Policy Review Committee
Agenda: October 28, 2021
1:00 to 2:00 pm via Zoom

Policy Committee Attendance:

- ✓ Julie Galgano- *YC Staff Association President*
- X   Frank D'Angelo- *Director, Business Services/Controller* **(absent)**
- ✓ Jill Fitzgerald- *Faculty Senate President*
- ✓ Amy Stein- *Faculty Association Chair of College Standards*
- ✓ Tania Sheldahl- *Associate Vice President, Dean for Student Development*
- ✓ Jennifer Riley- *Faculty Association Chair of Faculty Affairs*
- ✓ Emily Weinacker- *Chief Human Resources Officer, Policy Committee Chair*
- ✓ Jeanne Welch- *Director of Finance and Operations, YC Foundation*
- ✓ Scott Farnsworth- *Dean SHPS*
- ✓ Stacey Hilton- *Dean for Instructional Support*

Guests:

Dr. Alison Vaillancourt and Chris Nickson, Consultants, Segal Company

Policy Recommendations for Approval:

Policy Revision: 2.34: Faculty Workload

- ✓ Julie Galgano- *YC Staff Association President*
- X   Frank D'Angelo- *Director, Business Services/Controller* **(absent)**
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Committee Action:

Approved the policy as written (with Stacey's input included) now with the understanding that it needs to be synchronized with the 3.28 award of credit hour policy as soon as possible.   With the understanding that ELT must approve the internship load change or leave as it is "by the head."

Stacey's Input below (page 3)

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Consultant Questions:

Are you satisfied with the level of input you have on policy making?
- Want to be sure that the shared governance process and the policy review process meld together.
- What is the role of members of the committee? Sometimes policies aren't relevant to the area of expertise of the members or don't impact the area supervised by members. Need guidance on what the role is? When do I pass it around?
- Even if not in our area, we can weigh in as an employee of this college. If work to draft the policy has occurred when it gets to PRC we take a broader look and see if it fits in the constellation of other policies and college picture.
- I would hope the common sense review had already happened before it gets here.
- What I would like the committee to do is know ahead how this policy affects each of the groups involved. Sometimes I feel like it is too far down the road to provide input.

How do we gather input in a variety of ways without delaying the process?
- Policy owners are the ones responsible for policies they own. Is there a process to allow owners to circulate and gain feedback?

Where does a policy process start?
- If a policy is in existence policy owner should be informed.
- If it's a policy that involved something in the faculty constitution it would start in Faculty Standards or Faculty Affairs.
- Don't know what mechanism staff or students might have to suggest changes.
- Policies may start as grass roots effort, from a committee, from an individuals.
- Need to know what the rules are.

When people read our policies what is the vibe we want to convey?
- I want them to be well written to reflect well on us.
- Absence of inconsistencies and contradictions.
- Pro-human. Not carrying a big stick
- Clear, concise and succinct.

Policy vs Procedure:
- Consider ease of modifications.
- Policies should be a value statement.
- Procedures should be removed.

Role of Committee:
- Have a rubric that looks at consistent framework for policy evaluation
- Looking at overall fit to the college as a whole.
- A circular approach: come to committee first; out for public comment; back to committee

STACEY HILTON EMAIL

Hello,

I wanted to provide my feedback so everyone had it for discussion in today's meeting.

Under Procedure (C).

PROCEDURE

1. **Teaching Loads for Full-Time Faculty**
    A. Full-time faculty will develop their teaching schedules in conjunction with their colleagues and under the direction of their Dean or Associate Dean, and taking into account the needs of students.
    B. The teaching load consists of 30 load hours per academic year (Fall, Spring, and Summer semesters). This figure can be modified under special circumstances. The load hours are determined using the defined Lecture and Lab loading ratios as described in Sections 2 and 3.
    C. The distribution of assigned teaching load hours over the academic year can be apportioned in any manner so long as load hours do not exceed 21 in any one semester. The expected assigned teaching load for each Fall and Spring semester is 15. Loads up to 18 hours require approval of the respective Dean or Associate Dean, and loads up to 21 hours require approval of the Vice President of Academic Affairs Any summer teaching exceeding 10.2 load hours requires approval of the Dean or Associate Dean.
    D. Overload may be paid for instructional load hours exceeding 15 each Fall and Spring

Change to:

"as long as load hours do not exceed 21 in any one semester" Should state: "in any Fall or Spring semester."

Change to:

"and loads up to 21 hours require approval of the. . . ."   Should state: "and loads that exceed 18 hours require approval . . . . ."

MODIFICATION

Under Lab Loading:

3. **Laboratory Loading**

    Laboratory load hours are normally calculated as:

    A. Physical and Biological Sciences: Lab hours x 1.0 = load
    B. All other disciplines: Lab hours x .75 = load
    C. Lab hours for PE and REC classes are classified as "Activity" load hours and are normally calculated as: Activity hours x 0.70 = load.

Under C. Change to:

Lab hours for Physical Education (PHE), Recreation (REC), and Dance (DAN) classes are classified as "Activity" load hours and are normally calculated as: Activity hours x 0.70 = load.

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DISCUSSION:

Under Special Cases (B):

Add: Private Lesson since those pay differently. This is not load, so (B) makes the most sense to add it, unless we want to clarify in (A) section. Full-time faculty making or not making load have been known to still get paid their "private" music compensation. These are paid on a per student basis for applied music (currently $578/student) and private music (currently $289 per student). I don't believe we need to add the per student cost, as that could change, but we should recognize it in the document.

Some of the items that fall in (B) and (C) are provided as reassign time as opposed to a stipend. We state non instructional load, but perhaps we include (release/reassign time) as it's used interchangeable. We should mention a Faculty Reassign Time Proposal should be submitted for documentation and approved by the Dean and Vice President of Academic Affairs.

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Consistency in the language of loading.

Example - Internships is following the same formula as Independent Study. I would recommend removing the language of "per student basis" OR add it to Independent Study and Directed Research to be consistent.

Example – use same decimal structure throughout. Add 0.70 and 0.10 in Directed Research for consistency.

Example – Move Practicum and Workshop to align with others.

i.   Independent Study - Load hours for classes designated as Independent Study are calculated as: student credit hours x 0.10. Requires approval by the Dean or Associate Dean.

ii.   Internships – Load hours for classes designated as Internships are calculated on a per-student basis as: student credit hours x 0.10. Requires approval by the Dean or Associate Dean.

iii. Directed Research- Load hours for Directed Research projects are calculated as: student credit hour x 0.7 for up to 5 students. An additional 0.1 for each student above 5. Requires the approval by the Dean or Associate Dean.

iv. **Practicum:** Load hours for classes designated as Practicum are calculated as student credit hours x 0.10. Requires approval by the Dean or Associate Dean.

v. **Project:** Load hours for classes designated as Project are calculated as LEC/LAB and can vary by course. Requires approval by the Dean or Associate Dean.

vi. **Workshop:** Load hours for classes designated as Workshops are calculated as LEC/LAB and can vary by course. Requires approval by the Dean or Associate Dean.

Kind Regards,

Stacey

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