

FACULTY APPENDIX

Faculty Credentials, Qualification Determinations, and Review Procedure

The purpose of this procedure is to set forth the process for the following:

1. The applicant screening process for reviewing and assessing credentialing qualifications;
2. The process for handling disagreement among hiring committee members as to whether an applicant meets department credentialing qualifications; and
3. The process for making an exception to Department Credentialing Standards for a specific job posting.

Assessing Applicant Credentials Qualifications

All applicants must meet MATC credentialing standards at the time and date of the job posting. Per MATC's recruiting and hiring process, the responsibilities of the Hiring Committee include screening all the applications, résumés, and other materials submitted by applicants to determine which applicants meet the job posting requirements. For those applicants identified by the Hiring Committee as meeting credentials standards, the Committee will identify the pool of interviewees. Human Resources (HR) will validate applicant documents to ensure they meet credentials standards for those candidates who have been selected to be interviewed by the Hiring Committee.

HR will seek to clarify and resolve any validation issues with the candidate before any job offer is made to any candidate. HR will inform the Hiring Committee of any validation issues and actions taken to resolve these issues.

Process for handling disagreement among hiring committee members

If the Hiring Committee cannot agree whether an applicant meets the credentials standards or if additional information is needed to make such determination, the committee may request that HR obtain additional information from the applicant or submit the applicant's documents to the Dean for faculty review and determination of whether the applicant meets the credential standards.

If there is a request for faculty determination, the academic dean or designee will contact the faculty lead (DC/IC/PC) to review the request within twenty-four (24) hours. The faculty lead will contact all current full- and part-time members of the instructional area and conduct a vote, either in person or via email, on the request. The number of votes cast must be from at least 50% of the number of the full-time faculty in the instructional area and the majority of those voting must approve the request. A decision on the request will be issued within up to, but not exceeding, ten (10) working days of receipt of the request by the faculty lead.

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If the elected faculty lead cannot get enough members of the department together to conduct a vote, then the faculty lead will request a decision by the Faculty Credentials Review Committee (FCRC) on the candidate via proxy for the department and give their decision to the supervisor.

If the department and faculty lead agrees that the applicant meets the credentialing qualifications, the applicant can continue the hiring process. If the department and faculty lead do not believe the applicant meets the credentials standards, the applicant is withdrawn from the hiring process. Human Resources will notify the Hiring Committee of the department's decision within 24 hours of receipt of decision. Interviewees undergoing review under this procedure may be interviewed but cannot be hired until a decision is made that they meet credentialing qualifications.

If there is no department participation, and no FCRC decision, the candidate must be withdrawn from the pool.

Process for making an exception to Department Credentialing Standards

In the case where there is an acceptable exception (see below), a credentialing standard can be created for a specific job posting. The Dean or faculty lead within an instructional area may request to modify the credentials for a specific job posting based upon one of the *acceptable exceptions* set forth below.

Exceptions to the minimum qualifications for credentials should be rare and made only in instances where a candidate who meets the standards is not available. These exceptions may be granted based on the following *acceptable exceptions*:

1. Emergency staffing situations
2. Pending credentials such as courses or programs in process by applicant (letter of hire will state stipulations and timeframe for completion)
3. Need for special expertise
4. Emerging fields
5. Lack of available candidates (including lack of qualified diverse candidates in the applicant pool)

In the case of *acceptable exceptions*, the Dean or faculty lead in the instructional area will provide a written recommendation and rationale as to what credentials should be for a specific job posting to the faculty lead. The faculty lead will contact all currently assigned full- and part-time members of the instructional area and conduct a vote, either

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in person or via email, on the request for exception. The number of votes cast must be equal to or greater than 50% of the number of the full-time faculty in the instructional area and the majority of those voting must approve the exception.

A decision on the request for exception will be issued to the Dean within three (3) working days of receipt of the request by the faculty lead. The Dean must submit this decision in writing within one (1) working day to HR. If a decision cannot be reached or if the timeframe is not conducive for faculty review, then decision will be made by the Faculty Credentials Review Committee (FCRC). If the FCRC cannot reach a decision or if the timeframe is not conducive for committee review, then the final decision will be made by the MATC President and Local 212 President. The decision will be reviewed by the FCRC at the next scheduled meeting.

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Faculty Preference Forms

The Provost's office will announce to the academic schools that the electronic preference forms are available to faculty utilizing the following timeline:

Summer/Fall Semester(s) –

February 1 – Preference forms are released to full-time faculty

February 15 – Full-time faculty preference forms are due electronically to the Academic Dean

March 1 – Preference Forms are released to part-time faculty including FT above load requests

April 1 – Part-time preference forms are due electronically to the Academic Dean

May 1 – Preliminary part-time faculty assignments are loaded into COSMO

Spring Semester –

September 1 – Preference forms are released to full-time faculty

September 15 – Full-time faculty preference forms are due to Academic Dean

October 1 – Preference Forms are released to part-time faculty including FT above load requests

November 1 – Part-time preference forms are due electronically to the Academic Dean

December 1 – Preliminary part-time faculty assignments are loaded into COSMO

All preference forms must be submitted by agreed upon due dates. For any forms that are received past the due date, the faculty name will be added to the bottom of the list for assignment(s).

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Assignment of Classes

All Faculty have the responsibility to be available for the entire assignment, completing all course obligations, except in cases of unanticipated job conflicts, illness, family leave, or other emergencies. Faculty who do not complete an assignment for reasons other than the above will not be granted a semester of longevity for that semester. Scheduling vacations during the semester is not acceptable and may be subject to disciplinary action if it occurs.

Full-Time Faculty Assignments

Faculty may express, in writing, preferences in teaching assignments. Such requests will be submitted at least two (2) months prior to the published date on which tentative teaching schedules are due. Faculty may discuss their teaching schedule with their immediate supervisor prior to scheduling.

The appropriate supervisor will consult, upon request, with the faculty prior to scheduling courses and hours. Faculty will be notified of their tentative program not less than thirty (30) days before the end of the preceding semester, and such notification will include the percentage of teaching load assigned.

In assigning teaching duties, the appropriate supervisor will give first consideration to the primary or secondary professional competence of the faculty and to his or her experience in other fields as a faculty.

Faculty may submit a letter of availability for day, evening, and/or weekend courses/work to their Associate Dean. Qualified faculty who have a preference to be assigned to day, evening, and/or weekend work will be assigned based on longevity. If day or evening assignments remain unfilled, then the least senior qualified employee may be assigned to the courses/work.

Faculty will not be required to take evening courses/work if they have voluntarily or involuntarily done so in one of the previous two (2) semesters. This provision may be waived for faculty directly involved with programs which operate only during late afternoon or evening hours or may be waived for one (1) semester where the limited staff (two (2) persons or less) of a department are the only qualified faculty available.

Full-Time Faculty Overloads

A full-time faculty who has more full-time longevity than a part-time faculty has part-time longevity, as defined below, will have priority to an assignment. Conversely a part-

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time faculty who has more part-time longevity than a full-time faculty has full-time longevity, as defined on myMATC, will have priority to an assignment.

Full-time faculty who retire from MATC and are subsequently rehired to a vacant part-time position will be allowed to teach based on full-time longevity accrued since July 1, 1998.

A letter of availability will be provided by the Provost's office to all full-time faculty in order to determine whether they want to teach over their full-time load for the following year.

- (1) Class loads which fall between 90% and 108% will be construed as 100%.
- (2) The current semester must be analyzed in relation to the previous two semesters. If the current semester load plus the two previous semesters' loads, including prep load, sums to more than 309%, then the current semester must be reduced or the overload must be paid. The load must be reduced so that the three semester total is less than or equal to 309%. If a load adjustment cannot be made, the faculty must be paid cash compensation equaling one (1) times the current semester load in excess of 100% times the current regular semester salary.
- (3) Overloads will be limited to 33% per semester. There are no exceptions to this rule.

Part-Time Faculty Assignments

a) Assignments - Faculty must be qualified to teach the individual courses they are requesting. If the supervisor/department has concerns about a faculty's qualifications to teach a course(s), that should be addressed with the faculty at the time he or she designates courses on the preference form. In determining qualifications, factors may include professional currency, experience, certification, and instructional and technical competence.

b) Assignment Process - In assigning classes, if the faculty has the requisite longevity and qualifications, he or she will be assigned classes on the letter of availability within the load range. Administration will strive to meet the top preferences of part-time faculty via longevity; however, they may be assigned any course, campus, time, or day that is designated on the preference form. Faculty will have access via INFOnline to his or her teaching assignment, which will include beginning and end date, and percent workload for each course.

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c) **Class Availability** - When a class becomes available unexpectedly, efforts to reassign the class will be made based on faculty qualifications, longevity, and preference form.

d) **Load** - Faculty load will be filled as indicated on the preference form. Maximum load for part-time faculty is 49.9%. Extensions to 60% will be allowed on an emergency/exception basis in accordance with the guidelines on page 138. The additional load will be assigned using the same process as regular part-time assignments.

e) **Assignment Issues** - Changes in faculty assignments are to be accomplished in a manner that minimizes “bumping” while balancing the rights of the students with those of the faculty. The supervisor will notify faculty of all teaching assignment(s) changes.

If a faculty finds one or more of the assignment issues (e.g., no assignment, course incorrectly assigned), he or she must notify the supervisor in writing of the concern before the section meets.

If the faculty provides notice of an assignment issue before the section meets, the following remedies are available:

Five or More Days Before the Start of the Semester

If the supervisor receives written notification of an assignment issue more than five days before the start of the semester, the faculty will be assigned to another class according to longevity and the preference form.

Within Five Days Before the Start of the Semester

If the supervisor receives written notification of an assignment issue within five days of the start of the semester, the supervisor will implement one of the following options in the order listed:

1. Offer another class to the faculty if a class is available
2. Bump the least senior teacher assigned to the same course based on longevity according to the preference form
3. If feasible as determined by the supervisor, assign the class as an independent study.
4. Bump the least senior teacher assigned to a different course based on longevity according to the preference form.
5. Provide remuneration for the assignment(s) canceled:
 - a. Payment of \$250, or
 - b. Receive 10% of the compensation for that class, whichever is greater.

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Semester Has Started

If a supervisor receives written notification of an assignment issue after the semester has started, but before the section meets, the supervisor will implement one of the following options in the order listed:

1. Offer another class to the teacher if a class is available.
2. Provide remuneration for the assignment(s) canceled:
 - a. Payment of \$250, or
 - b. Receive 10% of the compensation for that class, whichever is greater.

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Teaching Load and Class Size

The length of the teaching period will be fifty-five (55) minutes plus five (5) minutes for passing between periods.

Type of Class	Periods/ Week
Lecture Including Lecture-Demonstration and Recitation (AD Courses)	15
Individual and Group Instruction (AHS, High School Contract, Apprentice, Adult-Vocational Courses)	20
Related	
Laboratory or Quiz (AD Courses)	24
Shop (AHS, High School Contract, Apprentice, Adult-Vocational Courses)	

Class Size

Maximum enrollment in classes will be limited to fifty (50). Online classes are limited to twenty-four (24) unless noted differently below. Shops, labs, and quizzes are limited to the number of stations available in a given lab or shop, but the number of students will normally not exceed twenty (20). No student will be added after the beginning of the second week of classes without the consent of the faculty.

The number of students in a classroom will be limited to the number of desks or stations in that classroom. If there is an excess number of students, adjustments will be made as soon as possible and within two weeks after the excess is reported.

Basic skills classes will be limited to an enrollment of twenty-five (25).

Adult High School: The District will limit initial enrollment in Adult High School classes to twenty-five (25) students.

Writing-intensive courses in any school will cap initial enrollment at twenty (20) students per class. No student will be added after the beginning of the second week of classes without the consent of the faculty. No more than three (3) writing-intensive classes will be assigned to a teacher in any given semester unless agreed to by the faculty.

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School of Health Sciences Teaching Loads for Clinical Experiences

	Supervised Clinical	Preceptor Clinical
Nursing	1/24 per hour time with students 1/32 for records and reports up to 6 hours per week (18%)	N/A
Allied Health	1/24 per hour time with students	1/24 per student per week
Dental	1/24 per hour time with students	1/24 per student per week

1. Load is assigned prior to the start of the semester.
2. Adjustments to load can be made up to two weeks prior to the start of clinicals.
3. If a student drops from clinical after the start of semester, there is no adjustment to load unless a section must be closed.
4. Administration will make reasonable efforts to divide coordination activities on an equitable basis among all faculty in the program. Load for coordination may be assigned for activities such as assigning rooms or substitute faculty, orientation of new faculty, planning and evaluating courses. Load will not be assigned for activities that are part of the regular on-campus time or teaching load (i.e., meetings with Associate Dean, faculty meetings, advisory meetings).

Independent Study

When it is determined that there are no sections available in the District and all other efforts have been exhausted, faculty may be asked to teach an independent study course using the following criteria:

- a. % of Load
 - 1 - 3 students = 5%
 - 4 - 6 students = 10%

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- b. Faculty will only be asked to teach courses they have taught previously on a volunteer basis.
- c. No faculty will be assigned more than a 10% load for independent study.
- d. Independent study is defined as learning that is more self-directed than a regular course in which the faculty plays a much less visible role, and in which the delivery is significantly different than regular classroom delivery.
- e. No course may be offered as independent study that requires the student to use or operate equipment in a laboratory or machine shop, requires the presence of a faculty to monitor student activity, requires the faculty to demonstrate the operation or use of equipment, or involves the use of computers or computer applications (exceptions for computer courses can be mutually agreed upon by the faculty and the supervisor).
- f. An independent study assignment is counted as a separate preparation for each course number. At most, two course numbers can be carried as an independent study (two 5% independent study assignments).

Internship/Experiential Learning

Faculty, students and employers involved in an internship course should complete the basic agreements and evaluation provided by the College. The credit internship course requirements are standardized by each School according to their needs as well as hours and credits.

Faculty teaching load for credit experiential learning courses will be compensated based on a formula developed using the Collaborate Decision Making (CDM) process with representation from faculty and administration of all academic schools.

Stacking of Classes

Stacking or “absorbing” of one (1) class into another will not be done except in cases of emergency when no other solution is possible and will be subject to the following:

1. When stacking is done, every effort must be made to match the type of students and classes as well as the level of the classes.
2. Stacking of classes will not result in more than 18 students in the stacked class.

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3. Scheduling more than one (1) class in the same room at the same hour is not considered stacking when this is normally done on the basis of individual instruction.

New Faculty Release Time

Faculty hired as new full-time regular faculty to MATC will receive a reduced full-time load of 80% for their first semester and are required to participate in first-year faculty development activities consistent with Faculty Quality Assurance Standards (FQAS). All new full-time faculty coming from industry with no teaching experience will receive a reduced full-time load for their first two semesters and will be required to take Peer Support as part of their participation in the Faculty Development Program for New Teachers. Supervisors will schedule new faculty accordingly in order to allow them to attend these activities.

Limited term employment (LTE) faculty will receive a reduced load of 80% for their third semester and will be required to participate in the faculty development activities consistent with FQAS.

Any new full-time faculty with a reduced load will not be allowed to have any overload.

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Faculty Professional Assignments for Department Chair, Campus Chair, Program Coordinator and Instructional Chair Positions

Faculty professional assignments may include Department Chairs, Campus Chairs, Program Coordinators and Instructional Chairs. These assignments represent the faculty in managing the department, program and/or School. The duties in these positions will be assumed by full-time faculty, unless otherwise approved by the Provost.

The duties for professional assignments will be determined by written job descriptions. These job descriptions may differ among schools, but will be standardized within each school for similar assignments and will include a specified length of term for the assignment.

Professional assignments in these categories will be determined and defined in a fair and equitable, faculty-driven process. This process will include an administrative announcement of the position as well as an election when the position is contested by more than one faculty member. When a vote or election occurs, the assignment will be awarded to the candidate who receives the most votes of the total votes cast. If the election is not contested, a vote or election will not be held. All department faculty are eligible to vote in these elections.

Load Calculations

Load calculations for all professional assignment positions will be based on the amount of time required to accomplish the scope of the work and responsibilities associated with the position.

Professional Assignment Committee

A collaborative professional assignment committee will be convened at least once a year to review job descriptions of non-teaching professional assignments and work load for consistency and equity in accordance with the Collaborative Decision Making (CDM) process. Recommendations for these job descriptions will be provided to the Deans and Provost to ensure consistency and equity.

Other Assignments

Other professional non-teaching assignments will be determined and defined in a fair and equitable, faculty-driven process that is transparent.

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Online Course Oversight and Governance

MATC is dedicated to remaining a leader in the delivery of quality online, hybrid and distance educational programming. Recognizing the growth and specific issues surrounding distance education, MATC maintains an Online Council under the auspices of the Student Success Core Committee to review online course and distance education issues. The council is a faculty-driven committee that uses the Collaborative Decision Making (CDM) process. The Online Council is co-chaired by a faculty member and MATC's Director of Curriculum and Instructional Support. The work group is charged with maintaining rubrics and systems to facilitate online course development and quality, as well as appropriate training and professional development experiences for online faculty.

College Learning Management System (LMS)

The College utilizes Blackboard (Bb) as its Learning Management System (LMS). While the Learning Management System must be used to deliver online courses, faculty teaching traditional, face-to-face courses must also post their syllabi in Bb as well. To the extent faculty are competent and comfortable, they should make use of Bb features including entering student grades in the grade book, using the discussion board, putting the course schedule in the calendar, office hours and contact information under faculty information, course alerts under announcements, etc. End-of-course evaluations are delivered to students, and are later reviewed by faculty, via Bb.

Online Teaching Requirements

Faculty New to Online Teaching are required to complete the course Preparation for Online Teaching (ZERD-011) which has a prerequisite of Introduction to Blackboard (COMPSW-197*) prior to being assigned an online course. Upon completion of the course, ZERD-011, faculty will be eligible to be assigned an online course.

Faculty currently teaching online: Can either take ZERD-011 *or* satisfy the competencies for ZERD-011 by:

1. Completion of COMPSW-197 and COMPSW-198 *or*
2. A combination of one Blackboard course and ZERD-200 (Online Teaching Methods) *or*
3. COMPSW-197* and participation in a Quality Matters (QM) review (contact TLTdept@matc.edu)

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Those who supervise online faculty should also take the “Preparation for Online Teaching” (ZERD-011) so that they too are familiar with the learning management system and best practices for online teaching.

It is highly recommended that faculty continue their knowledge of online instruction by completing Intermediate Blackboard (COMPSW-198) and Advanced Blackboard COMPSW-199 as part of their professional growth plan.

Online Teaching Expectations for All Courses Offered at a Distance

All Faculty Teaching online must initiate and engage in “regular and substantive interaction” with their students as defined by the U.S. Department of Education:

- Regular – while there is no standard definition, faculty are to interact with students on a fairly set schedule built into the course – comparable contact hours with for face-to- face classrooms.
- Substantive - direct instruction, substantive feedback to assessments, or contacts with students that create the opportunity for relevant discussion of academic subject matter.

*Faculty can elect to demonstrate the competencies for COMPSW-197 by completing the waiver process <https://goo.gl/Doq6zU>

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Online Stipend Process

Faculty teaching a course that is completely online for the first time are entitled to receive a one-time stipend in the amount of \$675 upon completion of teaching the online course. After completing instruction of their first online course, faculty should notify their Associate Dean of their eligibility for the Online Stipend. The Associate Dean will supply the following information to the Director of Curriculum and Instructional Support for payment of the Online Stipend:

1. Faculty-first and last name
2. Faculty-COSMO ID #
3. Course name & number taught online

Online Course Assignments

Online courses are assigned to faculty only after they have demonstrated competence through prior online teaching experience, and/or training in the college's learning management system. Such training will incorporate the best practices of online pedagogy. Faculty teaching online for the first time will not be assigned overloads so that they can focus on the development and delivery of their online course(s). New online faculty are encouraged to participate in the online faculty mentoring program and additional professional development activities designed to support and inform their practice. These activities are regularly offered through the following areas:

- Educational Research and Dissemination (ER&D)
- Teaching & Learning Technology
- Faculty Innovation Center

Full-time Faculty Online Load

At least 20% (semester average) of a full-time faculty member's load will be comprised of face-to-face courses and no more than 80% (semester average assuming 100% and discounting overload) will be assigned as online. Exceptions may be considered as needed. Office hours and on-campus hours are required beyond teaching as defined below.

Faculty requesting to teach more than 80% of their full-time load online must request an exception in writing, by the same due date of the full-time preference sheet, to their Associate Dean. The request should include justification as to why the exception should be granted. The Associate Dean will be required to obtain the Dean's approval for any

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exception. The Dean will submit the list of all exceptions for each semester to the Provost.

Criteria for Determining Exceptions:

- The entire diploma or AAS degree program is offered online
- The entire program is in an accelerated format online
- Growth in program/department online enrollments
- The faculty member has other load which clearly requires a campus presence
- No other qualified faculty are available to teach online courses
- Need for a substitute/replacement faculty due to extenuating circumstances

Online Faculty Campus Time

Off-campus preparation time is permitted for those who teach fully online classes. A minimum of 60% of weekly hours for online courses are required to be spent on campus. This allows for 40% of the weekly hours for online courses to be held off campus. The weekly on-campus hours are calculated using the following formula: $.60 \times \text{online load}$ (e.g. $.20 \times 32 \text{ hours} = \text{Weekly on-campus hours}$). The online course and associated on-campus time should be reflected on the On-campus Time Form.

The following chart should be used for determining on campus time:

% Online load	Hours per %	Hours required on campus	% Online load	Hours per %	Hours required on campus	% Online load	Hours per %	Hours required on campus
20	6.4	3.8	64	20.5	12.3	108	34.6	20.7
21	6.7	4.0	65	20.8	12.5	109	34.9	20.9
22	7.0	4.2	66	21.1	12.7	110	35.2	21.1
23	7.4	4.4	67	21.4	12.9	111	35.5	21.3
24	7.7	4.6	68	21.8	13.1	112	35.8	21.5
25	8.0	4.8	69	22.1	13.2	113	36.2	21.7
26	8.3	5.0	70	22.4	13.4	114	36.5	21.9
27	8.6	5.2	71	22.7	13.6	115	36.8	22.1
28	9.0	5.4	72	23.0	13.8	116	37.1	22.3
29	9.3	5.6	73	23.4	14.0	117	37.4	22.5
30	9.6	5.8	74	23.7	14.2	118	37.8	22.7
31	9.9	6.0	75	24.0	14.4	119	38.1	22.8
32	10.2	6.1	76	24.3	14.6	120	38.4	23.0
33	10.6	6.3	77	24.6	14.8	121	38.7	23.2

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34	10.9	6.5	78	25.0	15.0	122	39.0	23.4
35	11.2	6.7	79	25.3	15.2	123	39.4	23.6
36	11.5	6.9	80	25.6	15.4	124	39.7	23.8
37	11.8	7.1	81	25.9	15.6	125	40.0	24.0
38	12.2	7.3	82	26.2	15.7	126	40.3	24.2
39	12.5	7.5	83	26.6	15.9	127	40.6	24.4
40	12.8	7.7	84	26.9	16.1	128	41.0	24.6
41	13.1	7.9	85	27.2	16.3	129	41.3	24.8
42	13.4	8.1	86	27.5	16.5	130	41.6	25.0
43	13.8	8.3	87	27.8	16.7	131	41.9	25.2
44	14.1	8.4	88	28.2	16.9	132	42.2	25.3
45	14.4	8.6	89	28.5	17.1	133	42.6	25.5
46	14.7	8.8	90	28.8	17.3	134	42.9	25.7
47	15.0	9.0	91	29.1	17.5	135	43.2	25.9
48	15.4	9.2	92	29.4	17.7	136	43.5	26.1
49	15.7	9.4	93	29.8	17.9	137	43.8	26.3
50	16.0	9.6	94	30.1	18.0	138	44.2	26.5
51	16.3	9.8	95	30.4	18.2	139	44.5	26.7
52	16.6	10.0	96	30.7	18.4	140	44.8	26.9
53	17.0	10.2	97	31.0	18.6	141	45.1	27.1
54	17.3	10.4	98	31.4	18.8	142	45.4	27.3
55	17.6	10.6	99	31.7	19.0	143	45.8	27.5
56	17.9	10.8	100	32.0	19.2	144	46.1	27.6
57	18.2	10.9	101	32.3	19.4	145	46.4	27.8
58	18.6	11.1	102	32.6	19.6	146	46.7	28.0
59	18.9	11.3	103	33.0	19.8	147	47.0	28.2
60	19.2	11.5	104	33.3	20.0	148	47.4	28.4
61	19.5	11.7	105	33.6	20.2	149	47.7	28.6
62	19.8	11.9	106	33.9	20.4			
63	20.2	12.1	107	34.2	20.5			

All full-time faculty, regardless of the nature of their assignment, are bound by the guidelines contained in the “Non-teaching Duties” section found on p.135 of this document.

Online Class Size

The class size limit for online courses will be twenty-four (24) students (except for specific writing-intensive courses that are capped at 20). Any course-level exceptions, to account for attrition rates, etc., must be reviewed and approved by the departmental faculty. Any section-level exception (overload) must be reviewed and determined by the faculty of record for the course section being taught.

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Online Course Development

Faculty who wish to develop online courses, or convert existing courses to an online environment, must obtain the approval of their academic or occupational department and subsequent approval from their Associate Dean. Forms for this process, as well as technical support, are available from MATC's Office of Curriculum and Instructional Support. All online courses are evaluated through a systematic process employing a rubric designed by the Online Council (adopted from Quality Matters). During the course's initial development, and continuing beyond its initial offering, the authoring faculty works with an instructional support liaison to develop and improve the course using the rubric. No course will be approved for online delivery unless a Course Outcome Summary (COS) exists. No course will be scheduled for online delivery until it has been approved for quality by the Online Council.

Online Course Ownership and Rights to Teach

If a faculty is compensated monetarily, or given release time, to create an online course, all materials created are the property of MATC. If no compensation is given, or release time granted, the teacher retains ownership of the course and its materials and cannot be compelled to share such with fellow faculty or MATC administration. To avoid any conflicts, course creation should take place during non-MATC work hours and not make use of MATC materials or resources. Authoring faculty retains the right to first-teach the course for two years, unless the course is required to fill a full-time faculty member's load. At the end of the two years, other faculty may be offered the chance to teach the course, but if the authoring faculty was, or will be, compensated by MATC.

All course materials beyond the Course Outcome Summary (COS) will only be shared.

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Access to Online Courses and Content

Supervisors of full- and part-time faculty will have access to online course sites and content based on the following conditions:

1. *Probationary Faculty:* Supervisors will have access to online course(s) and content during the duration of the probationary period.
2. *Post-Probationary Faculty:* In the case of documented complaints or issues, supervisors will have access to online courses and content to ensure quality. Prior to contacting the Office of Curriculum and Instructional Support to be given access to a course(s), the supervisor will have a conversation alerting the faculty.
3. *First-time Online Teaching:* Supervisors will have access to all online courses(s) and content for post- and probationary faculty teaching online for the first time during the Online Stipend Process.
4. *Departmental Course Master Shells:* Faculty and their immediate supervisor may access department-related course master sites for academic development and preparation purposes.

Online Course Records

Online course content is kept in the College's Learning Management System (Blackboard) for one year following the beginning of the semester. Each semester, the College will notify faculty by email when course content from the past semesters is deleted from Blackboard (Example: Fall 2015 courses deleted before the Fall 2016 semester). To ensure that course files are saved and protected, faculty are strongly advised to archive their online course content in Blackboard and save the file offline. Information regarding the steps to the archive procedure will be provided to faculty by MATC's Curriculum and Instructional Support office.

Hybrid and Accelerated Courses*

To accommodate student needs and preferences, MATC offers a combination of courses that are a mix of online and face-to-face educational experiences, as well as accelerated courses. Faculty teaching these courses must be deemed competent by the academic

*WTCS definition to be approved

FACULTY APPENDIX

department to do so in advance of them being assigned the course. Such courses are developed with the approval and oversight of the departmental faculty from which the course originates.

FACULTY APPENDIX

Summer School

Faculty positions in the summer session (day and evening) will be filled by faculty employed with a regular faculty member of the preceding year, if such qualified faculty are available and consent. Otherwise, such positions will be filled at the discretion of the administration.

The salary for full-time faculty will be based on the rate of 60% of Class and Step for all classes taught. Salary for part-time faculty will be at the part-time rate.

In the selection of qualified faculty for summer school, faculty positions will be offered first to qualified full-time tenured faculty if they expect to be available for the full duration of the assignment. They will be selected using an equitable method of rotation as set by the division/department.

In scheduling summer sessions, every effort will be made to offer employment to as many faculty as possible consistent with good educational practice. This means that all qualified full-time faculty will be offered one class assignment, no matter what the departmental/divisional affiliation is, before any full-time faculty receive two class assignments. Workload will be calculated, based upon a fifty-five (55) minute teaching period.

After full-time faculty assignments have been made, part-time faculty will be offered assignments using the same process defined above.

FACULTY APPENDIX

Substitute Teaching

Substitution: full-time or part-time faculty will have the option to use professional discretion in consultation with their supervisor to make alternative arrangements, (i.e., cancel class, release for independent study, or request a specific full- or part-time faculty member for purposes of continuity of instruction), for conducting their class in their absence. Otherwise, substitute assignments will be offered first to currently employed certified full-time or part-time faculty, then to certified part-time faculty who submitted a Letter of Availability by the due date and received no teaching assignment, then to certified personnel as stated in each division's substitution policy. Whenever a faculty member arranges for a substitute teacher, prior written communication must be sent to his or her supervisor.

Substitution will be compensated for as follows:

- 1. Substitute Pay During Preparation Time or Standard Work Time:**
 - a.** 1-7 days per school year on a cumulative basis — \$18.66 per class period
 - b.** Over 7 days per school year on a cumulative basis — \$25.62 per class period
 - c.** In subsequent years the substitution compensation will increase on a schedule and amount according to the annual or semester increases for Class and Step.
- 2. Outside Regular Work Week:** Substitution outside the regular work week schedule of faculty will be paid at part-time rates unless compensatory time-off arrangements within the current semester are agreed upon by the teacher and supervisor.
- 3.** When a faculty is assigned to take over a scheduled class for more than two weeks, the faculty will be paid at Class and Step for all periods from the beginning of the assignment, provided that the rate paid for such assignment will not exceed the Class and Step rate.

FACULTY APPENDIX

Interim Teaching Assignments

Interim instructional periods are those that fall outside of the regular fall, spring and summer terms. Faculty teaching during these periods will not exceed one course or 20% teaching load, whichever is greater. Teaching pay for this period will be paid at the summer pay rate and will be offered using the summer school process.

FACULTY APPENDIX

Non-Teaching Duties

Full-Time Faculty

In addition to assigned teaching load, full-time faculty members have the following duties that support the mission, vision and strategic plan of the College.

1. *Academic Advising* – Faculty will post their on-campus schedule of availability outside of their office area and inform advisees of contact information and office hours so that students may receive assistance as needed.
2. *Advisory Committees* – Faculty are asked to participate in program advisory committee meetings that engage local industry representatives in program curriculum, currency and quality reviews.
3. *Non-Student Contact Events* – Full-time faculty will attend college, school, and department/program activities that are scheduled on non-student contact days (NSCD) as well as MATC Community and Employee Development Days. Full-time faculty may flex their hours when the schedule for these days is not consistent with their on-campus time reports.
4. *School/Department Meetings* – Academic departments may meet several times per semester to discuss program-specific matters, quality reviews, planning, etc. Faculty should work together to agree on the best schedule of these meetings around teaching assignments, office hours and committee meetings.
5. *College Committees* – Faculty are encouraged to participate in District committees and work teams to support the College's strategic plan and participate in shared governance. These include, but are not limited to, core committees, strategy work teams, hiring committees, and grade appeal committees.

There may be other events, specific to a program or school, that particular faculty should attend. In addition, there are many more events that all faculty members should consider attending. These include, but are not limited to, commencement, Portfolio Night, culinary events, Engaged and Service Learning events, MATC Foundation fundraising events, the Lamp of Knowledge award ceremony, apprenticeship banquet, state-called meetings, and MATC's Open House.

FACULTY APPENDIX

Part-Time Faculty

In addition to assigned teaching load, part-time faculty are encouraged, but not required, to attend any and all program, school, and/or College events. They may be eligible to earn FQAS renewal hours by participating.

FACULTY APPENDIX

Faculty Time Reporting

Faculty are required to accurately record approved unpaid and/or paid absences on their timesheet. The supervisor is responsible for reviewing and approving all timesheets according to College procedure and deadlines.

It is the responsibility of each faculty to submit the timesheet to his or her supervisor on time according to the established pay schedule and procedure. Delays in submitting faculty timesheets according to the established deadlines may result in delayed payment. In this situation, the supervisor will work with the faculty member using a faculty coaching process to ensure obligations are met and to bring the faculty member's facilitation within College standards. If the faculty member repeatedly continues to not meet timesheet deadlines, disciplinary action may occur.

FACULTY APPENDIX

ON-CAMPUS TIME – FULL-TIME/PART-TIME FACULTY

INSTRUCTIONS FOR COMPLETING

- Reporting Time:** Indicate all your Subject, Course, Section Numbers, locations, and rooms in the correct spaces. Include all teaching assignments, full- and part-time.
- Online Classes:** Off-campus preparation time is permitted for fully online classes (See chart on Page 128). A minimum of 60% of weekly hours for online courses is required to be spent on campus. This allows up to 40% of the weekly hours for online courses to be held off campus.
To calculate the weekly on-campus hours, follow the formula below:
 $.60 \times \text{load (e.g. .20)} \times 32 \text{ hours} = \text{Weekly on-campus hours}$
- Hourly Reporting:** Please total hours for each day. If the start and/or end time does not begin on the hour, write the exact start and stop time in the appropriate spaces and connect them with a straight line.
- Submission:** Complete this form and forward copies to your supervisor prior to the end of the first week your class(s) meet.

FULL-TIME FACULTY

- Office Hours:** Write in “office” for your office hours. Full-time faculty should have 4-5 office hours per week at a minimum. (No more than two office hours may be scheduled in one day.)
- Prep Time:** Mark “X” for your prep time.
- Lunch Break:** Write “lunch” in the appropriate spaces. If you are not scheduling a lunch period, please indicate “no lunch” as appropriate.
- Full-time faculty are required to have a total 32 hours each week. The totals without lunch must be 32 hours. For online classes, indicate the online on-campus hours in your total.
- Overload (part-time assignments) should also be reflected on the form marked with “PT” thus resulting in hours more than 32.

PART-TIME FACULTY

- Office Hours:** Write in “office” to indicate your office hours. Faculty are required to hold 1.0 office hours if you teach under 25% load; 1.5 office hours if you teach between a 25% and 39.9% load; and 2.0 office hours if you teach a 40% load or more.

FACULTY APPENDIX

ON-CAMPUS TIME – FULL-TIME/PART-TIME FACULTY SEMESTER _____ – 20___ - _____ SCHOOL YEAR

Faculty Name : _____ Office # _____
 (Please Print)

Phone # _____

Email _____

Beginning Date _____ End Date _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/ Sunday
7:00-8:00 AM						
8:00-9:00 AM						
9:00-10:00 AM						
10:00-11:00 AM						
11:00 AM- 12:00 PM						
12:00-1:00 PM						
1:00-2:00 PM						
2:00-3:00 PM						
3:00-4:00 PM						
4:00-5:00 PM						
5:00-6:00 PM						
6:00-7:00 PM						
7:00-8:00 PM						
8:00-9:00 PM						
9:00-10:00 PM						
TOTAL HRS						

_____ Date _____ Supervisor Signature _____ Date _____

FACULTY APPENDIX

Full-Time Pay

Full-time status is recognized as 50% or more of a full teaching load, with the following exception:

If all part-time faculty's preference forms have been exhausted and no part-time faculty, full-time faculty (up to 133%), or new part-time faculty can be assigned to a class, part-time faculty, based on longevity and preference form, may be assigned up to 60% in an emergency. This should only be done with the approval of the Provost and only if the class is unassigned within two days of the beginning of the class.

Whenever semester average load exceeds 60% ($\geq 60.1\%$), the faculty will be paid at the full-time rate for his or her weekly load for the remainder of the term following the load increase. This may be achieved through the use of a full-time limited term appointment or may be paid retroactively if exceeding the average load threshold is uncertain earlier or is not recognized until later in the term or after the term has ended.

FACULTY APPENDIX

Faculty Pay for Contract Classes

Contract classes are classes conducted under Wisconsin State Statute Section 38.14 and are for a specific business or group of businesses that restrict enrollment to only those approved by the contract.

Contracted classes help the college meet its economic development mission. The goal of the classes is to meet the specific needs of a business or group of businesses in a timely and cost-effective manner.

The first criteria for faculty selection will be any specific business request. Faculty selected for contract classes must meet the College's certification requirements.

TYPES OF OUTREACH SERVICES

- A. **TECHNICAL ASSISTANCE:** Technical assistance is a non-instructional activity which helps a service recipient accomplish an organizational purpose, goal, or mission. Technical assistance includes such services as planning and assessment, facilitation, testing, coordination, and professional assistance and consulting.

- B. **TRAINING** is the professional dissemination of knowledge, skills and competencies provided to a group of contract participants through an instructional activity. Training may be classified as either **STANDARD** or **CUSTOMIZED**.
 - 1. **STANDARD TRAINING:** Standard training is the teaching of an existing MATC degree program course using the same course number, text, outline, syllabus and number of student contact hours. It may include normal and customary adaptations such as modifying the course syllabus and/or the length of time the course is taught.
 - 2. **CUSTOMIZED TRAINING:** Customized training results when unique customer needs require more than normal and customary adaptations or modification of an existing course, or the creation of a new course or use of existing non-credit curriculum. Determination of a customized course is based upon but not limited to one or more of the following criteria:
 - i. Modification of course materials (including lab and shop modules) to reflect the unique conditions requested by and paid for by the customer.
 - ii. Creating a new course in subject matter not currently offered by MATC.
 - iii. Outreach customized course curricula may be unique to the needs of a specific customer as determined by agreement of the customer, Office of Workforce Solutions, and the faculty. As the customer pays for the curricula, it is the property of the customer.

FACULTY APPENDIX

OUTREACH FACULTY ASSIGNMENT

The decision to teach a contract class is voluntary for all full-time and part-time faculty.

Faculty who voluntarily agree to teach a 38.14 contract class will be paid at the part-time rate including the appropriate preparation factor for customized training classes: 1/15 for lecture, 1/20 for related, and 1/24 for lab. This rate applies no matter what time of year or what the faculty member's current load is. These classes will be calculated as load and do count against the maximum load limitations and exceptions policy. (In rare cases, full-time faculty may be assigned to do 38.14 classes as part of their full-time load.)

An outreach technical assistance assignment is any non-instructional activity contracted by an organization that is one assignment of 50 or more periods or multiple assignments, not to exceed 50 periods.

If customization (see above) involves curriculum development, it will be compensated per the curriculum development policy. If the course is being taught, it will be paid at the appropriate rate depending on whether it is a lecture, lab or related.

Technical assistance will be paid at the rate of 1/32.

Avocational (600-level) offerings – These courses are leisure-time, self-enrichment activities including arts, crafts, games, hobbies, sports, recreation, and foreign language conversation. Faculty pay for avocational classes and workshops will be at an hourly rate (1/32) for contact hours only. Faculty and administration will collaboratively develop the rates and submit a proposal to the District Board.

FACULTY APPENDIX

Lab Workload

Full-time faculty should receive a stipend in recognition of continuous maintenance of lab/shop equipment based on the total number of lab student contact hours (SCT) accrued over a semester. The hourly compensation will be based on 1/50th of the hourly wage of Class 0, Step 0.

$$\frac{(\text{SCT}) \times (\text{Class 0 Step 0})}{(175 \times 6.4)} \times \frac{1}{50}$$

FACULTY APPENDIX

Travel Time

Faculty who are required by MATC to travel on a regular basis as part of their official assignment, but whose teaching load does not include a factor for travel time, will not have such travel time counted as part of the class load but will receive pay in addition to the established mileage allowance, for lost preparation time, as follows:

Travel Zone	Straight Line Miles	Compensation Per Trip
0	0 to 1	None
1	Over 1 to 4	\$3.00
2	Over 4 to 8	\$6.00
3	Over 8 to 15	\$9.00
4	Over 15 to 30	\$12.00
5	Over 30 to 45	\$15.00
6	Over 45	\$18.00

The miles per trip will be calculated on a straight line basis from one work location to another, according to an official map of the Milwaukee Area Technical College District.

No faculty will be paid travel time for a voluntary overload.

FACULTY APPENDIX

Curriculum Development

The District may offer curriculum development for 100, 200, 300, 700 & 900 level courses* as part of load on a voluntary basis for faculty. The load will be determined based on 1/32 load hours. Faculty retains the right to request FQAS renewal credits in lieu of payment.

The curriculum development category includes writing of new courses and/or the comprehensive revision of an existing course, including specially funded curriculum development. All curriculum projects will be submitted to the Provost office for review and approval prior to the assignments. A consensus between administration and the subject matter expert (faculty) is needed to begin with the process. The Curriculum Department office will provide the standards, expectations and final approvals of the projects.

Curriculum development will be paid at a rate of Class 3, Step 3. Faculty will receive one-half of the payment for curriculum development upon submission and approval of the required components. The other half of the payment will occur after the faculty member teaches the course and made any revisions needed. Required course components, terms of compensation and other process details can be found in the procedure link below.

No faculty will exceed the approved load limits assigned regardless of term or period.

The projects will be paid based on the following criteria:

1. Comprehensive revision of existing course - 2% per credit
2. Completely new course - 3% per credit

For purposes of curriculum development, Adult High School (700 level) 1 credit courses are calculated as 3 credits.

*Curriculum development for 400, 500, & 600 level courses will be dealt with on a case-by-case basis.

A procedure has been developed to support this policy and is found at <http://tlc.matc.edu/index.php/curriculum/curriculum-process/new-course-development/>

FACULTY APPENDIX

Course Preparations

The College recognizes course preparations as time faculty use to prepare course delivery, materials and subject matter related to instruction of assigned classes. The College counts each course (not section) as one (1) preparation. The College will make every effort to limit the number of separate course preparations to four (4). In instances where course preparations exceed four (4), faculty will be compensated for additional preparations as additional load according to the following formula.

$$\frac{(\text{Preparations} - 4) \times 5 \times (\text{number of credits})}{20}$$

(Preparations - 4) = Additional Preparations beyond four (4)

5 = Preparation load factor

(Credits) = Actual credit load for the given Preparations

20 = Base credit load for the given Preparations

Full-time faculty receiving additional load for course preparations will receive the load as their overload (part-time) rate.

Courses that are taught as individual instruction are not counted as separate preparations. These are considered to be one preparation and are defined as follows:

- (1) Individual instruction occurs in laboratory and shop classes where students are enrolled in different courses simultaneously with one teacher. Examples: machine shop, welding, physical education, keyboarding.
- (2) Individual instruction occurs in laboratories where students are taught using electronic technology as the primary educational delivery system. Examples: interactive electronics, language labs, piano labs, modu-math.
- (3) All GED classes are considered individual instruction. Individual instruction occurs in basic skills in certain programs such as the Labor Center, P.A.C.E., workplace literacy programs, community-based organizations and throughout the College in the open-entry, open-exit sections of basic skills.

FACULTY APPENDIX

Limitations

Full-time teaching loads between 90%-100% are subject to the following:

- (1) For faculty schedules with three (3) preparations and less than 100% load, the District will make every effort not to add any additional assignments that would result in another preparation. In instances where assignments are added, the District reserves the right to add assignments at any time during the semester so long as the additional assignment is within the faculty member's scheduled 32 hours. The total load will not exceed 103%.
- (2) In areas where the nature of the program results in five (5) preparations the District will not add any additional assignments to schedules once they reach at least 90%.
- (3) The College reserves the right to add special assignments to faculty schedules that are at less than 100% with three (3) preparations. Additional assignments will not cause the total load to exceed 100%.

FACULTY APPENDIX

Faculty Syllabus

Faculty will prepare a syllabus for every course section taught each semester and will post each syllabus in Blackboard. It is the discretion of the faculty whether to distribute paper copies of the syllabus in class. Syllabus templates for both online and face-to-face courses are found online in the Teaching and Learning Community website and with ER&D. All syllabi will include the topics covered in the appropriate template. The syllabus must clearly state course objectives, career essentials, links to procedures for Title *X and Grade Appeals, ADA compliance, performance and behavior expectations as well as how grades are to be determined. Syllabi should be available on the first day of class and any changes to the syllabus communicated to students in a timely manner.

FACULTY APPENDIX

Grading Policy

Each faculty member is responsible for the final grades issued in their sections. This responsibility covers the submission of grades to meet progress (midterm) and final grading deadlines provided by the Registrar's Office each term. A College-wide grading system will be utilized by all instructional divisions consistent with Board Policy D0800.

Submission of Grades

Faculty will be provided with information and resources in order to appropriately submit grades. Faculty members must submit their grades electronically within the College's student information system (INFOnline) on time to meet deadlines provided by the Registrar's Office each term. Late grade submission may affect students' academic status, financial aid, and delay degree, diploma and certificate processing. It is the responsibility of the faculty to submit a final grade for each enrolled student according to the College-wide grading system. In the event that grades are missing, the faculty member will be notified and will be expected to rectify the missing grade in a timely manner. Failure to submit grades within the Registrar's deadlines may result in coaching and/or disciplinary action.

In extenuating circumstances when the faculty of record is not available to assign grades, the supervisor may assign another qualified and discipline-specific faculty member to do so.

Course Records

Faculty members should keep on file for seven (7) years all final examinations and other graded assignments which are not returned to students. Faculty members are also responsible to keep grade books (online and/or hard copy) on file for at least seven (7) years. If a faculty member leaves the College, temporarily or permanently, all course records less than seven (7) years old will be left in the custody of the supervisor.

FACULTY APPENDIX

Office Space

All full-time faculty will be provided with an on-campus office, phone, and computer.

All part-time faculty will have access to office space, phone, and computer.

FACULTY APPENDIX

Faculty Quality Assurance System (FQAS)

The Faculty Quality Assurance System (FQAS) is Wisconsin legislation that addresses many aspects of the faculty experience in the Wisconsin Technical College System (WTCS): recruitment, credentialing, onboarding, competency development, mentoring and evaluation. In the past, the state-mandated system only addressed the development of new faculty in seven standardized certification courses; FQAS, however, looks at the whole career of the faculty member. FQAS allows each of the Wisconsin technical colleges to develop its own processes, procedures and programs to deliver the outcomes of FQAS. This guide explains the features of the system that relate to faculty development at MATC.

<https://mymatc.matc.edu/departments/academicaffairs/strategicplan/Documents/Faculty%20Development%20Guide%202017FNL.pdf>

FACULTY APPENDIX

Coaching and Evaluation

During the probationary period of your employment (three years for full-time; seven semesters for part-time), you will be participating in a Teaching Evaluation System created to promote, enhance and assess teaching effectiveness and student learning. This evaluation system is a collaborative effort between you and your Administrative Coach (AC). Usually, your Associate or Assistant Dean (AD) will be your AC and charged with overseeing this process, which includes meeting with you before and after classroom observations, observing your classes, helping you find resources as needed, and filing all necessary paperwork with the Dean of your School and the Human Resources department via SumTotal. Participating in this system will help prepare you to join the Peer Coaching process once you become post-probationary faculty.

The Teaching Evaluation System at MATC demonstrates our commitment to excellence in teaching and student success by empowering teachers, promoting high quality instruction, and building a professional community. This system is an opportunity for new faculty members to be self-reflective about their teaching style and methodology, time management, classroom organization, assessment activities, and communication tools used with students. It is also an opportunity for the AC to get to know the faculty and provide support in and out of the classroom. Part of the Evaluation System includes an “End of Year/Semester Report” completed by the faculty’s Associate Dean. For Probationary Faculty, this Report is completed every semester. For Post-Probationary Faculty, this Report is completed one time each Renewal Cycle (four years) or as needed.

For more information, please refer to the Faculty Development Guide

<https://mymatc.matc.edu/departments/academicaffairs/strategicplan/Documents/Faculty%20Development%20Guide%202017FNL.pdf>

FACULTY APPENDIX

Educational or Program Changes/Innovations

MATC is committed to innovation in instruction, curriculum and technology.

Faculty are encouraged to engage in continuous instructional innovation to promote a more effective and dynamic learning experience for our students.

Educational/program changes will be discussed and decided by the academic department through a faculty-driven process in collaboration with their program advisory committee, and appropriate supervisor(s).

Educational Research and Dissemination (ER&D) is the faculty-directed professional development program designed to improve instruction and promote innovation.

Part-time faculty will have the opportunity to participate in the formulation of policy in relation to academic affairs within their department. Such participation will include: selecting textbooks, participation in the process of approval of courses, defining academic credentials for a specific discipline, participating in department and divisional committees and other matters directly affecting methods of delivery of educational programs (e.g., use of technology, online, etc.).

FACULTY APPENDIX

Intellectual Property, Publications, and Rights of Copyright Policy

MATC respects the rights of authors and publishers under the Copyright Law, and the purpose of this policy is to summarize what works may be reproduced and shared with students as part of course instruction. This policy also summarizes the ownership rights of MATC and individual members of the faculty to creative works, inventions, marks and derivative, distinctive works created by MATC employees, or works created using MATC resources.

Inventions and Patent Ownership Rights

All intellectual property that is created as part of MATC's operations during working time and/or using MATC resources, such as computer resources, laboratories, equipment or time of MATC faculty or staff, is the property of the MATC District. This includes, for example, any inventions (whether or not patentable), software development, including derivative works, security coding and any other invention or unique development to which the faculty member contributes his/her working time and/or which is made possible through use of MATC resources. The College is responsible to secure patent protection for any and all devices that are determined to be patentable and to conduct patent searches and prior art reviews, at its expense.

All patents, trademark and copyright registrations will be in the name of the MATC District; however, all registrations will give attribution to the individual creator(s) to the extent permitted by the federal government.

MATC faculty may use patented systems or devices including, for example, software systems, developed by third parties in the course of their work at MATC only if such use is permitted by a license or other agreement between MATC and the owner. MATC faculty are prohibited from any use during the course of employment at MATC that would infringe upon a patent held by a third party. Questions regarding patent protection and licenses held by MATC should be directed to the MATC Office of General Counsel.

Faculty retain ownership rights to any creative or inventive work completed prior to the start of employment with MATC, and any work created independently during the employee's non-work time and without use of MATC resources. In order to avoid potential disputes, members of the faculty are encouraged to promptly disclose to MATC any ownership rights that he/she may assert in any pre-existing device, invention, publication or other product as soon as possible. This includes any devices, inventions, publications or other products to which the faculty member contributed as a member of another academic institution, including grant-funded research projects.

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Copyright and Trademark Ownership

The MATC District is the legal owner of all creative works made by an MATC employee during the course of his/her employment with the College, including paid sabbatical leave. This includes any designs, trademarks or symbols that are developed to represent the College, its programs or any other aspect of MATC operations. Examples include the MATC logo, MATC Tech Connect logo and any other designs created and utilized for advertising and marketing of MATC, or any program offered by MATC or any events sponsored by the college. This also includes any original written work, such as textbooks, study guides, course materials, journal articles and other written work that may be suitable for publication that is created during the course of employment with MATC.

MATC is responsible to determine whether to register for copyright and trademark protection for any particular work or mark, and to pay the registration fees and costs associated with registration with the Copyright Office or the U.S. Patent & Trademark Office.

Faculty who have copyright ownership interests in works that were created outside of MATC, without the use of MATC resources, may reproduce and distribute their own creative work for the benefit of MATC students.

Publications, Licensure, and Royalties

For all creative works, devices, inventions and other intellectual property that result from the endeavors of MATC employees, or which result from the use of MATC resources, the College reserves all publication rights. This includes the right to determine, at the College's discretion following consultation with the employee whose efforts contributed to the creation of the work, whether or not publication will occur, the selection of a publisher or the right to self-publish the work. MATC may opt to self-publish creative works using the College's available resources, including printing, binding and distribution through the MATC Bookstore.

MATC also reserves the right to make determinations regarding licensure of any work, including any patented device, following consultation with the employee(s) whose efforts contributed to the creation of the device. MATC will, in consultation with the contributing employees, establish a reasonable rate for licensure and publication of any work.

In the event that a work is published or licensed and a royalty or license fee is paid to the College, MATC will provide the contributing employee(s) a fifty percent (50%) share of the net proceeds of publication or licensure royalty net income. If the work is the result

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of efforts of multiple employees, the employees will divide the 50% share of net proceeds in an equitable manner to be determined by the employees following consultation with MATC. If the employees are unable to reach agreement as to the allocation of the employee share of proceeds within a six-month period of time following receipt by MATC of the income, then the cumulative employee portion of proceeds will be donated to the MATC Foundation. The term “net proceeds” refers to the financial proceeds paid to MATC as a result of licensure or royalty fees received by MATC, less the College’s reasonable costs associated with production of the work (including publishing cost if the College is the publisher) as well as any costs assumed by MATC for securing patent or copyright protection, development of licensure and related documentation, and distribution of the work. This includes, but is not limited to, any fees or costs for legal services, editing services, bindery services, printing services and distribution costs.

Use of Materials

Faculty members should use care when selecting materials for presentation to students as part of MATC coursework to ensure that the use of such materials does not violate copyright protections. A full statement of guidance for the use of copyrighted materials is found in the Faculty Resource Guide. MATC Library staff is available to review selected works and advise faculty what subscription services may be of interest or use.

In general, copyrighted works identified with the © symbol should not be reproduced in whole for distribution to students, and faculty should not copy and distribute large portions of such works.

If possible, faculty should provide students with internet links to the work rather than reproducing all or portions of a selected text.

Several other mechanisms exist by which a copyrighted work may be used as part of a course, either in whole or selected portions:

1. Publisher’s or aggregator’s (Library’s) license or Creative Commons license specifying copying, printing and distribution rights. Note: Creative Commons licenses specify the terms of use in the publication directly, but attribution must be given to the institution or individual author;
2. Fair Use: certain limited use of published work for instructional purposes is permitted under the “fair use” doctrine. Fair Use allows instructional staff to copy reasonable portions of longer works for use in the classroom. It also allows copying of a “timely article” applicable to the coursework if it is unreasonable to expect a sufficiently rapid reply from the publisher to a request for permission. Fair use allows faculty to copy a graphic or single image from a larger work to

FACULTY APPENDIX

display as part of a lecture, and other uses of small amounts of published texts to supplement instruction.

3. Public Domain: works published prior to 1923 or 70 years after the death of the publisher, and any works created by the U.S. Government are in the public domain and free for copying and distribution.

If a work is out of publication, or if it is used in small portions for in-class activities and the use is unlikely to impact the financial market value of the work as a whole, it may be a fair academic use. Questions about fair use of materials for which MATC does not have a license should be directed to Library staff or Office of General Counsel.

FACULTY APPENDIX

Academic Freedom

Academic freedom includes the freedom to teach, express ideas, research and publish materials without interference or penalty by the institution. The principles of academic freedom are essential to the mission of MATC, and this policy supplements the MATC District Board's policy Freedom of Speech and Expression found at:

<http://www.matc.edu/administration/upload/G0050-012412-2.pdf>

The purpose of this policy is to reaffirm the particular freedom of MATC faculty to pursue knowledge, speak, write and cultivate an atmosphere of intellectual inquiry and scholarly criticism, and set forth the responsibilities of faculty. MATC protects and affirms academic freedom in all aspects of teaching including:

- 1) Research. Faculty members have full academic freedom to conduct academic research and publish the results, subject to the adequate performance of their other academic duties. Research resulting in monetary benefit or other financial gain to the faculty member should be based upon an understanding with the College and consistent with the District Employee Code of Ethics (Policy C0700, include link).
- 2) Teaching. Faculty members (and students) will enjoy full freedom in the classroom in discussing their subject of teaching. Faculty will be free to select course materials, design course content and determine the methods of delivery of instruction. Caution must be used not to introduce material that has no relation to the instructional field, however, MATC faculty and students will be able to examine ideas in an atmosphere of freedom and confidence and to participate in campus events, and participate as responsible citizens in community affairs. All ideas and beliefs relevant to the subject matter of the class are allowed for both the faculty and the students, but faculty members are responsible to ensure that discourse is civil and consistent with the pursuit of knowledge of the subject matter being taught.
- 3) Citizens. Faculty are not only members of a learned profession, but also employees of MATC and citizens and are free to speak openly on matters of public concern as described in MATC's Freedom of Speech and Expression policy. When faculty members speak as citizens, they should recognize that their special position in the community imposes special obligations. Faculty should at all times be accurate, show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

FACULTY APPENDIX

The principles of academic freedom will not prevent MATC from making proper efforts to ensure the best quality instruction for all students, nor will academic freedom prevent MATC from compliance with accreditation requirements or standards.

FACULTY APPENDIX

Academic Calendar

MATC has adopted a perpetual calendar that allows the college to plan effectively, while providing students the needed advanced notice to set goals for persistence and completion. The parameters for the calendar were established, and will be reviewed as needed, by a collaborative group of administrators and faculty.

Information about the perpetual calendar, including dates and parameters for setting up the calendar, are available at:

<https://mymatc.matc.edu/departments/scheduling/Pages/Perpetual-Calendar.aspx>

FACULTY APPENDIX

Full-Time/Part-Time Ratio

The total percentage of workload taught by full-time faculty will not be less than a ratio of 65%/35% (FT/PT). Increasing the ratio is an educationally desirable goal. In calculating the ratio, 400/600 level courses will not be included. Courses taught as overload by full-time faculty will be counted as part of the FT total load.

FACULTY APPENDIX

Part-Time Faculty Longevity

Longevity at MATC will be determined by the number of semesters an employee has taught at least one course. Whenever two (2) or more persons have the same number of semesters of longevity, the last four digits of each person's Social Security number (rank order, highest to lowest) will be used to determine order of longevity. If a tie still exists, the employee with the earliest birth date (day and month) will be deemed most senior.

All longevity will terminate after an employee has not received an assignment for a period equal to the employee's total longevity at termination, but not less than twenty-four (24) months nor more than forty-eight (48) months, except as provided in item (c) below.

Any part-time faculty who does not submit a Letter of Availability for three consecutive regular semesters will be terminated and must reapply and be hired for a vacant position.

The college will notify the part-time faculty member of his or her change in status.

A longevity list will be provided to the Union by Human Resources no later than October 15 of each year.

The college may grant one but no more than two semesters of longevity to a part-time faculty member in good standing who is the recipient of a professional development and/or community service opportunity of state, national or international recognition, when participation prevents he/she from teaching. To be eligible, the employee must first receive written permission from his/her supervisor to participate in the program or competitive process that offers the opportunity. Granting longevity for these purposes will be at the discretion of the Provost.