target 50

It is recognized that the titles of these categories may neither represent the various pedagogies that take place in the classroom, nor always reflect the work associated with those various pedagogies.

There are no guarantees for either minimums or maximums required of an individual faculty member. Faculty will have an annual load within the stated range. Faculty within departments and/or disciplines have collaborated with their respective Chair/Academic Administrator to define the category in which each course in their respective department/discipline fit. A course's instructional category is reflected on its CCO. The CCO is the recognized source for a course's approved instructional category. Each course is assigned to only one of the three instructional categories. Each faculty member will collaborate with his/her Chair/Academic Administrator to plan annual teaching assignments.

Instructional Units

Instructional units shall be used to measure full-time faculty load. Instructional units are calculated using the ratio that 30 (the target annual contact hours for lecture courses) bears to the target contact hours in an instructional category. Thus, the following ratios apply:

Instructional Category	Target Lecture Contact Hours	Target Contact Hours	Ratio
Lecture	30	30	1.00
Lecture/Lab	30	36	0.83
Laboratory	30	50	0.60

A full-time load consists of 28 – 30 instructional units taught during fall and spring semesters. The target is 30 instructional units. In the event of unusual circumstances, a reduction below 30 instructional units could be approved through the Chair/Academic Administrator, Dean, and the appropriate Vice President.

Overload is paid when instructional units taught by a full-time faculty member exceed 30 in an academic year (not including summer). Overload may be paid during a single semester when instructional units exceed 15 (10 for summer term). Overload is paid at the current adjunct rate based on contact hours, not on instructional units, and in accordance with current overload policy and procedures.

2.3 Composition Courses

In keeping with policies at peer institutions, the composition courses listed below will receive an additional credit/contact hour per section for load purposes. Instructors will spend the additional contact hour in the Writing Center.

BCCM	2310	Construction Writing
BUS	2010	Business Communication
ENGL	1010	Introduction to Writing
	2010	Intermediate Writing
	2100	Technical Writing
WRTG	0900	Basic Writing
WRTG	0990	College Preparatory Writing

An instructor teaching a section of any composition course listed above is eligible to avail him/herself of this policy. This is the case whether the instructor is teaching just one or more sections of the course.

In cases where loads consist solely of three-hour composition courses, instructors may teach four composition courses and spend three hours in the Writing Center, for a total of 15 hours, or teach an additional 3-hour course for a total of 15 hours.

2.4 Preparations

Lecture

A full-time faculty member at Salt Lake Community College will be expected to normally have multiple preparations as part of his or her teaching assignment. However, based on a three (3) credit hour class and five classes per semester (15 credit hours) load model, a faculty member generally will not teach more than three (3) lecture preparations in any given semester. Exceptions to the three (3) preparation limitation should result from agreement between the full-time faculty member and the Division Chair/Academic Administrator. The final decision will reside with the Division Chair/Academic Administrator, with approval of the Dean or Associate Vice President and appeal, if necessary, to the Vice President for Instruction. One preparation is generally defined as the preparation required for each course of a different course number that is not cross listed with another course, taught simultaneously with another course, or team taught with another instructor.

Certain programs within the College may not permit the limitation of three (3) preparations because of the uniqueness of the programs or the courses; therefore, faculty preparations in these programs could regularly exceed the three (3) preparation limitation, but shall not exceed five (5) preparations. In the event that it is necessary for the academic administration and a faculty member to acknowledge and schedule the faculty member for a load consisting entirely of unique preparations the faculty member will be paid at the overload rate for three additional overload hours.

Lecture-Lab

For Lecture-lab courses and courses which are three or more credit hours, the above rationale and guidelines would apply. Lecture-lab with fewer than three credit hours would apply the same ratio of classes taught to number of preps. For example: lecture class preparations can reach the ratio of three preps as compared to five classes; therefore, a lecture-lab load of ten courses could include up to six preparations. Preparations would be assigned as above and with overload paid after the eight preps.

2.5 Committee Service

Faculty involvement through College service and committee service is critical in the direction and planning initiatives of the College. All full-time faculty are expected to participate in these service activities as a part of their total assignment.

It is recognized that the time spent fulfilling committee assignments in a professional manner represents a significant portion of a faculty member's load. The Faculty Organization has created call to serve procedure in an effort to promote an equal distribution of committee assignments, and to ensure that all faculty members have an opportunity to serve on committees and participate in shared governance. In an effort to help the Faculty Organization achieve its mission we agree to the following:

1. The faculty load categories will include a committee service component.
2. The Faculty Plan and Performance Review Report will include an evaluation of a faculty member's contributions through committee service.

College-wide committee assignments will be made through collaboration between the leadership of the Faculty Organization and the Academic Administration. The Faculty Organization will compile a master list of areas of interest stated by individual faculty members. The College will be responsible for publishing the committees and respective membership, and establishing appropriate sunset dates for each committee in collaboration with the appropriate establishing authority.

2.6 Faculty Leadership Reassigned Time

Faculty Organization President	40%
Faculty Senate President	40%
Faculty Senate Curriculum Committee Chair	20%
Faculty Association President	40%

2.7 Overload Policy and Procedures

(This policy can be found in the Personnel Policies and Procedures Handbook, Policy #C4S01.03; the text is repeated here for information purposes.)

I. PURPOSE

To define College policy on teaching overload and compensation and to provide a reporting system.

II. POLICY

Full-time appointments require a full commitment of working time and effort. Full-time faculty are expected to complete their primary assignment regardless of the time required. This is to be done without overload compensation, except in rare circumstances. However, full-time faculty may accept teaching overload service provided these services will not interfere or conflict with their primary assignment.

Federal or restricted funds generally cannot be used for payment of an overload assignment. An employee whose primary assignment is paid from federal or restricted funds with a base salary of 1.0 FTE, may not work overload regardless of the funding source except when: authorization is written into the contract or grant prior to its issue; or written permission is obtained after the grant and contract is issued from the appropriate agency grants and contracts officer.

Procedures For Policy #C4S01.03:

I. DEFINITIONS

- A. **Full-time Faculty.** For the purposes of this policy, those whose assignment is 1.0 FTE for a nine-month appointment.
- B. **Full-time Effort.** A teaching assignment which requires 100% of the individual's normal and expected working time and effort.
- C. **Teaching Overload Compensation.** Payment for teaching services rendered by a faculty member in addition to the normal working activity determined by the terms of the faculty appointment.
- D. **Occasional Service.** A presentation in an occasional short-term conference, workshop, seminar, or symposium or the delivery of a scholarly paper or public address at a professional meeting or academic gathering which is not a teaching assignment is therefore not teaching overload. Compensation for occasional service is paid at a standard rate for weekly contact hours per term or at a predetermined standard rate of dollars per contact hour.

- E. Overload Status. An employment condition in which the total time devoted by a faculty member teaching college courses scheduled for the assigned period exceeds full-time.
- F. Base Salary. The total compensation approved in advance as the amount payable from funds administered by the College for full-time effort for the assignment period.
- G. Restricted Funds. Money received by the College, which may be expended only in accordance with the guidelines established by the external donor or agency.
- H. First Right of Refusal. Full-time faculty shall be given the first opportunity to teach as overload any class not yet assigned to a full-time faculty member.

II. PROCEDURE

Members of the faculty may teach full-time and at the same time serve the interests of the College by providing overload employment services. The following conditions must be met:

- A. Overload Limits. Overload classroom/laboratory contact hours shall not exceed 50% of the contact hours in the faculty member's normal teaching load averaged over the period of a nine-month appointment rounded to the nearest workable department contact hour. These hours shall not exceed 10 contact hours per week in any given term. The Vice President for Instruction must approve any exceptions to the above before classes are taught.
- B. Overload Assignment. Full-time faculty have first right of refusal for any class not yet assigned to a full-time faculty member. Timely term-by-term notification will be given to full-time faculty.
 - 1. Full-time faculty are to be paid at the highest adjunct rate for teaching College scheduled course sections.
 - 2. In unique circumstances where the Skills Center's competitiveness would otherwise be hampered, the faculty and director will agree upon an appropriate overload rate, subject to the approval of the Dean.
- C. Overload Assignment Authorization. To insure quality, the Division Chair/Academic Administrator must authorize an overload teaching assignment of the department or program where the teaching will take place. **Faculty member's division chair/academic administrator must give prior approval of the overload assignment when such teaching is outside the faculty member's assigned division.** Any employee who is paid from federal or restricted funds must have prior written approval from the Director of Development verifying the expenditure of funds as appropriate.
- D. Reporting. The Payroll Office will distribute periodic reports on overload compensation to the appropriate vice presidents for review of their organization. An annual report will

be prepared for and reviewed by the College President.

2.8 Schedule of Payments for Overload

Pay dates for overload will be no fewer than four (4) pay dates per semester and no fewer than three for a summer term.

2.9 Distance Education

Technology used in the delivery of Distance Education courses is continually changing and faculty and staff expertise in the delivery of these courses is continually increasing.

Enrollment Management

TeleCourse, DVD, EDNET and other live Interactive Delivery Methods

The range of enrollments for telecourses, DVD courses, EDNET courses, and live interactive courses should be from 20 to 100 students.

Internet (Online)

The range of enrollments for Internet courses should be from 15 to 39 students. The precise number of students in any given course or section will be determined by these guidelines and recommendations, Division Chair/Academic Administrators, and Department Coordinators.

Section Enrollment Caps

Divisions and Departments determine enrollment caps for each section (i.e. 25-35 students).

NOTE: The compensation model is based on an enrollment cap of 25 students.

In determining enrollment cap amounts, it is important for a department or division to consider the high attrition that distance courses often experience. Twenty percent attrition is not unlikely for distance course sections. As a result, it may be helpful to secure a higher enrollment cap for distance course sections to ensure that sections are properly filled.

Minimum & Maximum Enrollments

A minimum enrollment count of 10 students will be required for a distance section to be offered. A maximum enrollment count for each section will be limited to 39 students. If a course section reaches an enrollment of 40 or more students, a new course section of that course should be created.

Enrollment management is the responsibility of instructional departments/divisions. There may be a need for sections to be offered with section counts lower than the stated minimum section count (10). In such cases, Departments/Divisions should collaborate with Distance Education and other College departments.

Faculty Teaching Assignments

Faculty Workload

Using the enrollment cap information stated above, a full-time faculty member's teaching assignment should follow the stated parameters as noted in section 2.2 Faculty Workload.

Request for Entire Teaching Assignment Online

A full-time faculty member may request or be assigned to teach his/her entire teaching assignment online with Department/Division approval. Department decisions are based upon student needs and enrollment patterns, taking into account a balance between classroom and online courses.

Prior to the request/assignment,

- The faculty member **must** demonstrate competency in the use of technology and effective pedagogies in a distance environment. Competency is determined by Department faculty and the Division/Department Chair in collaboration with Distance Education.
- The faculty member **must** show evidence in teaching at least one online course for two semesters.

The faculty member must submit a current Request to Teach Full Teaching Assignment Online Agreement Form (see HR website > Faculty for Request Form and Academic Guide for Full-Time Faculty Workload and Compensation) to his/her Department Chair/Coordinator. The form includes a statement of how the faculty member will contribute to other faculty duties outside of teaching and requires signature approval from the Department Chair/Coordinator, Division Chair/Director, School Dean and Director of Distance Education.

The faculty member must ensure that sufficient lead-time has been provided to departmental colleagues, the division/department chair, dean, etc in order to make recommendations and plans for effective course/program scheduling.

Faculty Overload

Overload teaching assignments (distance or classroom offerings) should follow the stated procedures for policy (#C4S01) as delineated in section 2.8 Overload Policy and Procedures.

Compensation

Faculty Teaching Assignments

Base compensation for courses taught as part of a faculty member's workload is part of his/her regular salary.

Faculty Overload

Base compensation for courses taught above a faculty member's required teaching assignment is paid at the current compensation rate of adjunct faculty (2007-08 = \$557 per contact hour).

Additional Compensation

All **Internet/Online** courses taught as part of a required and/or overload teaching assignment are eligible for additional compensation. Third week enrollment counts are used to calculate an instructor's additional compensation for students enrolled above the established base section enrollment cap (25).

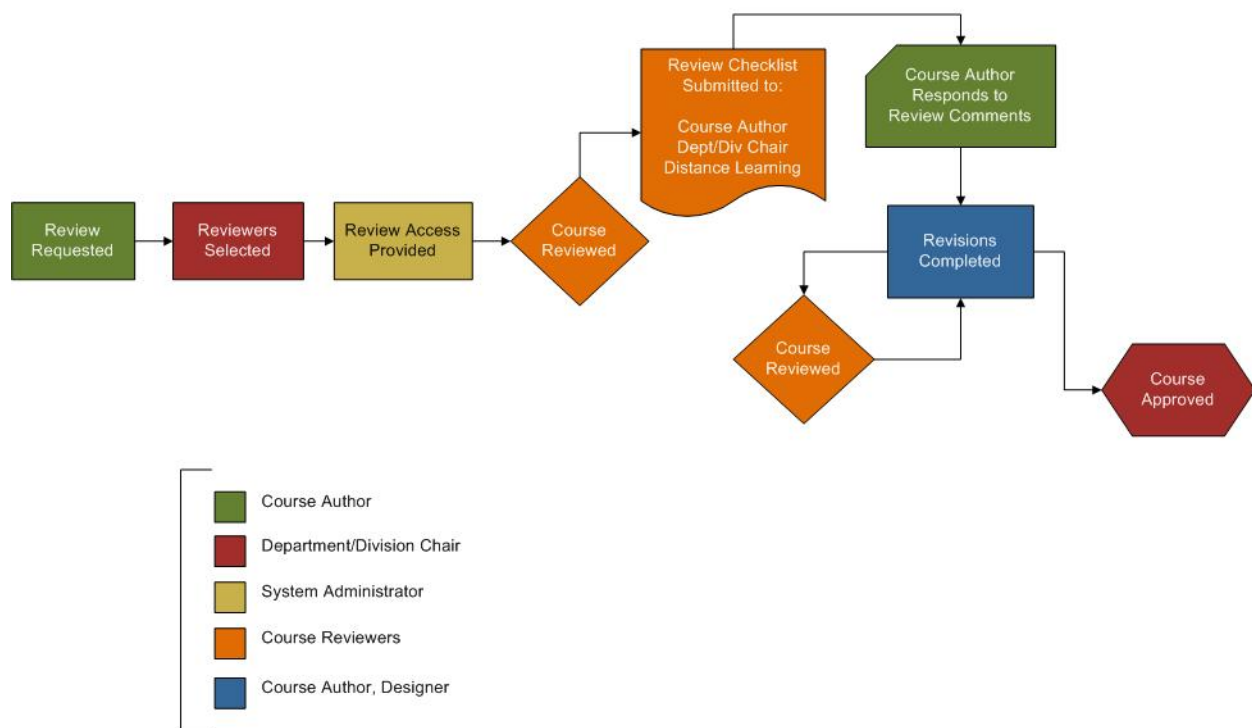
As an example of how base and additional compensation is calculated for a sample faculty member, see the table below which is calculated based upon the approved 2007-08 compensation rate of \$557 per hour.

Course/Section	Contact Hours	Cap	Type	Enrollment	Load/Overload	Base	Additional	Total
LE 1010-001	3	25	Classrm	29	Load			
LE 1010-002	3	25	Classrm	17	Load			
LE 1020-042	3	35	Online	32	Load		\$467.88	\$467.88
LE 1020-043	3	35	Online	20	Load		N/A	
LE 1060-003	3	30	Classrm	24	Load			
LE 1060-050	3	30	Online	39	Overload	\$1,671	\$935.76	\$2,606.76

** = Contact Hours (3) X Extra Students over the base cap of 25 (7) X Compensation Rate [(base rate/base cap or \$557/25) = \$22.28] = \$467.88

* = Contact Hours (3) X Base Rate (\$557) = \$1,671.

Online Course Review Process



Online Course Review

To facilitate the integration of each quality standard into all online courses at Salt Lake Community College, the following Course Review Process shall be followed by the Faculty Senate.

Step 1: Review Requested

The course author and Department/Division Chair will initiate the online course review process. All online courses (new or existing) are required to be reviewed prior to course offering in Vista.

Step 2: Select Reviewers

The Department/Division Chair will organize a 2-person Review Team comprised of:

- a faculty peer within the department OR faculty peer from the same academic school in which the course to be reviewed resides; and
- a faculty peer from another academic school OR an approved reviewer outside the College.

The first team member (department/school peer) will serve as the review team lead. All reviewers will receive a \$250 stipend when the review is completed. A list of approved reviewers is available on the Distance Education website (www.slcc.edu/distance/ocr).

Step 3: Review Access Provided

Once the Review Team is organized, the Review Team Lead will contact the Vista Administrator, Maryanne Tye (maryanne.tye@slcc.edu or call 957-5234) to request review access to the course. Course access will be provided only for the period of the review to the review team members.

Step 4: Course Reviewed

Using the Course Review Checklist (www.slcc.edu/distance/ocr), each reviewer will use the Guidelines and Recommendations to make comments and suggestions.

NOTE: A rotating review process of online courses will occur annually aligning with the existing course curriculum review timeline.

Step 5: Review Results Submitted

Each course reviewer will send the completed Course Review Checklist with comments to the Course Author and Department/Division Chair.

A copy of the Checklist should be mailed or sent via email to the Distance Education office to initiate a payment to compensate the reviewer.

Distance Education
Mailstop LHM
distance@slcc.edu

Step 6: Course Approved/Revisions Completed

If the course has successfully met each quality standard, the course will move to step 7 in the process.

If the course has not successfully met each quality standard, recommendations for modification will be provided to the course author and assigned instructional designer for improvement. The Course Author will respond to the recommendations from the Review Team via an email. Following the completion of the recommended modifications, a second review of the modifications will be conducted by the Course Review Team. The Course Review Team will send the additional review findings and comments to the Department/Division Chair, Course Author and Distance Education office. Additional reviews may be needed if modifications are not completed satisfactorily.

Step 7: Course Available for Scheduling

Following approval from the Course Review Team and the Department/Division Chair, the Department/Division Chair will contact the Vista Administrator and ask that the course materials be migrated from the review area to the production area and course review access be removed. The Department Chair/Coordinator will also contact the Scheduling Office to ensure that the course is added to Banner according to existing scheduling processes and deadlines.

The following Form shall be used for eEducation course offerings:

Distance Education Course Materials
(Reference Information)

Agreement # _____

AUTHOR: _____

DEPARTMENT: _____

COMPANY: SLCC OTHER _____

COURSE TITLE: _____

COURSE DELIVERY DATE: _____

COMMENCEMENT DATE: _____

TERMINATION DATE: _____

COPYRIGHT:() Author
 () Salt Lake Community College
 () Joint Ownership between

LICENSE: () Non-exclusive Commercial License
 () Exclusive Commercial License

ROYALTIES: () None - no commercial exploitation
 () Author
 () Salt Lake Community College
 () Shared royalties between

Contact for Salt Lake Community College:

Ryan R. Hobbs
 Director, Distance Education
 Jordan Campus
 3491 West Wights Fort Road
 Sandy, UT 84070
 Phone: 801-957-5014 Fax: 801-957-5300

Contact for Author:

**Distance Education Course Materials
Development & License Agreement**

This Distance Education Course Materials Development & License Agreement (Agreement) is entered into as of the _____ of _____, 20__ and between Salt Lake Community College (College) and, _____ a College faculty or staff member, or other author (Author). The College faculty or staff Author is from the Department of _____; the other or outside Author is from _____.

RECITALS

The College desires to produce Distance Education Course Materials to be made broadly available to students through various types of media and in a variety of different contexts, including Internet, Telecourse, Video Check-out and live, interactive, multi-site course delivery methods, for the purpose of educating students in an efficient and meaningful manner.

The Author desires to provide high quality course content and materials to the College for the production of an Distance Education Course to be taught from the College and transmitted to students by various means and at various locations in a technology enhanced and distributed context. The Distance Education Course is tentatively entitled:

_____ and it may be described briefly as follows: _____

The College desires the flexibility to use the Distance Education Course Materials in various Distance Education and professional education formats under multiple arrangements while allowing the Author to make scholarly and educational uses of the materials.

Therefore, the College and Author agree as follows:

Production of Distance Education Course Materials

- 1.1 The Author shall provide his/her current course content and materials appropriate for teaching the Distance Education Course, as described in Exhibit “A” (Distance Education Course Materials).
- 1.2 The Author shall assist the College in developing additional content and materials for the Distance Education Course, as described in Exhibit “B” (New Materials).
- 1.3 The College shall provide the Author with compensation that may include reassigned time from teaching responsibilities, additional Lab Technicians or Teaching Assistants, financial compensation, or other means as specified

Initial _____

below in consideration for the Author providing the

Distance Education Course Materials and/or, as applicable, provide the financial, equipment, and staff support to assist the Author in preparation of the Distance Education Course Materials. Specifically, the College will compensate the Author as follows: _____

- 1.4 The Author shall deliver to the College the Distance Education Course Materials in a completed state and suitable for use in connection with teaching the Distance Education Course on or before the following date: _____

Copyright Ownership and Rights of Use

2.1 Copyright Ownership (Choose One)

- () **Author.** The College acknowledges that the Author created the Distance Education Course Materials on personal initiative or during the course of performance of his/her College responsibilities and, therefore, agrees that the Author shall hold copyright in the intellectual property contained within the Distance Education Course Materials without a written prior agreement to the contrary.
- () **College.** The Author agrees that the College shall retain sole copyright ownership of the completed Distance Education Course Materials, the New Materials and any updates, revisions, modification or excerpts of the Distance Education Course Materials or New Materials, subject to the rights granted to the Author pursuant to this Agreement. The College may, in furtherance of its best interests, assign or transfer any or all of the copyright ownership privileges associated with the Distance Education Course Materials or the New Materials to any third party, other than the Author, without the Author's consent. The parties agree that Author's assistance in preparing the Distance Education Course Materials and New Materials under this Agreement shall be treated as a "work-for-hire" under the U.S. Copyright Act. The Author shall provide assistance or execute any documents, upon the College's reasonable request, in preparing copyright registrations or other documentation necessary to vest, protect and/or enforce the College's interests in the Distance Education Course Materials and New Materials.
- () **Joint Ownership.** The College and Author(s) acknowledge that the Distance Education Course Materials were produced from joint efforts or contributions and, therefore, agree that the copyright will be jointly held by _____

<i>Initial</i> _____

(Specify College and/or name of Author).

2.2 Subject to the restrictions set forth in this Agreement, the College shall have the right to use the Distance Education Course Materials and New Materials throughout all College campuses and outside of the College campuses for nonprofit educational uses. Such rights are essential to the successful implementation of programs for sharing and widely disseminating Distance

Education Courses. The College's rights include the right to reproduce, distribute, perform and transmit the Distance Education Course Materials and New Materials and to prepare derivative works based on the Distance Education Course Materials in furtherance of the College's allowed uses. In the event of commercial exploitation of the Distance Education Course Materials, the Author and College agree to the following (Choose one):

() **Non-exclusive Commercial License.** The Author hereby grants to the College for the full term of this Agreement the non-exclusive right to copy, distribute, display, perform, transmit, publish and sell throughout the world the Distance Education Course Materials, with authority to license those rights in all countries and in all languages. The College shall have the right to license or sell or to authorize others to sell or make other distributions of the Distance Education Course Materials.

() **Exclusive Commercial License.** The Author hereby grants to the College for the full term of this Agreement the sole and exclusive right to copy, distribute, display, perform, transmit, publish and sell throughout the world the Distance Education Course Materials, with authority to license those rights in all countries and in all languages. The College shall have the sole right to license or sell or otherwise distribute the Distance Education Course Materials.

2.3 Throughout the term of this Agreement, the Author shall retain the right to use the Distance Education Course Materials in scholarly works that do not compete with the College's actual or planned use of the Distance Education Course Materials and New Materials. In particular, the Author will have the right to use the content in textbooks, journal articles, conference presentations, and other scholarly works or professional activities. The Author's scholarly use of the Distance Education Course Materials shall be subject to such licensing agreements, copyright restrictions or other arrangements relating to the Distance Education Course that the College may plan or be party to at that time.

2.4 The College may retain copies of the Distance Education Course Materials for archival purposes and make them available to students for their study and reinforcement. The College may make copies of the Distance Education Course Materials available to any persons who have access to the library or other facility at the College where such copies will be

<i>Initial</i> _____

retained. The ability of such persons to borrow or to make copies of the Distance Education Course Materials will be subject to the customary standards of the library or other facility at the College with respect to similar materials.

Rights of Control and Credit

- 3.1 The College and Author shall jointly agree on the substantive and intellectual content of the Distance Education Course Materials at the time of production; however, the College shall retain sole control at any time during their use. As with the preparation of any other scholarly or creative works, the Author shall be expected to deliver accurate and current information. The College shall assist the Author in developing the clarity and precision and the method of communicating the information contained in the Distance Education Course Materials.
- 3.2 In the event that the Author becomes aware of the need or desires to produce a supplemental update to the Distance Education Course Materials, the Author shall notify the College in writing of such a need. Upon mutual agreement with the College, the Author shall participate in the creation of or create the supplemental materials at the College's expense. If the College recognizes a need to prepare such a supplemental update, the College may deliver a notice to the Author, and upon mutual agreement, authorize the Author to make such updates at the College's expense. In the event that the Author is unable or unwilling to provide a revision within ninety (90) days after the College has requested it, or should the Author be deceased, the College may have the revision made and may display, in the revised Distance Education Course Materials and in advertising, the name of the person or persons who perform the revision.
- 3.3 The Author shall receive credit as a named author or developer of the Distance Education Course Materials prepared by or authorized by the College. At the Author's reasonable request, the College shall remove the Author's name from any copies of the Distance Education Course Materials made by or authorized by the College.
- 3.4 The Author shall not include in the content of the Distance Education Course Materials any content which the Author knows to constitute libel, invasion of privacy, infringement of copyright or other literary rights, or otherwise violate the legal rights of any persons who are not a party to this Agreement. Any responsibility or liability for such violations shall be treated in a manner consistent with the customary treatment of similar violations as they may occur in the context of traditional teaching at the College. Otherwise, the Author makes no indemnification and no warranty to the College with respect to the appropriateness of including any content in the Distance Education Course Materials. Should either the Author or the College reasonably conclude that any of the content of the Distance Education Course Materials may violate such rights of third parties, the procedure and right to make revisions shall be consistent with the procedures set forth in Paragraph 3.2 above. Pending such revision, the College shall have the right to remove the portions of the Distance Education Course Materials that create the potential violations

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before making any further use of the Distance Education Course Materials pursuant to this Agreement.

Allocation of Additional Revenues and Royalties

4. In consideration for the Author's providing the Distance Education Course Materials, assisting the College in developing the Distance Education Course Materials, and granting the College the rights to use the Distance Education Course Materials as described above, the Author agrees to the compensation as described in Paragraph 1.3 of this Agreement. Should the College receive any additional revenues from the commercial use or distribution of the Distance Education Course Materials, the revenue generated shall be allocated between the College and Author as mutually agreed upon below (Choose one):
- () The College and Author do not anticipate commercial exploitation of the Distance Education Course Materials and so have not addressed the College's recovery of its contribution or allocated royalty percentages to either the College or the Author.
 - () The Author shall receive all royalties that may accrue from the commercialization of the Distance Education Course Materials which were created on personal initiative without using substantial College resources.
 - () The College shall retain all royalties that may accrue from the commercialization of the Distance Education Course Materials created by the Author pursuant to this Agreement, as a work for hire, or as a condition of employment.
 - () The College and Author shall share in any revenues or royalties that may accrue from the commercialization of the Distance Education Course Materials as follows: The College will first recover its resource contribution in the amount of \$ _____, then the parties shall share net revenues _____ % to the College and _____ % to the Author (any remainder to be shared among the Authors if more than one). The College will maintain an accounting of revenues available for review by each party upon request.

Term and Termination

5. The right of the College to use the Distance Education Course Materials pursuant to this Agreement shall terminate on _____. The right of the College to use the Distance Education Course Materials shall continue until that date regardless of whether the Author has remained an employee of the College throughout that time. The College and Author understand that this termination date is based upon the parties' best effort to project the likely viability of the Distance Education Course Materials for future instruction. The College and Author may agree at a future date to extend the

Initial _____

termination date based upon the continuing viability of the Distance Education Course Materials or the availability of revisions and updates.

Other Provisions

- 6. The written provisions contained in this Agreement constitute the sole and entire agreement made between the Author and the College concerning the Distance Education Course Materials, and any amendments to this Agreement shall not be valid unless made in writing and signed by both parties.
- 7. If any provision of this Agreement is declared by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions of this Agreement shall continue in full force and effect, and the invalid provision shall be replaced by the legal provision which most closely achieves the intent of the invalid provision.
- 8. This Agreement shall be construed and interpreted according to the laws of the State of Utah and shall be binding upon the parties hereto, their heirs, successors, assigns, and personal representatives. In any action to enforce the terms of this Agreement, the prevailing party shall be entitled to recover its reasonable attorneys' fees and expenses.

IN WITNESS WHEREOF, the parties have caused this Distance Education Course Materials Development and License Agreement to be executed on the date set forth above by their duly authorized representatives.

AUTHOR DATE

AUTHOR (if applicable) DATE

AUTHOR (if applicable) DATE

DIRECTOR, DISTANCE EDUCATION DATE

DIVISION CHAIR/CHAIR DATE

DEAN, SCHOOL DATE

VICE-PRESIDENT

DATE

Request for Entire Teaching Assignment Online

A full-time faculty member may request or be assigned to teach his/her entire teaching assignment online with Department/Division approval. Department decisions are based upon student needs and enrollment patterns, taking into account a balance between classroom and online courses.

Prior to the request/assignment,

- the faculty member **must** demonstrate competency in the use of technology and effective pedagogies in a distance environment. Competency is determined by Department faculty and the Division/Department Chair in collaboration with Distance Education.
- the faculty member **must** show evidence in teaching at least one online course for two semesters.

The faculty member must submit a current Request to Teach Full Teaching Assignment Online Agreement Form (see HR website > Faculty for Request Form) to his/her Chair. The form includes a statement of how the faculty member will contribute to other faculty duties outside of teaching and requires signature approval from the Chair, School Dean and Director of Distance Education.

The faculty member must ensure that sufficient lead-time has been provided to departmental colleagues, the division/department chair, dean, etc in order to make recommendations and plans for effective course/program scheduling.



Full-Time Faculty
Request to Teach Full Teaching Assignment Online

Name _____ Date _____

I am requesting to teach my full load online with Department faculty, Division Chair/Chair and School Dean approval. I realize that Department decisions are based upon student needs and enrollment patterns, taking into account a balance between traditional and online courses. I have allowed sufficient lead-time for my departmental colleagues, the division/department chair, and dean to make recommendations and plan for success of my distance teaching.

Proposed participation (state semester): _____

List course(s) to be taught online:

Subject	Course #	Course Title	Section #

I have demonstrated competency in the use of technology and effective pedagogy in a distance environment. **Please describe.**

I have experience teaching at least one online course for two semesters. **List online courses and semesters previously taught.**

I will contribute consistently to the college through department meetings, curriculum development, and various committee responsibilities either in-person or via appropriate, available technologies as determined by the department/division chair. **List commitments and/or responsibilities.**

My courses and I will be evaluated according to existing evaluation processes.

This agreement is subject to semester review and departmental needs. Decisions to end my “fully online” status will consider sufficient lead-time to coincide with College scheduling processes.

_____ Faculty Member	_____ Date	_____ Chair	_____ Date
_____ Distance Education	_____ Date	_____ School Dean	_____ Date

Adjunct Request to Teach Entire Teaching Assignment Online

An adjunct instructor may request or be assigned to teach his/her teaching assignment(s) entirely online with Department/Division approval. Department decisions are based upon student needs and enrollment patterns, taking into account a balance between classroom and online courses.

Prior to the request/assignment:

- the adjunct instructor **must** demonstrate competency in the use of technology and effective pedagogies in a distance environment. Competency is determined by Department faculty and the Division/Department Chair in collaboration with Distance Education.
- the adjunct instructor **must** show evidence in teaching at least one online course for two semesters.

The adjunct instructor must submit a current “Part-Time/Adjunct Faculty Agreement to Teach Full Contract Online” Agreement Form (see HR website > Faculty for Request Form) to his/her Chair. The form includes a statement of how the adjunct will meet department/division participation requirements and requires signature approval from the Chair, School Dean and Director of Distance Education.

The adjunct instructor must ensure that sufficient lead-time has been provided to departmental colleagues, the division/department chair, dean, etc in order to make recommendations and plans for effective course/program scheduling.



**Part-Time/Adjunct Instructor
Request to Teach Teaching Assignment Online**

Name _____ Date _____

I am requesting to teach my full contract online with Department faculty, Division Chair/Chair and School Dean approval. I realize that Department decisions are based upon student needs and enrollment patterns, taking into account a balance between traditional and online courses, and full-time faculty load requirements.

Proposed participation (state semester): _____

List course(s) to be taught online:

Subject	Course #	Course Title	Section #

I have demonstrated competency in the use of technology and effective pedagogy in a distance environment. **Please describe.**

I have experience teaching at least one online course for two semesters.

List online courses and semesters previously taught.

I will contribute consistently to the college through department meetings, curriculum development, and other various responsibilities either in-person or via appropriate, available technologies as determined by the department/division chair. **List commitments and/or responsibilities.**

My courses and I will be evaluated according to existing evaluation processes for ADJUNCT FACULTY.

This agreement is subject to semester review and departmental needs.

_____	_____	_____	_____
Adjunct Faculty Member	Date	Chair	Date

_____	_____	_____	_____
Distance Education	Date	School Dean	Date

2.10 Program/Course Control

Scheduling of courses is the responsibility of instructional departments, whether those courses are traditional, blended, or distance in nature. All actions pertaining to scheduling of courses must be coordinated with instructional departments, based upon a combination of department and college needs, prior to formal scheduling deadlines.

2.11 Evaluation Process and Tenure Document

The intent of the Evaluation Process is compliance with the practice followed for the Tenure process: that tenured faculty only shall have student course evaluations completed every third year. All other full-time faculty shall be evaluated annually by students.

It is to be understood that faculty members may be evaluated during any year, either by their own, or Division Chair/Academic Administrator request.

In the Northwest Association of Schools and Colleges Interim Report for Reaffirmation of Accreditation, dated April 19-20, 1999, general recommendation #2 reads as follows:

“Strengthen and clarify the faculty evaluation procedure by clearly identifying the role and frequency of student evaluations, and by providing the Division Chair/Academic Administrator with copies of questionnaire summaries and comments from the student evaluation forms.”

In response to this recommendation, The Discussion Team has agreed to have the Faculty Senate review and provide recommendations to the Discussion Team. The following eight (8) items have been identified and are currently being reviewed:

Current Elements of Faculty Evaluation

1. Student Evaluation: Done every fall semester
Designed to evaluate teaching
2. FPPR Evaluations: Initial meeting, spring meeting, “can be” others
Designed to evaluate teaching
3. Tenure Document: Governs all faculty, not just tenure-track faculty
An evaluation process is included in this document
Letter of progress or concern are issued
Post tenure evaluation by students can be annual
4. Assessment Initiative: An on-going and annual institutional evaluation

5. Program Review: Board of Regents requires this every 5 years
Board of Trustees requests this to be annual
Requires outcome assessments based on course outlines
6. Accreditation Review: Is required and accomplished every 10 years,
reaffirmed every 5 years.
Standard 4 specifically deals with faculty evaluation
Reviews many of the same things as the above but
is not necessarily connected to them
7. Faculty Contracts: Issued on an annual basis
8. Rank Advancement: Is recommended by a committee of colleagues
Is approved by administrators

None of these evaluative methods are necessarily connected to any of the others, though the Faculty Plan and Performance Review (FPPR) does reference the tenure document, thereby making tenure review applicable to all faculty, tenure-track or not.

Faculty Plan and Performance Review Report

The Faculty Plan and Performance Review Report is revised to streamline paperwork, to reflect changes in the Salary System, and to provide clarification. The annual application for movement on the salary schedule has been eliminated. The "College Performance Criteria" portion of the Faculty Plan and Performance Review Report document is now as follows:

- I. Teaching Performance:
 - Evaluations (Students, Tenure Committee, Division Chair/Academic Administrator, etc.)
 - Course syllabi are timely, complete, current, transmitted to students, and consistently applied
 - Shows respect for students and gives feedback in a timely manner
 - Present/prepared for classes
 - Maintains appropriate educational atmosphere and environment
- II. Performance of Responsibilities:
 - Maintains regular office hours
 - Meets deadlines on time
 - Maintains appropriate records
 - Is consistently available to students
 - Is in compliance with Academic Freedom, Professional Responsibility, and Tenure Document, 6.2, (a) - (i)
 - Participates in College, school, division and department meetings and projects

III. Participation (College, school, division, department):

- Assists in the development of long range plans, curriculum, budget, etc.
- Willingly shares expertise with other professors/instructors
- Accepts and fulfills committee assignments and other professional assignments
- Fulfills agreed-upon training and development
- Carries out the values, mission statement, and goals of department, division, school, and College

IV. Knowledge of Subject Area:

- Keeping current in discipline (professional memberships, specific industry activities, courses taken, new courses developed, periodicals read, etc.)

V. Professional Development:

- Completion of goals. (Should relate to any of the above-mentioned areas and/or division/department criteria. May include in-service, work experience, university course work, curriculum update, etc.)

2.12 Faculty Development

It is agreed that on-going development of Salt Lake Community College (SLCC) faculty is critical to the quality and motivation of excellent teaching and learning for students, faculty, and the institution itself. All faculty development proposals, including technology activities and tools that relate to course management and pedagogy must be coordinated with faculty through the FTLC. This includes, but is not limited to, faculty training, course design, and the implementation of web and technological tools. Therefore, the following is agreed:

- a) SLCC administration and faculty will make available faculty development opportunities via workshops, training, speakers, etc.
- b) Technology is critical to teaching and learning today. The College supports this with the most current hardware and software whenever possible. Because of this, administration and faculty will provide multiple training opportunities for faculty to learn and keep current on technological advances available for faculty and student use at SLCC.
- c) Development opportunities will be offered at times of day available for faculty attendance, at multiple times, and at multiple campus sites, through various media.
- d) All development opportunities offered in any way through SLCC will be at no cost to faculty, except where there is a direct materials cost applicable to materials received by the faculty member which may be passed on to the faculty member. Opportunities offered through Continuing Education will be made available to faculty on a space-available basis after program expenses have been met.
- e) Faculty will utilize developmental opportunities whenever relevant to their area of

expertise or interest, practical to their schedule, and within their financial capabilities.

- f) Where possible, administration and faculty will bring top-quality speakers to the college for development of faculty, including speakers of specific interest to individual departments, divisions, or of general interest to faculty.
- g) Exception. The Administration, Faculty, and the FTLC recognizes that periodically, there may be Federal, State, and College mandated training for faculty at SLCC (i.e. OSHA fire safety, Utah Risk Management driver safety, etc.). The College Administration will administer and offer such training at various times and at various campus sites throughout the year to facilitate faculty attending such training at times and places convenient to their individual teaching requirements. Faculty will complete such required training.
- h) Exception. Technological training and equipment used in specific instructional programs should be determined by the pertinent faculty and program advisory committees.

2.13 Teaching Excellence Award

Purpose. The purpose of this document is to articulate the principles, criteria and process of the SLCC Teaching Excellence Award. Because the purpose of the award is to recognize true excellence in professional educators, the principles, criteria and process that result in the award must also reflect highest professionalism. To that end, we advocate the following for consideration of the Senate, the Cabinet, the President, and the SLCC Foundation.

Principles. The Teaching Excellence award is grounded in the following principles:

- The award should reflect a cumulative body of teaching excellence rather than just a single year of fine work.
- Teaching excellence encompasses professionalism both within the classroom and in service to the department, division, College and community.
- Claims of excellence must be supported by credible evidence.(See (*) on page 2)
- The principles, criteria and process involved in the award must be transparent and public.
- Nominations should include those most knowledgeable about a faculty member's professional effectiveness—students, faculty colleagues and division chairs/program directors. (All members of the College community are eligible to nominate a faculty member; however, they must collaborate with the nominee's department colleagues and division chair/academic administrator.)
- Nominations must reflect the support of the faculty member's department colleagues and division chair/academic administrator.
- The review process should reflect the considered involvement and judgment of faculty colleagues and division chairs/academic administrator.

- Anyone with a conflict of interest—a student, a faculty colleague, a staff member or an academic administrator—must recuse herself or himself from the nomination and review process.
- The awards shall be based on merit alone. Merit means exemplary achievement in all criteria.
- Previous recipients are eligible. However, all else being equal, a nominee who has not received the award would take precedence over one who has.

Criteria. A nominee must have achieved excellence in each of the following:

- At least three years of consistently excellent performance as a teacher—i.e., the nominee enables students to learn
- A sound understanding of teaching and pedagogy as evidenced by successful work with students
- IAS scores that reflect student confidence in the faculty member as a teacher
- Successful curriculum development
- Effective collaboration and relationships with colleagues
- Outstanding service to the department, division, College and community.
- Professional activities and scholarship

Process. Nominations should adhere to the following process:

- The Faculty Senate announces to the College community in January of the academic year that (1) nominations are open, (2) written guidelines are available, and (3) written nominations are due mid March of the academic year. (The actual due date will be part of the announcement that nominations are open.)
- All members of the College community—students, faculty members, staff and administration—are eligible to nominate a faculty member; however, the nomination must include the written support of the nominee’s department colleagues and division chair/academic administrator.
- Those nominating the faculty member must submit a *written* nomination (see *N.B.* below) that includes credible evidence* of the following:
 - at least three years of consistent teaching excellence, that is., evidence that the faculty member enables students to learn
 - the faculty member’s sound understanding of teaching and pedagogy
 - IAS scores that reflect student confidence in the faculty member as a teacher
 - successful curriculum development
 - effective collaboration with colleagues
 - outstanding service to the department, division, College and community
 - scholarship and other professional activities

*Credible evidence includes letters of support from students, fellow teachers, academic or other administrators and staff members; professional recognitions, awards and memberships; a selection of the nominee’s work—e.g., examples of curriculum development, innovative approaches in the classroom, presentations at conferences, sponsorship of students participating in competitions, etc.

- Nominations must be submitted by the announced deadline.
- A Review Committee comprised of five representative faculty and two academic administrators *from across the disciplines* will screen all nominations to ensure that they meet minimums and to document all nominations received.
- The Review Committee will then forward the nominations to the SLCC Foundation for final selection.

Note Bene: The merit of the nomination rests on the credibility of the evidence, not on the eloquence of the language. See model nominations available in the FTLC and on the Faculty Senate website.

Sample Nomination

Selection Committee, Teaching Excellence Award
Salt Lake Community College Foundation
Salt Lake Community College

RE: Nominating _____ for the SLCC Teaching Excellence Award

Dear Selection Committee Members:

As the enclosed information demonstrates, a significant number of practicing teachers and other colleagues believe that _____ should receive one of the SLCC Teaching Excellence Awards for this academic year. As we will outline, and as the outpouring of support indicates, _____ is committed to teaching and learning at SLCC. In particular, we will focus on _____’s commitment to the College through her efforts in:

- teaching and pedagogy;
- curriculum development;
- collaboration with colleagues; and,
- scholarship and other professional activities.

Teaching and Pedagogy

_____’s commitment to teaching and learning during her years as a full-time faculty, and in classes she taught as an adjunct faculty member prior to that, is her greatest strength. Continually assessing and redesigning her classes based on those assessments, _____ has endeavored to find better and closer links between her teaching methods and the learning outcomes of her courses. She has continued to adapt her courses to help students grapple

thoughtfully with complicated ideas and use those to become better critical thinkers and problem solvers, to develop their professional skills, and, generally, to understand the complexities of the world around them. In particular, _____ has recognized that the traditional mode of lecturing at students has become increasingly outdated and unproductive given today's world. Students dealing with a dynamic, postmodern society need teaching methods that will engage them on multiple levels – this requires a teacher to have the pedagogical understanding and flexibility to allow students the room to explore ideas and develop their own system for fitting into social patterns of thought and problem solving.

As will be discussed below, _____ has played a leading role in developing curriculum to meet these needs. However, developing these classes and truly working with students in this dynamic way takes tremendous effort and commitment. It means being familiar with various pedagogies such as discussion methodology, short lecture, integrating film and video, and keeping up with the fast-changing technologies that impact teaching (e.g., software changes and upgrades, Internet research, presentation technology). It means endlessly giving students formative and summative feedback that they can use in future assignments, including holistic assessments with which she provides her students (sample included). Ultimately, it means showing the type of personal and professional concern and commitment to students for which SLCC is known.

Curriculum Development

Perhaps the area that _____ is most known for lately is her work in curriculum development that has focused on designing innovative and student-centered courses. _____ redesigned _____, transforming the class from a grammar-based, exercise and test course, into a writing-based approach to _____. This involved everything from redesigning the computer lab in which the course was taught to developing new reading and writing assignments to immerse students in the activity of business writing. This development was foundational to the current course _____, which still employs many of the guiding principles _____ brought to the class. This class is routinely assessed by students as both one of the most challenging and most useful courses they take at SLCC. Professors at the University of Utah who receive our business students also view this course, and the critical skills that students take from it into their upper-division work, as uniquely credible among similar courses in the USHE.

_____’s most notable achievement is her work with _____ to design a new business course. Working with the Management faculty at the University of Utah and following the Harvard School of Business case-study approach, _____ worked closely with _____ to create a humanities-based introduction to business. Using this innovative approach, students examine various philosophies of business, including the relationship between the business and the social, the changing organizational structures, and the impact of business ethics. Here again, _____ brought her background and knowledge of pedagogy to the class, creating a mixture of engaging methodologies for students to learn through. This course is not only the core class for all business majors, but has become one of the most successful Interdisciplinary courses at SLCC.

_____ continues to be recognized for her curriculum development skills. The Marketing department, recognizing her work on _____, asked her to help with the development and implementation of their new Interdisciplinary course. Colleagues continue to recognize that it is not only _____'s curriculum development experience and commitment to pedagogy that make her such a valuable asset on these types of projects, it is her ability to work collaboratively with her peers.

Collaboration with Colleagues

As _____'s colleagues, we can attest to the fact that her willingness to work with others, whether they are other full-time faculty, adjunct faculty members, or administrators, is rare. As _____'s resume suggests, there is a long list of evidence of this fact.

Institutionally, _____ has fulfilled a great variety of responsibilities; she has:

- served on hiring committees and Strategic Planning sessions.
- worked with others as a Faculty Senator, during which time she served as the Committee Chair for the APAFT subcommittee.
- served as Coordinator for her department and continues to work closely with colleagues to ensure that classes are covered with professional instructors.
- served as a mentor and resource to adjunct faculty.

In each of these roles she has garnered the respect of her peers by being willing to see multiple perspectives and still offer her own. _____ understands well that the institutional climate affects morale. Consequently, she has taken on leadership positions in behalf of professionalism and collaboration to help create a more positive working environment at SLCC. She is also a valuable collaborator because she is a “doer” who takes on tasks delegated to her, completing them professionally and efficiently.

However, the most important aspect of _____'s collaborative spirit is that she truly is a life-long learner. Because of this, she has a genuine love for generating and sharing ideas with colleagues. She is not afraid to say when she doesn't know an answer or has questions. She makes those around her more willing to participate openly and helps us to feel knowledgeable and valued – much as she does with students in the class. In short, as many of the other documents in this packet demonstrate, _____ exemplifies the wonderful benefits of pursuing knowledge in a collaborative environment, and she helps other to see and learn that as well.

Scholarship and Other Professional Activities

Finally, as you can also see from _____'s resume, her commitment to scholarship is notable, particularly since this type of work is neither required nor encouraged at our institution. _____ has participated as both an attendee and a presenter in a wide variety of conferences ranging from those organized by local and state educational institutions to those run by national, disciplinary-based organizations. In all cases she approaches the conference as an opportunity to learn from other presenters or from audiences who are responding to her ideas. _____'s participation in this type of scholarly work underpins, in part, the critical approach to education that allows her to develop her classes and to bring the pedagogical skills she does into the classroom.

_____ also brings these abilities to bear on her work here at SLCC even more directly. She has recently helped compile a new annotated reader for the _____ class – a text for which she wrote and/or edited a majority of the introductions. She has also put together small group sessions at school events such as Welcome Back Orientation for both full-time and adjunct faculty. Another substantial piece of work that _____ did was to put together a series of Faculty Teaching and Learning Center Brown Bag sessions on Discussion Methodology, sessions which have resulted in a small in-house publication available to interested teachers in the FTLC.

Conclusion

Obviously, readers of this letter will need to review the full packet of information to understand the remarkable contributions that _____ has made to SLCC. Finally, we call your attention to the significant number of colleagues who support _____ from a wide variety of disciplines. In addition, most of these colleagues are veteran teachers who understand the value of _____'s work in so many areas. We hope that the Selection Committee will agree with all of us who feel that it is time for this institution to give back to this wonderful teacher for all she has given the institution.

Respectfully,

The packet that was submitted along with this letter contained the following:

- A page of signatures from faculty and administrators who supported this nomination.
- Letters from faculty colleagues.
- Letters from students.
- Administrative recommendations
- Current resume
- Holistic assessment samples

2.14 Family and Medical Leave

The College provides up to 12 weeks of Family and Medical Leave for full-time faculty and staff employees. In the case of faculty employees, the College will grant 12 weeks and will automatically extend the leave up to the end of the term (18 weeks) in which the leave began; whichever is greater, pending medical certification and review. Faculty members will be responsible for benefits premiums past 12 weeks. Compensation for Family and Medical Leave will follow College Policy #C2S04.13. The Family and Medical Leave is administered by the Human Resources Office.

2.16 Department Coordinators

~~The department and Division/Director mutually agree on the appointment of the coordinator for notification to the Dean, at the beginning of the fiscal year. The appointment may be for two years but will be reviewed annually. The duties of the Department Coordinator will be in accordance with the current Salt Lake Community College Coordinator Job Description. The appointment includes summer. Summer teaching is not required, but coordinator duties are ongoing and may need to be addressed at any time of the calendar year. Department Coordinators will not be allowed preferential placement on the department's summer teaching rotation list. They will be rotated on the list as are all faculty members. Accepting the Department Coordinator position shall be strictly voluntary.~~

~~Compensation and/or reassigned time for Department Coordinators will be in accordance with the current Salt Lake Community College Department Coordinator Pay Formula and accompanying guidelines.~~