

Full Time Faculty Development Handbook

October 15, 2010

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INTRODUCTION

Disclaimer

The Elgin Community College Faculty Development Handbook contains policies, procedures and other information regarding Alternate Lane Credit and reimbursement for professional development activities. The handbook is to be used as a guideline for those persons covered under the negotiated Agreement between the Board of Trustees of Community College District 509 and Elgin Community College Faculty Association. The purpose of the handbook and the information it contains is to guide the member in taking advantage of benefits related to faculty development. It does not constitute a contract. The handbook shall not be considered as an offer for employment or construed as an obligation on the part of the college to continue employment.

The Faculty Development Handbook is to be reviewed/ revised on a yearly basis and will be received by members in August of each year. Changes in policy or procedures that are made by the committee prior to its next publication will be distributed to members and administrators in a timely fashion. All changes in the handbook policy or procedures are subject to review and approval by the Faculty Senate and the Vice President for Teaching, Learning, and Student Development or any other administrator as approved by the president. The college reserves the right to make changes in administrative procedures and other information. While reasonable efforts will be employed to publicize such changes, it is the responsibility of the reader to verify the current procedure or applicable information.

EEO Statement

Elgin Community College subscribes to the principles and laws of the State of Illinois and the Federal Government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments Act and the Americans with Disabilities Act of 1990. College policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national or ethnic origin, marital status, sexual orientation, or disability unrelated to ability, in the recruitment and admission of students and the employment of faculty, staff, and students and wherever such discrimination is prohibited by law, in the operation of college programs, activities and services. The laws of discrimination prohibit any form of sexual harassment as well.

ECC INSTITUTIONAL GOALS

- Ensuring curriculum currency and program relevance based on critical reflection of outcomes
- Promoting student engagement and intention learning
- Improving success milestones among key focus populations: first-time, developmental, adult, Black, and Latino students
- Supporting the continuing growth of faculty in learning theory, teaching methodologies, technology and individual disciplines
- Fostering a spirit of inquiry to increase understanding of racial, ethnic and global diversity, and of domestic and world cultures
- Ensuring key focus populations have equal access to learning opportunities
- Creating and offering programs and services that meet the emerging learning needs of our students
- Ensuring integrity in our relations with others
- Conserving spending while increasing quality and effectiveness
- Facilitating quality decision making
- Developing a collegial environment that supports employees' sense of purpose and self-worth to grow personally and professionally
- Strengthening relations with businesses, educational and service organizations vital to our community

PURPOSE OF THE FACULTY DEVELOPMENT COMMITTEE

Purpose

College District 509 Board of Trustees and the ECC Faculty Association support faculty development activities through the approval of degree programs, certified credit, alternate lane credit, sabbatical leaves and the provision of financial support for professional development activities. The college affirms the value of formal and informal learning experiences in the continued professional growth of faculty.

Administrators take an active role in pre-approving and/or encouraging growth experiences (as noted on the forms) that benefit individual faculty members in the performance of their roles that support the teaching/learning process, and that support the college's Mission Statement & Institutional Goals. The faculty member shall include a professional development plan as part of their annual goals as recommended in the faculty evaluation policy (see Evaluation Handbook).

The primary purpose of the Faculty Development Committee at Elgin Community College is to improve, enhance, enrich and strengthen the teaching/learning process. Its four major components are:

- Approved formal study and innovative learning activities which may be credited for lane movement on the salary schedule for full time and unit adjunct faculty
- Faculty development activities and projects for full time faculty as supported by the budget of the Faculty Development Committee
- Sabbatical Leaves for full time faculty
- Assessment of college funded faculty proposals for mini-grants when requested

Other development activities in which faculty may participate are provided by the instructional administration at departmental, divisional and institutional levels. The Faculty Development Program is maintained for the benefit of the college and the full time and unit adjunct faculty. Participation in activities may be made available to other persons.

POLICIES AND RESPONSIBILITIES

Charge

The Faculty Development Committee is charged with reviewing proposals received from full time and unit adjunct faculty, counselors and librarians for alternate lane credit; granting of expenditures for full time faculty development activities for individuals and groups; and reviewing and ranking sabbatical proposals. Lane movement policies are negotiated by the Board of Trustees and the Faculty Senate and are found in the ECCFA/Board Agreement: Article VI, Section 6.17, Salary and Pension Compensation.

1. All published guidelines must be followed, all forms must carry the required signatures and all required documentation attached before a proposal will be considered. Applications for alternate lane activities or reimbursement must be received by the committee secretary one-week prior to the next meeting for placement on the agenda. An applicant may be asked to attend a meeting or respond in writing if the committee needs additional information prior to taking action.
2. The committee is responsible to design its procedures to maintain clear and accurate communications with both faculty members and the appropriate administrators at all stages in its deliberations. The committee will review its procedures annually and distribute a report at the end of each contract year.
3. Notes of the committee meeting will be made available via the ECC Intranet. The committee secretary will keep paper copies on file.
4. The rationale for activities and projects for development will support professional development as stated in individual annual goals; support the Mission & Institutional Goals of the college, and the teaching/learning process.

Funding

Individual faculty development activities are funded on a calendar year basis. Unit adjunct faculty may participate in group projects on a space-available basis. Monies are added to the faculty development account according to the amount designated in the Faculty Board Agreement and are distributed on a competitive basis.

Alternate Lane

Full time and unit adjunct faculty members may apply for and be awarded credit toward salary lane movement through the alternate lane process. Nontraditional professional development activities that do not carry college credit nor certified continuing education credit may be submitted following the policies and procedures as stated in this handbook.

Sabbatical Leaves

Proposals for annual sabbatical leaves and summer sabbatical leaves will be reviewed by the committee and recommendations for granting them will be made in accordance with the ECCFA/Board agreement. The criteria include professional growth of the individual, impact on the faculty member's professional assignment, and value to the institution and community.

Appeals Policy

When a Faculty Development Proposal is denied by the committee, faculty have the right to appeal the denial to the committee. This procedure for appeal is designed to help the Faculty Development Committee re-evaluate a denied faculty proposal.

If denied, rationale for denial will be given to the faculty member in a letter from the chair.

- Rationale will be excerpted from the minutes. The letter will also include the following statement: "Your proposal was denied, you have thirty (30) days from the receipt of this letter to appeal the decision of the committee. Appeals are to be submitted to the chair."

- If appealing, a faculty member must present their appeal to the committee.
- When the chair receives the appeal, the chair will place the faculty member on the agenda as soon as possible. The chair will then inform the faculty member of the appearance date.
- The faculty member leaves the meeting and the committee will vote on the proposal.
- If denied the second time, the rationale for denial will be given to the faculty member in a letter from the chair. Rationale will be excerpted from the minutes. The faculty member may then appeal to the Vice President for Teaching, Learning, and Student Development.

Committee Membership

Members of the Faculty Development Committee representing full time faculty are elected from each division at the beginning of the academic year and submitted to the Faculty Senate for approval. Two members of the faculty development committee representing UAFII are elected by the UAFII faculty and submitted to the Senate for approval. The term is for two academic years. Representation on the committee for full time faculty is to be in the proportion of one committee member for every ten faculty members with appropriate representation from each division. Apportionment calculations will be rounded to the nearest whole number. Each division will seek one or two volunteers to serve as alternates for their committee representatives.

The chair of the Faculty Development Committee will be elected from the Committee of the whole. The election will take place spring semester for a two-year term beginning in the fall. The chair shall receive six hours of release time per year. The Division that was represented by this member shall elect a replacement to the committee in August. The Chair shall be a nonvoting member of the committee but may vote if necessary to make quorum or to break ties. The Chair shall call and lead all meetings, provide direction for the agenda, and prepare semi-annual summary reports for the Vice President for Teaching, Learning, and Student Development in regard to the relationship of professional development activities to the ECC Mission Statement and Institutional Goals, and a summary of budget expenditures.

The committee shall meet every other week during the academic year (except February when weekly meetings may be required based on the number of sabbatical applications received) unless no requests are pending. Additional meetings will be called as necessary to meet critical deadlines.

A quorum of the committee shall be 2/3 of its members. A simple majority of those present is needed for approval.

Secretarial support shall be provided by the college for taking of minutes; processing applications and preparing and distributing copies for committee members to review prior to meeting and maintaining records of the request, award and expenditures for committee use. Human Resources will maintain “credits” earned for alternate lane movement. The chairperson will work with finance and administration to monitor the funds available for faculty use. Purchasing office will complete reimbursement requests after approval by the committee chair.

The college will supply a budget code for copy services that shall be reimbursed from faculty development funds.

In order to reduce administrative/secretarial costs associated with the Faculty Development Committee, ECCFA and the ECC Board of Trustees agree that the Faculty Development Committee shall review committee procedures and seek to implement cost-saving measures to the maximum extent possible. These shall include, but not be limited to, use of e-mail communication whenever possible. For example, use of e-mail shall be used for submission of faculty development requests, internal committee distribution of such requests, and communication of committee decisions (ECCFA-Board Agreement, January 2007-December 31, 2010).

CALENDAR

A regular schedule has been established to govern the pre-approval/approval, documentation of completion and crediting to salary lane movement of activities undertaken by individual faculty members. The schedule of meetings will be published on the ECC Intranet.

Month	Activity
April 30	(SEE BELOW)
September 30	Fall group proposals due.
October 1	“All applications that request pre-approval of certified credit and approval of alternate lane credit for the coming salary year shall be submitted by the faculty to the dean/supervisor by October 1 of each year this contract is in effect.” (ECCFA-Board Agreement, January 1, 2007 – December 31, 2010, Salary and Pension Contribution, Article VI, Section 6.17, p. 38.)
December 31	“Lane change activities completed by December 31 st , and documented no later than February 15 th , shall be awarded on the salary schedule for that calendar year.” (ECCFA-Board Agreement, January 1, 2007 – December 31, 2010, Salary and Pension Contribution, Article VI, Section 6.17, p. 38.)
February 1	Sabbatical Leave applications are due to the secretary of the committee by February 1.
February 15	“Lane change activities completed by December 31 st , and documented no later than February 15 th , shall be awarded on the salary schedule for that calendar year.” (ECCFA-Board Agreement, January 1, 2007 – December 31, 2010, Salary and Pension Contribution, Article VI, Section 6.17, p. 38.)
February 28	Spring group proposals due.
March 1	Recommendations for sabbatical leaves to the Vice President for Teaching, Learning, and Student Development for presentation to the Board of Trustees.
April 30	Members of the Committee will be elected by each division. Committee meeting dates will be determined and announced for fall academic year.

<p>May 1</p>	<p>In support of budget preparation, faculty are encouraged to submit a memorandum to the Vice President for Finance & Administration with an estimate of the maximum number of credit hours, certified and alternate lane, expected to be added to the total on record for lane movement purposes in the coming salary year by May 1 for each year this contract is in effect.</p> <p>Last submission date for proposals to be considered by the Committee before summer recess shall be one week before the final scheduled spring meeting of the Faculty Development Committee.</p>
<p>End of Academic Year</p>	<p>Approval of changes to Faculty Development Handbook will be completed and approved by college administration and Faculty Senate. Revised handbook will be available to faculty by Opening Day of the Fall Semester.</p>

SECTION I

Graduate & Undergraduate Credit

Certified Continuing Education Credit

Lane Movement

Center for Enhanced Teaching/Learning (CETL)

Workshops

DEGREE PROGRAM PRE-APPROVAL

These programs require administrative approval and are not submitted to the Faculty Development Committee.

Policies and Procedures

1. Pre-approval of certified credits earned as part of a degree program and applied to salary lane movement should be sought when a formal course of study has been agreed upon between the faculty member and an accredited institution offering a degree. Existence of an approved degree plan allows use of credits for lane movement as they are earned.
2. The applicant prepares the form for Pre-approval of a Degree Program for Salary Lane Movement and attaches a copy of the curriculum, letter of acceptance and other useful documentation to the form.
3. The faculty member signs the form, confers with the supervising administrator, and receives the supervising administrator's decision, signature and comments. Forms not approved are returned to the faculty member with a written response stating the rationale for the decision.
4. Forms approved by the supervising administrator are forwarded to the Vice President for Teaching, Learning, and Student Development for review and decision. Forms not approved are returned to the faculty member with a written response stating the rationale for the decision. Approved forms are sent to H.R. with copies sent to the faculty member and supervising administrator.
5. At the end of each calendar year, the faculty member sends any supporting documentation, and/or requests that an official original transcript from the awarding institution be sent, to the attention of Human Resources, Lane Credits. The transcripts and any other supporting documentation will be retained in the faculty member's personnel file.
6. Human Resources records receipt of the earned credits and applies them to salary lane movement in the appropriate year. The original documentation will be retained in the faculty member's personnel file in the office of Human Resources.
7. Credits for courses not in the approved curriculum will not be applied to salary lane movement. The faculty member may a) revise the program starting at step 2, or b) submit the course on the form for Pre-approval of Certified Credits.

PRE-APPROVAL OF A DEGREE PROGRAM FOR SALARY LANE MOVEMENT

These programs require administrative approval and are not submitted to the Faculty Development Committee.

This form must be completed before enrollment in a program leading to a degree which will be submitted for salary lane movement at Elgin Community College. The basic program of study may be amended but amendments must receive pre-approval by the supervising administrator(s) and the Vice President for Teaching, Learning, and Student Development before the courses taken toward the degree or the completed degree can be applied to lane movement. Such amendments must be attached to all copies of this form. Individual courses within a pre-approval degree program need not receive specific pre-approval. A transcript of credit earned in pursuit of the degree must be submitted to the Human Resources Office before lane credit will be granted.

Name _____ Primary Professional Assignment _____

Secondary Professional Assignment _____ Degree Sought _____

Granting Institution _____

How will this activity benefit your personal or professional development and the instructional program of ECC?
(Please cross-reference college goals by checking below.)

Institutional Goals

- Ensuring curriculum currency and program relevance based on critical reflection of outcomes
- Promoting student engagement and intention learning
- Improving success milestones among key focus populations: first-time, developmental, adult, Black, and Latino students
- Supporting the continuing growth of faculty in learning theory, teaching methodologies, technology and individual disciplines
- Fostering a spirit of inquiry to increase understanding of racial, ethnic and global diversity, and of domestic and world cultures
- Ensuring key focus populations have equal access to learning opportunities
- Creating and offering programs and services that meet the emerging learning needs of our students
- Ensuring integrity in our relations with others
- Conserving spending while increasing quality and effectiveness
- Facilitating quality decision making
- Developing a collegial environment that supports employees' sense of purpose and self-worth to grow personally and professionally
- Strengthening relations with businesses, educational and service organizations vital to our community

Estimated timeline and plan for completion. _____

Identify any release from professional duties or unusual schedule considerations which will be required to complete this degree program. _____

Attach a curriculum for the degree from the degree granting institution and attach any other information to assist in evaluating this request.

Applicant's Signature:	Date:
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<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended with Comment	Supervising Administrator's Signature	Date:
	Comments:	

<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved with Comment	Vice President's Signature:	Date:
	Comments:	

If Approved: Original: Human Resources Copy: Supervising Administrator Copy: Faculty Member	If Not Approved: Original: Faculty Member Copy: Supervising Administrator
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/ssa – 3/29/88; Revised: 6/21/89; 9/10/90; 8/15/91; 6/5/95; 8/15/95; 4/12/00; 11/21/03; 2/08; 8/10/10

GRADUATE, UNDERGRADUATE AND CERTIFIED CREDIT PRE-APPROVAL

These credits require administrative approval and are not submitted to the Faculty Development Committee.

Policies And Procedures

1. Pre-approval of credits to be earned and applied to salary lane movement must be sought for each formal experience for which an accredited institution offers graduate, undergraduate or CEU (credit equivalent unit) credit on a transcript. The standard applied in pre-approving learning experiences for credit on the salary schedule is preparation of the faculty member to better perform his or her role in the teaching/learning process.
2. The applicant prepares the form for the Pre-approval of Certified Credits. A separate form must be used for each course or workshop. If CEU's are requested, a copy of course information showing the number of contact hours or CEU's to be awarded must be attached. CEU credit is limited to 6 graduate equivalent credits every three years for full time faculty.
3. The faculty member signs the form, confers with the supervising administrator(s), and receives the supervising administrator's decision, signature and comments. Forms not approved are returned to the faculty member with a written response stating the rationale for the decision.
4. Forms approved by the supervising administrator are forwarded to the Vice President for Teaching, Learning, and Student Development for review and decision. Forms not approved are returned to the faculty member with a written response stating the rationale for the decision. Approved forms are forwarded to the Human Resources Office with copies sent to the faculty member and the supervising administrator. A supervising administrator's non-approval may be appealed to the Vice President for Teaching, Learning, and Student Development.
5. The faculty member provides a certificate or official transcript verifying issue of the credit sent to the Human Resources Office of Elgin Community College.
6. The Human Resources Office records receipt of the certified credits, undergraduate or graduate credits and applies them to lane movement in the appropriate salary year.

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PRE-APPROVAL OF CERTIFIED CREDITS FOR SALARY LANE MOVEMENT

These programs require administrative approval and are not submitted to the Faculty Development Committee.

This form must be completed before enrollment in a course, seminar or workshop offered for undergraduate, graduate or credit equivalent unit earned credit offered by an accredited institution which is being submitted for lane movement. Courses which are a portion of a program leading to a degree, pre-approved by the supervising administrator(s) and the Vice President for Teaching, Learning, and Student Development may not be submitted for lane movement credit on this form.

Only one course, seminar or workshop should be listed on each form.

An official transcript or certificate which shows granting of earned credit must be submitted to the Human Resources Office before lane movement credit is awarded.

Name _____

Primary Professional Assignment _____

Secondary Professional Assignment _____

Course, Seminar or Workshop Title and Number _____

Date of Activity _____

Offering Institution or Agency _____

How will this activity benefit your personal or professional development and the instructional program of ECC?
(Please cross-reference college goals by checking below.) _____

Institutional Goals (Adopted by the Board of Trustees August 10, 2010)

- Ensuring curriculum currency and program relevance based on critical reflection of outcomes
- Promoting student engagement and intention learning
- Improving success milestones among key focus populations: first-time, developmental, adult, Black, and Latino students
- Supporting the continuing growth of faculty in learning theory, teaching methodologies, technology and individual disciplines
- Fostering a spirit of inquiry to increase understanding of racial, ethnic and global diversity, and of domestic and world cultures
- Ensuring key focus populations have equal access to learning opportunities
- Creating and offering programs and services that meet the emerging learning needs of our students
- Ensuring integrity in our relations with others
- Conserving spending while increasing quality and effectiveness
- Facilitating quality decision making
- Developing a collegial environment that supports employees' sense of purpose and self-worth to grow personally and professionally
- Strengthening relations with businesses, educational and service organizations vital to our community

Check the appropriate category and fill in the information required to identify and calculate requested lane credit:

Graduate Credit Hours

Earned Graduate Credits (1-to-1) = _____ Graduate Credit Hours

Credit Equivalent Units

Workshop Clock Hours _____ ÷ 40 or CEU's ÷ 4 = _____ Graduate Equivalent Credit Hours

Documentation of actual CEU credits to be awarded for the workshop has been attached to this application. If documentation is unavailable, report the workshop attendance on the Application Form for Alternate Lane Credit. CEU credit is limited to 6 graduate equivalent credit hours every three years.

Undergraduate Credit Hours

Only four undergraduate semester hours may be applied for each lane movement. A total of eight (8) graduate equivalent units can be earned through undergraduate study. Faculty members who do not hold a bachelor's degree and who are in a planned and approved degree program may use undergraduate course work for lane movement at the 2/3 rate with a limit of thirty-two (32) undergraduate hours.

Undergraduate Hours _____ x 2/3 = _____ Graduate Equivalent Credit Hours
(Courses taken at ECC require a transcript or a copy of your grade report on completion.)

Applicant's Signature:	Date:
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<input type="checkbox"/> Recommended	Supervising Administrator's Signature:	Date:
<input type="checkbox"/> Not Recommended with Comments	Comments:	

<input type="checkbox"/> Approved	Vice President's Signature:	Date:
<input type="checkbox"/> Not Approved with Comments	Comments:	

If Approved: Original: Human Resources Copy: Supervising Administrator Copy: Faculty Member	If Not Approved: Original: Faculty Member Copy: Supervising Administrator
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/ssa – 3/29/88; Revised: 6/21/89; 9/10/90; 8/15/91; 6/5/95; 8/15/95; 4/12/00; 11/21/03; 1/28/08; 8/10/10

LANE MOVEMENT CENTER FOR ENHANCED TEACHING/LEARNING (CETL) WORKSHOPS

This section of the Faculty Development Handbook is for information purposes only. The Faculty Development Committee does not process pre-approved Center for Enhanced Teaching/Learning (CETL) workshops for credit. CETL workshop paperwork should not be submitted to the Faculty Development Committee.

Procedures

1. Each semester a list of CETL workshops will be published on enet. Each workshop will be notated whether or not the course is automatically pre-approved for lane movement. Those workshops that are not notated for pre-approved for lane movement may be applied through the alternate lane process. (See page 16, Section II of the handbook.)
2. Workshops must be completed by December 31 of the year prior to the request to apply toward lane movement. Human Resources must receive all documentation by February 15 of the year in which the credits will be applied.
3. For instructions on how to register for the CETL workshops go to <http://www.elgin.edu/students.aspx?id=92&terms=registration>.
4. The courses are considered non-credit courses, so choose your option of registering for non-credit.
5. At the end of the fall semester prior to the year in which the lane movement credits will be applied:
 - Request a non-credit transcript from the Registration and Records Department.
 - Complete the CETL Lane Movement Credits Request Form
 - Attach the non-credit transcript to the CETL Lane Movement Credits Request form and submit to the dean for his/her review.
 - The Dean will review and forward the original to Human Resources and send a copy to the faculty member.
 - If the Dean has a concern regarding the request, he/she will contact the faculty member to discuss.
 - If Human Resources receives all of the original documentation by February 15, the credit will be applied to the individual faculty member's lane movement credits for that year.

Elgin Community College

**CENTER FOR ENHANCED TEACHING/LEARNING (CETL)
LANE MOVEMENT REQUEST FORM**

These programs require administrative approval and are not submitted to the Faculty Development Committee.

Name _____

Primary Professional Assignment _____

Secondary Professional Assignment _____

Calendar Year in Which the Workshop was completed _____

Number of Workshop Clock Hours for the Year _____ /24 _____ CETL Workshop Hours to be Applied Towards Lane Movement

Attach an original non-credit transcript and submit to your Dean for approval.

How will this activity benefit your personal or professional development and the instructional program of ECC? (Please cross-reference college goals by checking below.) _____

Institutional Goals (Adopted by the Board of Trustees August 10, 2010)

- Ensuring curriculum currency and program relevance based on critical reflection of outcomes
- Promoting student engagement and intention learning
- Improving success milestones among key focus populations: first-time, developmental, adult, Black, and Latino students
- Supporting the continuing growth of faculty in learning theory, teaching methodologies, technology and individual disciplines
- Fostering a spirit of inquiry to increase understanding of racial, ethnic and global diversity, and of domestic and world cultures
- Ensuring key focus populations have equal access to learning opportunities
- Creating and offering programs and services that meet the emerging learning needs of our students
- Ensuring integrity in our relations with others
- Conserving spending while increasing quality and effectiveness
- Facilitating quality decision making
- Developing a collegial environment that supports employees' sense of purpose and self-worth to grow personally and professionally
- Strengthening relations with businesses, educational and service organizations vital to our community

Applicant's Signature: _____	Date: _____
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<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved with Comment	Supervising Administrator's Signature _____	Date: _____
	Comments: _____	

If Approved: Original: Human Resources Copy: Supervising Administrator Copy: Faculty	If Not Approved: Original: Faculty Member Copy: Supervising Administrator
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/ssa – 11/26/07; 2/08; 8/10/10

SECTION II

ALTERNATE LANE CREDIT APPROVAL

ALTERNATE LANE

Policies

Faculty members may apply for and be awarded credit toward salary lane movement by nontraditional means through the alternate lane process. This is an innovative program of the college that recognizes the value of professional growth activities in specified categories as described below.

1. The value of an experience is measured in graduate equivalent credits calculated in each category according to a formula that equates to one graduate credit hour for salary lane movement purposes. Calculation of credit will be taken to the third decimal place and rounded to the second decimal place.
2. Approval can be requested up to one year following the completion of the activity. Applications may be submitted for pre-approval of activities, or may be submitted after the completion of the activity.
3. The standard applied in recommending and approving alternate lane activities is its benefit to the applicant in the improvement of the teaching/learning process. The committee evaluates the activity according to its merits after determining that it meets specific guidelines for the category appropriate to the activity.
4. Formal, long term certification programs which extend beyond the limits of these guidelines will be considered only when submitted for recommendation by the committee and pre-approved by the Vice President for Teaching, Learning, and Student Development. If guidelines do not specify a graduate equivalent credit amount for an activity, the applicant must provide a suggested amount of credit and a written rationale to support the credits requested, equating them to an equal number of graduate credit hours of study.
5. Workshops and other staff training activities produced for ECC faculty will be considered for Alternate Lane Credit if the producer of the event or the individual attendee applies to the committee for approval by completing the Alternate Lane Credit form.
6. The applicant completes the form with all required attachments and documentation according to the procedure. The activity must be congruent with the applicant's goals for professional development and with the ECC Mission Statement & Institutional Goals. The supervising administrator will be informed about activities that are being undertaken for lane movement and may be consulted for guidance in designing activities.
7. The Vice President for Teaching, Learning, and Student Development approves activities and is responsible to see that professional development activities are ongoing. The Faculty Development Committee makes recommendations to the Vice President regarding activities that meet committee guidelines.
8. The original form is filed in the applicant's personnel file. A copy of the signed form with documentation is returned to the applicant for their files. These copies should be retained until the credit is applied to the next lane change. Records in personnel files are retained as per Human Resource policies.
9. Applications that are not approved at any step in the process may be appealed to the committee following the appeals procedure in the Policies and Responsibilities section (page 3) of this Handbook.
10. The Human Resources office maintains the records of completed credits in individual lane movement files. For situations where the maximum number of credits earned over a three-year period are limited, those limits will be calculated based on the first time credits are earned. After

that, maximum allowed credits will be based on rolling three-year periods. When a faculty member exceeds the maximum number of credits for any three-year period, additional credits will be banked and then applied in the next eligible year. If the faculty member also earns credit in that year, the total of the applied credit and earned credit cannot exceed the maximum for the three year period. If that total exceeds the maximum, earned credits will be banked and then applied when possible. For the purpose of these calculations, each category will be addressed independently of other categories.

11. Faculty members shall maintain a record of the credits earned. The faculty member should meet with Human Resources to compare records. The Human Resources Department will verify the credits earned. Credit for Alternate Lane movement is not recorded until the course or activity is properly completed and documentation is sent to Human Resources.

Procedures

1. Applicant fills out and signs form with all required documentation attached.
2. The supervising administrator signs form to verify that he/she is informed about activities that are being undertaken for lane movement and may be consulted for guidance in designing activities.
3. Applicant sends form to the Faculty Development Committee via committee secretary. Faculty Development Committee takes action to recommend or not recommend the proposal to the Vice President for Teaching, Learning, and Student Development. The faculty member will be notified by the committee of the Faculty Development Committee decision.
4. If approved by the Vice President for Teaching, Learning, and Student Development, the committee secretary will send the original signed application form without attachments to Human Resources for placement in the applicant's personnel file. A copy of the signed application form is returned to the applicant with the attachments. Human Resources (HR) will utilize the file to calculate total credit earned toward lane change.
5. It is strongly advised that any faculty member planning to move lanes contact and meet with Human Resources to verify all necessary documentation prior to December 31 in the year before the lane movement is to take effect.
6. If not approved, the applicant may utilize the Appeals Process described in this Handbook (page 3 & 4).

ALTERNATE LANE CATEGORIES

Each work experience, show, activity or project must be submitted as a separate proposal.

Category 1: Attendance at Workshops, Seminars and Other Training

(Limited to six (6) graduate equivalent credit hours every three (3) years.)

Workshops, conferences, seminars and specific training sessions provide much of the current information within each discipline and contribute to more effective instruction for professionals in higher education. The faculty member identifies the effect the activity is to have on his or her responsibilities in support of the teaching/learning process. Professional meetings provide knowledge and skills to take advantage of new developments and program opportunities but also allow direct examination of new products and networking by our faculty with colleagues from other institutions. Specific workshops and training sessions can be targeted much more sharply to particular instructor and college needs than is often the case in traditional course work. Upon completion of the activity, a report is prepared for the supervising administrator identifying the benefits for the teaching/learning process.

1. The activity must be a formal program offered by an organization or institution.
2. Attach to the application form a copy of the complete workshop program. Mark all sessions in ink (highlighter does not photocopy) which you attend or have attended. Only instructional time can be included. Exclude time spent in breaks, meals and tours unless an explanation of the learning value of the activity is attached. Attendance at receptions held in conjunction with professional activities may be included in the credit request. A rationale which includes an explanation of the reception and applicability to the learning process must be included in the request. It is the applicant's responsibility to include a separate tally sheet which lists the individual and total hours to be considered by the Committee.
3. Equivalent credit is based on forty (40) contact hours of workshop activity which equal one (1) graduate equivalent credit. The Committee will consider documented requests for variance of unusually rigorous learning experiences.

Category 2: Travel

(Limited to six [6] graduate equivalent credit hours every three [3] years.)

A faculty member may design and request credit for a travel project which specifies the role in the travel itinerary of independent study and field research activity related directly to professional responsibilities. The faculty member identifies the effect the activity is to have on his or her responsibilities in support of the teaching/learning process. Such activities are used to provide background information, new ideas for artistic expression or lectures, instructional media, and new approaches for delivery of instruction and educational services. The faculty member commits to carrying out the activity as planned. Upon completion of the activity, a report is prepared for the supervising administrator who identifies benefits in support of the teaching/learning process.

1. At least two consecutive weeks of travel are required for consideration. Two consecutive weeks of travel equal 1 hour of graduate equivalent credit. A travel project must involve sufficient independent study and activity related to the instructor's professional responsibilities.
2. Travel during leaves of absence and college vacations may be considered for alternate lane credit.
3. An itinerary and statement identifying planned activities to enhance professional skills and knowledge must be attached to the application form.

4. Upon completion of the activity, a report must be submitted to the supervising administrator for certification of graduate equivalent credit earned.

Category 3: Publications, Musical Compositions, or Fine Arts

(Limited to twelve [12] graduate equivalent credit hours every three [3] years.)

A faculty member whose published work clearly reflects application of the professional specialty and supports the teaching/learning process at Elgin Community College may apply for credit. The latter statement reinforces that the community college is committed to being a premier teaching institution in higher education. All published works of joint authorship may be granted credit according to the applicant's proportional contribution. Musical compositions and other nontraditional works like internet courseware and artworks will also be considered. Except for nontraditional works, publication must be by an external publisher and unsubsidized by the author.

1. Publication activities to be considered for alternate lane credit must clearly reflect the application of the faculty member's professional specialty and support the teaching/learning process.
2. Except for non-traditional works, manuscripts submitted to the Committee for credit must have been (1) accepted by an external publisher for publication, and (2) unsubsidized by the author. A copy of the publication or acceptance letter must be submitted with the application form. In the case of nontraditional works, if publication requires that the faculty member be trained, that the credit for that training be submitted under category 6, item 2.
3. Publication will be awarded credit according to the following categories:
 - a) 6-12 credits: textbook, critical study, novel, dictionary, encyclopedia, full-length play or script.
 - b) 4-9 credits: study guide, concordance, annotation of a text, anthology (editor), catalog, index, training manual, instructor's manual, directory, handbook, internet courseware, artworks, atlas or dissertation.
 - c) 1-6 credits: monograph, thesis, chapbook, bibliography, chapter of a larger work. A series of articles with regular frequency of no fewer than one per month for a year can earn 6 credits.
 - d) 1-3 credits: short story, poem, article (scholarly or popular culture), one act play, essay or review.
 - e) 1-6 credits: reviewer or primary editor of a publication or refereed journal.
4. Musical compositions: published works will be granted credit in the same style as traditional works:
 - a) 6-12 credits: major work for orchestra, chorus or stage (e.g., symphony, oratorio, opera, musical, etc.)
 - b) 4-9 credits: work for chamber ensemble or work of intermediate length for full chorus, orchestra or band.
 - c) 1-3 credits: song, solo instrumental work or short octavo choral work unaccompanied or with keyboard or comparable accompaniment.
5. Exhibits of new art works, one person and group performances as well as juried and invitational participation in trade shows and exhibitions may be considered for alternate lane credit.

Participation in regional, national, and/or international exhibitions:

- 3-12 credits: Juried exhibitions
- 3-12 credits: Invitational exhibitions (an invitation may be considered as a form of juried selections)
- 3-12 credits: One person exhibitions
- 6-9 credits: Commissioned work

Significance of activity will be demonstrated by the candidate, consideration is given to:

- venue,
- curator(s)
- juror(s)
- participating artists
- statistical evidence for competitive nature of exhibition
- description of work exhibited provided by faculty member

Works of art may be exhibited more than one time. Rational with hours and explanation of the significance should be included with the credit requests.

6. Authors of non-traditional works such as commercial publications, computer programs, internet courseware, or art works will request a value of graduate equivalent credit with rationale attached based on the professional development value of the work. All non-traditional works and publications will be granted credit based on the ratio of 50 clock hours to 1 credit. The Committee will accept or return the request with suggested revision of the category assignment or the amount of credit requested.
7. Revisions of an earlier work earn 1/3 the credit assigned to that category. Jointly authored works will receive credit proportional to the applicant's contribution in adjusting the credit value designated for the assigned category of publication.

Category 4: Work Experience

(Limited to six [6] graduate equivalent credit hours every three [3] years.)

Work experience may be used for credit if it directly applies knowledge and skills in the applicant's professional area of responsibility. A maximum of six graduate equivalent credit hours may be earned every three years. Each sixty (60) hours of work experience is equal to one (1) hour of graduate equivalent credit.

The applicant must submit the following information:

1. Rationale for the activity:
 - a) How the activity will affect his or her responsibilities in support of the teaching/learning process.
 - b) How the activity will help him or her remain current in the field.
 - c) How the applicant will be able to assist students in bridging the gap between the classroom and the employment setting as a result of this work experience.
 - d) How industry contacts will be utilized for support of programs.
2. Job offer and a job description for the position to be filled that states the responsibilities, functions and projected duration of at least sixty (60) hours of work experience. Self-employment does not meet the guidelines for this category.
3. Official documentation of the actual number of hours worked must be provided following the activity to be included in the annual calculation of credit earned and submitted to Human Resources with a copy to the Supervising Administrator.

4. Upon completion of the activity, an evaluation of the experience will be prepared for the Supervising Administrator, including an identification of benefits in support of the teaching/learning process.

Category 5: Faculty Exchange/Visiting Professorships

(Limited to six [6] graduate equivalent credit hours every three [3] years.)

The faculty member who participates in a faculty exchange or visiting professorship may apply for credit after successful completion if the activity is in support of his or her role in the teaching/learning process. Such an experience is unique in that it immerses the faculty member in a different campus culture. Students and colleagues at the host-college can be particularly helpful in providing new insights on one's discipline and the teaching/learning process. The faculty member successfully seeks full time appointment for an academic session at the host-college, fulfills the assignment and upon completion of the activity, a report is prepared for the supervising administrator which identifies benefits in support of the teaching/learning process.

1. The activity either must include instruction or research in the faculty member's area of professional responsibility or relate to a professional area, which clearly enhances instruction at the college.
2. A verified certification of a full time assignment, position description and duration of service must accompany the request.
3. Six hours of graduate equivalent credit are awarded for a two-semester exchange or visiting professorship. One (1) semester equals four (4) hours and a summer session two (2) hours of graduate equivalent credit and for shorter term (minimum 14 days) exchange programs one (1) credit.
4. Upon completion of the activity, a statement from the supervisor where the activity took place and a report must be submitted to the supervising administrator for certification of graduate equivalent credit.

Category 6: Other Professional Activities

(Limited to six [6] graduate equivalent credit hours every three [3] years.)

This category recognizes the innovative nature of our college faculty and the principle that professional growth may come through unique activities which are in support of their roles in the teaching/learning process. Specified are certification programs, public performances, exhibits, presentation at conferences or workshops, and trade shows for which credit may be requested. It also allows requests for projects not otherwise covered in the guidelines, for which the applicant proposes an amount and provides a rationale for awarding graduate equivalent credit. Emphasis is placed on the professional development value of the activity as a unique expression of expertise combined with new experience and the documentation. Upon completion of the activity, a report is prepared for the supervising administrator that identifies benefits in support of the teaching/learning process.

1. Certification or re-certification in the faculty member's area of professional responsibility will be considered for alternate lane movement in the same increments as attending a workshop, seminar, and other training. Formal, long term certification programs which extend beyond the limits of these guidelines will be considered only when submitted for recommendation by the Committee and pre-approved by the Vice President for Teaching, Learning, and Student Development.

2. Professional projects, which are not addressed anywhere else in the guidelines, but which enhance professional service, may be submitted for lane movement. The applicant is requested to fill in a suggested number of graduate equivalent credits to be awarded for the project and to provide a rationale based on hours spent and the value of the activity to support credits requested.
3. Before granting request for graduate credit equivalency for #1 and #2, the Faculty Development Committee may consult with experts in the field or appropriate certification boards.
4. Presentation of workshops/seminars may be considered for alternate lane movement. One (1) graduate equivalent credit of workshop/seminar presentation is based on thirty (30) hours of related work including preparation and/or presentation as documented by the applicant. Each application must pertain to new seminar/workshop content. Therefore, the documented presentation time and/or preparation time will be divided by thirty (30) to determine credit earned. Calculations will be taken to the third decimal place and rounded to the nearest second place.
5. Upon completion of the activity, a report must be submitted to the supervising administrator for certification of graduate equivalent credit earned.

ALTERNATE LANE CREDIT

Applicant Name _____

Title of Activity/Project _____

Dates of Activity/Project _____

Description of Activity/Project _____

Category _____

Credits Requested _____

Rationale and required supporting documentation attached:

- Documents required according to category criteria.
- Documentation of completed activity required by category criteria.
- Identification of college and personal growth goals relevant to the project.
- Description of professional and/or personal benefits of the project that are related to the teaching/learning process.

RELATIONSHIP OF PROPOSAL TO ECC INSTITUTIONAL GOALS

Directions:

1. Identify the goals to which this project applies by checking below.
2. Describe how this activity assists you in meeting your own professional development goals.
3. Describe the impact of this activity on the teaching/learning process.

INSTITUTIONAL GOALS
(Adopted by the Board of Trustees August 10, 2010)

Elgin Community College will:

- Ensuring curriculum currency and program relevance based on critical reflection of outcomes
- Promoting student engagement and intention learning
- Improving success milestones among key focus populations: first-time, developmental, adult, Black, and Latino students
- Supporting the continuing growth of faculty in learning theory, teaching methodologies, technology and individual disciplines
- Fostering a spirit of inquiry to increase understanding of racial, ethnic and global diversity, and of domestic and world cultures
- Ensuring key focus populations have equal access to learning opportunities
- Creating and offering programs and services that meet the emerging learning needs of our students
- Ensuring integrity in our relations with others
- Conserving spending while increasing quality and effectiveness
- Facilitating quality decision making
- Developing a collegial environment that supports employees' sense of purpose and self-worth to grow personally and professionally
- Strengthening relations with businesses, educational and service organizations vital to our community

Individual Professional Development Goals: _____

Impact of this activity on the teaching/learning process: _____

Note: This information is needed for semiannual committee reports to be provided for administration and accreditation purposes.

CRITERIA CHECKLIST

Directions: Identify the category to which this application applies. Only one category may be selected for each proposal. Only individual requests for 0.1 or more graduate equivalent credit (GEC) will be accepted. Check in the box provided for documentation attached. Indicate the proposed amount of credit and provide rationale where indicated. Calculations will be taken to the third decimal place and rounded to the second place.

Category 1: Attending workshop, seminar or other training not providing formal CEU's - Credit limit: Six (6) graduate equivalent credit hours every three (3) years.

- Copy of marked program (mark in ink, not highlighter) and indicating organization or institution offering the program.
- Indicate activity and hours to be attended not including breaks, meals, tours and non-instructional sessions.
- Documentation of completed activity if available.

_____ Contact hours ÷ 40 = _____ Graduate Equivalent Credits

Category 2: Travel - Credit limit: Six (6) graduate equivalent credit hours every three (3) years.

- Itinerary with planned activities indicated.
- Rationale and benefit to teaching/learning process.
- Summary of benefits and evaluation of project goals following completion of trip.

_____ Consecutive travel weeks ÷ 2 = _____ Graduate Equivalent Credits

Category 3: Publications, Musical Composition, or Fine Art - Credit limit for all sections: Twelve (12) graduate equivalent credit hours every three (3) years.

a) Traditional publications

Type of Work _____

- Acceptance letter or contract
- Manuscript or sample copy of work

_____ Credit(s) requested with rationale attached.

b) Music

Type of work _____

_____ Credit requested with rationale attached.

c) Fine Arts

Type of work _____

_____ Credit requested with rationale attached.

d) Non-traditional Works

- Description of project and rationale.

_____ Credit requested with rationale attached.

e) Revisions of Previous Works

Type of Work _____

- Description of project and rationale attached.

_____ Credit requested with rationale attached.

Category 4: Work Experience - Credit limit: Six (6) graduate equivalent credit hours every three (3) years.

- Copy of verified job offer.
- Copy of job description.
- Documentation of hours worked.

_____ Hours worked ÷ 60 = _____

Category 5: Faculty Exchange/Visiting Professorship - Credit limit: Six (6) graduate equivalent credit hours every three (3) years.

- Copy of verified offer
- Copy of job description
- Verified certification of assignment and hours spent.

Credit applied for: 6 credits for 2 semesters
 3 credits for 1 semester
 2 credits for summer session
 1 credit for shorter term

Category 6: Professional Activities - Credit limit: Six (6) graduate equivalent credit hours every three (3) years.

a) Certification

- Copy of certificate
- Rationale and documentation with identification of sponsoring agency or organization.

_____ Credit requested with rationale attached.

b) Show (one person and group performance, trade shows and exhibitions)

Type of show _____

_____ Credit requested with rationale attached.

c) Presenting workshop/seminar

- Copy of marked program (mark in ink) indicating length of presentation.
- Memorandum of preparation time excluding presentation time.
- Rationale for hours requested.

_____ hours ÷ 30 = _____ GEC

d) Other professional activities (new, innovative activities not covered elsewhere)

- Description of project with rationale according to guidelines

_____ Credit requested with rationale attached

Applicant's Signature:	Date:
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The signature below indicates that the Supervising Administrator has been informed about this proposal and has had the opportunity to provide input.

Supervising Administrator's Signature:	Date:
Comments:	

<input type="checkbox"/> Recommended for _____ credits	<input type="checkbox"/> Not Recommended
Rationale if not recommended:	
Faculty Development Committee's Signature:	Date:

<input type="checkbox"/> Approved	Vice President's Signature:	Date:
<input type="checkbox"/> Not Approved with Comments	Comments:	

If Approved: Original: Human Resources Office Copy: Faculty Member	If Not Approved: Original: Faculty Member Copy: Supervising Administrator
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Credit to be applied to lane movement must be reported to Human Resources with documentation by February 15.

SECTION III

FACULTY DEVELOPMENT FUNDING

FUNDING FOR INDIVIDUAL FULL TIME FACULTY DEVELOPMENT ACTIVITIES

Policies

1. Activities or projects may be funded for individuals in the categories of training, seminars, workshops, conferences, graduate and undergraduate coursework and research or other scholarly activities.
2. Proposals are judged on a competitive basis and are independent of the professional expense benefit reserved for each faculty member under the Board/Faculty Agreement.
3. Applications must be filled out completely and have all required attachments before consideration by the committee.
4. Criteria for approval of such activities or projects and related expenditures is the benefit to the individual in the performance of his or her role in the teaching/learning process.
5. Approval may also be warranted for individuals in the process of retraining for a new role in the teaching/learning process.
6. Activities funded must be congruent with the ECC Mission Statement and Institutional Goals as well as individual goals. The chair will compile a summary report at the end of each academic year that demonstrates the relationship between the college mission & goals and faculty development activities to be kept for accreditation reports.
7. The committee approves or denies funding for each individual. Proposals for funding may be submitted up to one year following the activity. Proposals may also be submitted in advance of the activity, with the understanding that proper documentation of expenditures will be required prior to disbursement.
8. Reimbursement is provided up to the maximum amount approved for actual expenses of the approved activity only. All reimbursements are subject to college policies and limits, except that timelines for claims shall be dictated by the Faculty Development Handbook. Funding approved for individual activities is not transferable to other activities. Funds not utilized will remain in the faculty development account. It is the activity that is approved, not the applicant.
9. Faculty are expected to file their paperwork for reimbursement within 6 months of completion of the activity if funding is requested in advance. They are expected to file for reimbursement within six (6) months of proposal submission date if the activity has previously taken place.
10. The committee chair prepares an annual budget report to be submitted to the Vice President for Teaching, Learning and Student Development.
11. Faculty beginning their employment in the fall term are eligible to request one-half of the designated yearly funding.

Procedures

1. Faculty must submit separate proposals for each individual class, workshop, or activity.
2. Applicant fills out and signs form with copies of all required documentation attached. Receipts are not necessary for approval but must be attached to the Tuition and Travel Claim Form.
3. Applicant sends form to Faculty Development Committee via committee secretary. Each proposal is logged in and stamped with the date.
4. The committee considers the proposal.
5. The Faculty Development Committee chair signs approved proposals. The original proposal and letter and Tuition and Travel Claim Form including budget codes are sent to the applicant via e-mail after approval.
6. Applicant completes a request for Tuition and Travel Claim Form with original receipts attached (including itemized meal receipts), indicating the distribution between professional development funds and faculty development funds and sends to committee secretary. Secretary maintains budget record keeping.
7. Faculty Development Committee Chair sends original Tuition and Travel Claim Form to accounting for disbursement of funds.
8. Faculty Development Committee Chair keeps an account of expenditures made and amount remaining in Faculty Development Committee budget.
9. The Vice President for Teaching, Learning, and Student Development approves allocation of funds.
10. Faculty are requested to file for reimbursement within either six months of the request date or six months of the activity date, whichever is the longer period of time.

Required information:

1. Detailed description of your Individual Professional Development Goals.
2. Impact of this activity on the teaching/learning process.
3. Program/conference booklet – sessions included.
4. Description of your class.
5. Published cost of program or class.
6. MapQuest from 1700 Spartan Drive, Elgin.
7. Estimate of meal costs.
8. Published lodging cost.
9. Remember to sign and date your request.

FUNDING FOR INDIVIDUAL ACTIVITY OR PROJECT

Applicant Name: _____

Title of Activity/Project: _____

Dates of Activity/Project: _____

Description of Activity/Project: _____

Objectives/Outcomes of Activity/Project: _____

Rationale and required supporting documentation attached (marked program).

RELATIONSHIP OF PROPOSAL TO ECC INSTITUTIONAL GOALS

Directions:

1. Identify the goals to which this project applies by checking below.
2. Describe how this activity assists you in meeting your own professional development goals.
3. Describe the impact of this activity on the teaching/learning process.

INSTITUTIONAL GOALS

(Adopted by the Board of Trustees August 10, 2010)

Elgin Community College will:

- Ensuring curriculum currency and program relevance based on critical reflection of outcomes
- Promoting student engagement and intention learning
- Improving success milestones among key focus populations: first-time, developmental, adult, Black, and Latino students
- Supporting the continuing growth of faculty in learning theory, teaching methodologies, technology and individual disciplines
- Fostering a spirit of inquiry to increase understanding of racial, ethnic and global diversity, and of domestic and world cultures
- Ensuring key focus populations have equal access to learning opportunities
- Creating and offering programs and services that meet the emerging learning needs of our students
- Ensuring integrity in our relations with others
- Conserving spending while increasing quality and effectiveness
- Facilitating quality decision making
- Developing a collegial environment that supports employees' sense of purpose and self-worth to grow personally and professionally
- Strengthening relations with businesses, educational and service organizations vital to our community

Individual Professional Development Goals: _____

Impact of this activity on the teaching/learning process: _____

Note: This information is needed for semiannual committee reports to be provided for administration and accreditation purposes.

Published cost of tuition and course description..... \$ _____

Published registration fee and other costs marked on program \$ _____

(Program included in packets)

Program or a print-out of the published costs

Meals: Standard ECC limit - Number of days _____ x \$30..... \$ _____

-OR -

IRS Standard Rate for City – www.irs.gov/pub/irs-pdf/p1542.pdf

Number of days _____ x IRS Standard Rate for City..... \$ _____

(\$50.00 maximum)

Transportation:

-Airfare (on-line estimate) \$ _____

-Mileage (on-line mileage departing ECC (1700 Spartan Drive) x current
mileage posted on enet <http://www.irs.gov/taxpros/article/0,,id=156624,00.html> \$ _____

-Ground Transportation - estimate (taxi, airport, limo, subway) \$ _____

-Parking – estimate \$ _____

Lodging – estimate with documentation \$ _____

Other expenses (Please list below) (books and other materials are not covered)

..... \$ _____

..... \$ _____

..... \$ _____

TOTAL AMOUNT REQUESTED: \$0

Identification of institutional goals, professional/personal growth goals and benefits to the teaching/learning process indicated.

Applicant's Signature:	Date:
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<input type="checkbox"/> Recommended for \$ _____	<input type="checkbox"/> Not Recommended - Rationale if not recommended
Faculty Development Chair's Signature:	Date:

- An evaluation of the activity will be submitted to the supervising administrator when completed.
- All original signed copies with documentation will be on file in Human Resources.
- A Tuition and Travel Claim Form will be sent to the applicant by the committee secretary. Original receipts and other documentation of expenses must be attached to Tuition and Travel Claim Form.
- Faculty should file paperwork for funding within 6 months of the date of the activity or 6 months of the approval date – see page 28 of the Faculty Development Committee Handbook.

Do not send original receipts with this form. Original receipts are required when you submit your approved Travel Claim for reimbursement.

Did you remember to include the following with your proposal?

- 1. Detailed description of your Individual Professional Development Goals.**
- 2. Detailed impact of this activity on the teaching/learning process.**
- 3. Program/conference booklet – sessions included.**
- 4. Description of your class.**
- 5. Published cost of program or class.**
- 6. MapQuest from 1700 Spartan Drive, Elgin.**
- 7. Estimate of meal costs.**
- 8. Published lodging cost.**
- 9. Remember to sign and date your request.**

SUPPLEMENTAL FUNDING FOR RETRAINING

It is recognized that a full-time faculty member may require additional training in order to meet minimal educational requirements for a new or existing full-time position, in the event that the position the individual currently holds is at risk of elimination due to reduction in force. The Vice President for Teaching, Learning, and Student Development will identify positions at risk. The Faculty Development Committee reserves funds for the sole purpose of funding retraining for an individual to support his/her continued employment into a new or existing full-time position.

Policies

1. Activities or projects may be funded for individuals in the categories of training, seminars, workshops, conferences, graduate and undergraduate coursework and research or other scholarly activities to enable the full-time individual to meet minimal educational requirements to perform in a role new to the individual due to possible risk of position elimination.
2. Proposals are judged on a competitive basis and are independent of professional expense and professional development benefits reserved for each faculty member under the Board/Faculty agreement.
3. Applications must be filled out completely and have all required attachments before consideration by the committee.
4. Criteria for approval of such activities or projects and related expenditures is the benefit to the individual in the performance of his or her role in the teaching/learning process in a role new to the individual.
5. Activities funded must be congruent with the ECC mission statement and institutional goals as well as individual goals. The chair will compile a summary report at the end of each academic year that demonstrates the relationship between the college mission and goals and faculty professional development activities to be kept for accreditation reports.
6. The committee approves or denies funding per contract year for each individual. Proposals for funding may be submitted up to one year following the activity.
7. Reimbursement is provided up to the maximum amount approved for actual expenses of the approved activity only. Funding approved for individual activities is not transferable to other activities. Funds not encumbered will remain in the faculty development account. It is the activity that is approved, not the applicant. All reimbursements are subject to college policies and limits.
8. The Committee Chair prepares an annual budget report to be submitted to the Vice President for Teaching, Learning, and Student Development.
9. Faculty beginning their employment in the fall term are eligible to request one-half of the designated yearly funding.

Procedures

1. Faculty must submit separate proposals for each individual class, workshop, or activity.
2. Applicant fills out and signs form with all required documentation attached. Receipts are not necessary for approval but must be attached to the Tuition and Travel Claim Form.
3. Applicant sends form to Faculty Development Committee via committee secretary. Each proposal is logged in and stamped with the date.
4. The committee considers the proposal at the next meeting.

5. The Faculty Development Committee Chair signs approved proposals. The original proposal and Tuition and Travel Claim Form including budget codes are sent to the applicant.
6. Applicant completes the Tuition and Travel Claim Form and attaches original receipts (including meal receipts) indicating the distribution between professional development funds and faculty development funds and sends to committee secretary. Secretary maintains budget record keeping.
7. The Faculty Development Committee Chair sends original form to accounting for disbursement of funds.
8. The Faculty Development Committee Chair keeps account of expenditures made and amount remaining in the Faculty Development Committee budget. The Vice President for Teaching, Learning, and Student Development approves allocation of funds.

Required information:

- Detailed description of your Individual Professional Development Goals.
- Impact of this activity on the teaching/learning process.
- Program/conference booklet – sessions included.
- Description of your class.
- Published cost of program or class.
- MapQuest from 1700 Spartan Drive, Elgin.
- Estimate of meal costs.
- Published lodging cost.
- Remember to sign and date your request.

SUPPLEMENTAL FUNDING FOR INDIVIDUAL RETRAINING

Applicant Name: _____

Title of Activity/Project: _____

Dates of Activity/Project: _____

Description of Activity/Project: _____

Objectives/Outcomes of Activity/Project: _____

Rationale and required supporting documentation attached (marked program).

RELATIONSHIP OF PROPOSAL TO ECC INSTITUTIONAL GOALS

Directions:

1. Identify the goals to which this project applies by checking below.
2. Describe how this activity assists you in meeting your own professional development goals.
3. Describe the impact of this activity on the teaching/learning process.

INSTITUTIONAL GOALS

(Adopted by the Board of Trustees August 10, 2010)

Elgin Community College will:

- Ensuring curriculum currency and program relevance based on critical reflection of outcomes
- Promoting student engagement and intention learning
- Improving success milestones among key focus populations: first-time, developmental, adult, Black, and Latino students
- Supporting the continuing growth of faculty in learning theory, teaching methodologies, technology and individual disciplines
- Fostering a spirit of inquiry to increase understanding of racial, ethnic and global diversity, and of domestic and world cultures
- Ensuring key focus populations have equal access to learning opportunities
- Creating and offering programs and services that meet the emerging learning needs of our students
- Ensuring integrity in our relations with others
- Conserving spending while increasing quality and effectiveness
- Facilitating quality decision making
- Developing a collegial environment that supports employees' sense of purpose and self-worth to grow personally and professionally
- Strengthening relations with businesses, educational and service organizations vital to our community

Individual Professional Development Goals: _____

Impact of this activity on the teaching/learning process: _____

Note: This information is needed for semiannual committee reports to be provided for administration and accreditation purposes.

Published cost of tuition and course description..... \$ _____

Published registration fee and other costs marked on program \$ _____

(Program included in packets)

Program or a print-out of the published costs

Meals: Standard ECC limit - Number of days _____ x \$30..... \$ _____

-OR -

IRS Standard Rate for City – www.irs.gov/pub/irs-pdf/p1542.pdf

Number of days _____ x IRS Standard Rate for City..... \$ _____

(\$50.00 maximum)

Transportation:

-Airfare (on-line estimate) \$ _____

-Mileage (on-line mileage departing ECC (1700 Spartan Drive) x current
mileage posted on enet <http://www.irs.gov/taxpros/article/0,,id=156624,00.html> .. \$ _____

-Ground Transportation - estimate (taxi, airport, limo, subway) \$ _____

-Parking – estimate \$ _____

Lodging – estimate with documentation..... \$ _____

Other expenses (Please list below) (books and other materials are not covered)

..... \$ _____

..... \$ _____

..... \$ _____

TOTAL AMOUNT REQUESTED: \$ _____

Identification of institutional goals, professional/personal growth goals and benefits to the teaching/learning process indicated.

Applicant's Signature:	Date:
------------------------	-------

<input type="checkbox"/> Recommended for \$ _____	<input type="checkbox"/> Not Recommended - Rationale if not recommended
Faculty Development Chair's Signature:	Date:

- An evaluation of the activity will be submitted to the supervising administrator when completed.
- All original signed copies with documentation will be on file in Human Resources.
- A Tuition and Travel Claim Form will be sent to the applicant by the committee secretary. Original receipts and other documentation of expenses must be attached to the Tuition and Travel Claim Form.
- Faculty should file paperwork for funding within 6 months of the date of the activity or 6 months of the approval date – see page 28 of the Faculty Development Committee Handbook.

Do not send original receipts with this form. Original receipts are required when you submit your approved Travel Claim for reimbursement.

Did you remember to include the following?

- 1. Detailed description of your Individual Professional Development Goals.**
- 2. Impact of this activity on the teaching/learning process.**
- 3. Program/conference booklet – sessions included.**
- 4. Description of your class.**
- 5. Published cost of program or class.**
- 6. MapQuest from 1700 Spartan Drive, Elgin.**
- 7. Estimate of meal costs.**
- 8. Published lodging cost.**
- 9. Remember to sign and date your request.**

GROUP PROPOSALS

Policies and Procedures

Faculty members may apply to the Faculty Development Committee for funding of group activities or projects that provide professional growth experiences. Such proposals are judged on a competitive basis and are independent of the individual professional development and professional expense benefit reserved for each faculty member under the Board/Faculty Agreement. The criteria for approval of such activities or projects and expenditures are benefit to the individual in the performance of his or her role in the teaching/learning process and support of the ECC Mission Statement and Institutional Goals.

Twenty percent of new money added to the faculty development fund at the beginning of the contract year will be earmarked for group proposals. Group proposals will be considered twice per year. Proposals are due February 28 and September 30. The March meeting(s) will allocate up to one-half of the group funds and the remaining funds will be allocated at the October meeting(s). If not encumbered in October, funds will be rolled over for individual activities.

Group money will be allocated to individuals. If an individual withdraws from an activity, the money allocated to that individual will also be withdrawn. If an individual would like to be added to an existing group proposal, an amended proposal must be submitted. Additional funds for that group activity will be considered only if group money is still available. An amendment to a group proposal that keeps the total dollar amount unchanged will generally be approved. For example, withdrawing one name and adding another or adding another individual while reducing the amount allocated to each individual will generally be approved. The total amount of money allocated to an individual through group proposals will be limited to the same amount currently in effect for individual funds. Group proposals will be funded up to a maximum of \$5,000.00 per activity.

Group project proposals are to be submitted by a group of at least three full-time faculty members (one must be a group coordinator), while participation may be open to any number of faculty members. Group faculty development activities are funded for full-time faculty only. Part-time faculty and staff members may participate on a space available or program needed basis if justified by the proposed activity. Participants in group projects which have been partially funded as a group under these guidelines may also apply for supplemental funding on an individual basis.

Group projects are to be submitted on the designated form, and are to include a tentative itinerary and budget, and a memo outlining the project's merits. Group projects will be considered by the Committee on the basis of the project's merits. Priority will be given to projects which:

- directly affect a large number of faculty;
- are interdisciplinary;
- are innovative;
- have a substantial potential impact on students;
- support the college goals;
- provide for a sharing of knowledge, skills, and insights gained with non-participants via workshops, presentations, etc.

Although curriculum development is to be funded by the Administration, the Committee may fund innovative growth activities which provide knowledge and skills that support curriculum development.

FUNDING FOR GROUP ACTIVITY OR PROJECT

Funding for Group Activity or Project will be approved on a competitive basis. The review date for these activities will be twice a year. The first review date will be the first Faculty Development Committee meeting in March and the second review will be the first Faculty Development Committee meeting in October. Group Activity Forms are due by the Monday preceding the meeting.

Group Coordinator's Name: _____ Title of Activity/Project: _____

RELATIONSHIP OF PROPOSAL TO ECC INSTITUTIONAL GOALS

Directions:

1. Identify the goals to which this project applies by checking below.
2. Describe how this activity assists the group in meeting Institutional Goals.
3. Describe the impact of this activity on the teaching/learning process.

INSTITUTIONAL GOALS

(Adopted by the Board of Trustees August 10, 2010)

Elgin Community College will:

- Ensuring curriculum currency and program relevance based on critical reflection of outcomes
- Promoting student engagement and intention learning
- Improving success milestones among key focus populations: first-time, developmental, adult, Black, and Latino students
- Supporting the continuing growth of faculty in learning theory, teaching methodologies, technology and individual disciplines
- Fostering a spirit of inquiry to increase understanding of racial, ethnic and global diversity, and of domestic and world cultures
- Ensuring key focus populations have equal access to learning opportunities
- Creating and offering programs and services that meet the emerging learning needs of our students
- Ensuring integrity in our relations with others
- Conserving spending while increasing quality and effectiveness
- Facilitating quality decision making
- Developing a collegial environment that supports employees' sense of purpose and self-worth to grow personally and professionally
- Strengthening relations with businesses, educational and service organizations vital to our community

Note: This information is needed for semiannual committee reports to be provided for administration and accreditation purposes.

Names of additional faculty members involved in this activity or project and amount requested:

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

Total Amount Requested: \$ _____

Stipend/honorarium paid directly to speakers, vendors, ECC facilities, etc. \$ _____

Dates of Activity/Project: _____

Description of Activity/Project: _____

Objectives/Outcomes of Activity/Project: _____

The group coordinator is required to collect all faculty Tuition and Travel Claim Form and submit them together within three months of the activity completion date.

Rationale and required supporting documentation attached (marked program).

Include a separate detailed listing of how the money is to be used for this activity or project.

- Description of proposed project
- Copy of marked program
- Published costs marked on program - include registration fee and travel cost
- Itemized budget
- Identification of college goals relevant to the project on attached form
- Description of professional and/or personal benefits project is related to the teaching/learning process on the attached form.

Group Coordinator's Signature: _____	Date: _____
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<input type="checkbox"/> Recommended for \$ _____	<input type="checkbox"/> Not Recommended Rationale if not recommended: _____
Faculty Development Chair's Signature: _____	Date: _____

<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved With Comments	Vice President's Signature: _____	Date: _____
	Comments: _____	

SECTION IV

SABBATICAL LEAVE

SABBATICAL LEAVE APPLICATIONS

Policies (*Faculty/Board Agreement – Section 5.7, pp30-31*)

1. The Board shall grant to four (4) eligible, full-time, tenured faculty who shall have appropriately applied for the same sabbatical leave, provided that, in the judgment of the Faculty Development Committee and concurrence of the Board by its resolution, such leave will clearly add to the effectiveness of the faculty member in the performance of his/her responsibilities at the College and/or clearly accrue to the benefit of the College.
2. Tenured faculty are eligible to seek a sabbatical leave for an academic semester, an academic year or a summer after having completed six (6) years of full-time service as a faculty member of the College or since his/her last academic semester or academic year sabbatical leave. Tenured faculty will be eligible to seek an academic semester or academic year sabbatical leave three (3) years after the completion of a summer sabbatical. Furthermore, tenured faculty are eligible to seek a summer sabbatical three (3) years after the completion of an academic semester, academic year, or summer sabbatical. A faculty member shall not be eligible for any sabbatical leave following an academic year in which he/she was on leave of absence for sixty (60) days or more.
3. Faculty shall make application for sabbatical leave in writing to the Vice President for Teaching, Learning, and Student Development or designee pursuant to a reasonable timetable which shall be established. Such application shall include all the dates pertinent to such leave.
4. Two (2) sabbatical leaves shall be for a period of one (1) academic semester or one (1) academic year, and two (2) shall be for the summer term.
5.
 - a. During the period of sabbatical leave, faculty shall receive one-half (½) of his/her salary for an entire academic year, or all of his/her salary for a leave of one (1) semester. Faculty on sabbatical leave during the summer session shall receive a stipend equal to six (6) credit hours multiplied by the summer school rate as referenced in section 6.14.
 - b. If, during the period of sabbatical leave, the faculty earn taxable remuneration for contracted work, the salary paid by the College shall be reduced accordingly. Faculty may accept a stipend or grant intended to cover expenses but which does not require the performance of specific duties. Taxable remuneration shall not include royalties, dividends, interest or like income not derived from work performed during the period of the sabbatical leave.
 - c. As used in the preceding subparagraph, “salary” shall not include any additional amounts for summer school, extra-duty stipends or overloads. All insurance benefits shall continue and sick leave and vertical movement on the salary schedule, if any, shall accrue during the term of the leave.
 - d. Faculty on sabbatical leave shall not teach at Elgin Community College or perform their customary duties, unless approved by their Dean or immediate supervisor.
6. As a condition precedent to sabbatical leave, faculty shall agree to return to the College as full-time faculty for at least one (1) academic year immediately following the conclusion of such leave and shall execute a promissory note assuring restitution of all salary paid during such leave if he/she does not return, such to be payable in bi-monthly installments over a term not to exceed twice the length of the leave.
7. Faculty shall make a comprehensive written report to the College President and the Board at the conclusion of the leave. This report should include, but is not limited to, a summary of the

program of study or project, an evaluation of the experience, and how the results of the leave will be used to improve instruction.

Committee Procedures

Sabbatical leave proposals for the coming fiscal year are due to the Faculty Development Committee secretary by February 1. Copies of the sabbatical proposals will be provided by the secretary for each committee member for review at the first meeting in February. Questions for each applicant will be formulated by the committee. Applicants will be invited to present their proposals in person to the committee at the second and/ or subsequent February meeting(s) and prior to the final evaluation process. When proposed projects have met the Basic Criteria they will be judged by Merit. Applicants will be invited to present their proposals in person to the committee prior to the final evaluation process.

1. Projects that meet the Basic Criteria and Merit criteria will then be ranked according to the two-step voting process. Proposals that meet the criteria, but that are not selected through the voting process may be designated as alternates in case an approved proposal is withdrawn by the applicant. Voting on proposals will follow the presentations. The committee will rank the proposals and send their recommendations forward to the Vice President for Teaching, Learning, and Student Development for recommendations to the Board of Trustees.
2. Sabbatical materials, submissions, and names of candidates will not be discussed or shared outside of the committee except by the committee chair.
3. Sabbatical materials will be marked “confidential.”

Basic Criteria

The Committee has determined that the following Basic Criteria will be applied in its decisions, but proposed projects need not meet all these criteria nor be limited to them. These criteria are not in priority order. Attention will be given to proposals which best support the mission and relevant goals and objectives of the college and best promote professional renewal of the recipient.

The Basic Criteria established by the Committee are:

- The proposed project exposes the faculty member to ideas and/or skills.
- The proposed project supports the faculty member’s professional assignment.
- The proposed project provides cultural and educational benefits to students and staff, community, or society.

The Merit of those proposals meeting the Basic Criteria will be judged utilizing, but not limited to:

- Projects that provide retraining, allow for research, expose one to cultural diversity, furnish a global perspective, and/or allow exploration of new specialties.
- Projects that allow the application and enhancement of skills or knowledge in an alternate work environment, to complete a program of study, to complete coursework, or to promote instructional innovation and teaching learning strategies which positively impact the classroom setting.
- Projects that benefit large or diverse groups, that benefit people with special needs, or that enrich the quality of life and learning in the college, the community, or society.
- Faculty who have not experienced a sabbatical if their proposed project is of comparable merit to the other proposal(s) within their category of submission.

Two-Step Voting Process

1. Determine that each proposal meets the basic criteria:
 - Vote “yes” or “no” on each proposal.
2. Using the approved Sabbatical Leave Voting Procedures:
 - Summer
 - Determine the ranking priority order for summer applicants.
 - Two are selected and the next one in the ranking is the alternate selection.
 - Academic Year
 - Determine the ranking priority for the academic year applicants.
 - Two are selected and the next one in the ranking is the alternate selection.

Sabbatical Leave Voting Procedures (A Pair-Wise Voting System)

1. Prepare one ballot that contains a vote for each of the possible pairs of candidates. Example, if Abe, Bob, Carol and Donna are eligible, the ballot would contain 6 votes, with the order being determined randomly. (Random order on the ballot is important.)

Abe	vs.	Bob
Abe	vs.	Carol
Abe	vs.	Donna
Bob	vs.	Carol
Bob	vs.	Donna
Carol	vs.	Donna

Note:	<u>Number of Candidates</u>	<u>Number of Pairs</u>
	2.....	1
	3.....	3
	4.....	6
	5.....	10
	6.....	15
	7.....	21

2. Each voter circles his/her choice for each possible pair.
3. The persons(s) designated to count the ballots
 - records the winner of each possible pair, and
 - counts the number of times each candidate won.

To avoid a tie, an odd number of voters is preferred. The candidate with the most votes wins and is the number one choice, etc.

4. If two candidates have the same number of wins, look at the ballot for those two people and assign the winner the highest priority.
5. In case of a tie between 3 or 5 candidates, an additional vote will be taken and the top two vote-getters win by simple majority.

SABBATICAL LEAVE APPLICATION

Applications for sabbatical leave will include a well-developed, proposed project which will clearly add to the effectiveness of the faculty member in the performance of his/her professional responsibilities at the college. Identification of the value to the applicant's professional development and reference to supporting relevant mission/goals/objectives of the college are requested. All dates pertinent to such leave should be included. A comprehensive written report to the College President and the Board is to be submitted at the conclusion of the leave and "...should include, but not be limited to, a summary of the program of study or project, an evaluation of the experience, and (identify) how the results of the leave will be used to improve instruction."

Name _____

Division _____

Date of Full Time Appointment _____

Completion and Period of Last Sabbatical Leave _____

Period of Sabbatical Requested

(Applicant must select either summer or one of the academic year options.)

- Summer
- Full Year (Half Pay)
- Fall
- Spring

Please attach the sabbatical project proposal to this signed application and submit to the committee secretary by February 1.

Applicant's Signature:	Date:
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<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended With Comments	Supervising Administrator's Signature:	Date:
	Comments:	

SABBATICAL LEAVE PROPOSAL

All applicants must include a detailed description of the proposed project in the following format which may be supplemented to accommodate unique characteristics of the project. A description of the program and criteria for awarding sabbatical leaves are in the first section of the Faculty Development Handbook. The proposal must be typewritten.

I. Purpose _____

II. Project Objectives (Please indicate those objectives which meet Committee criteria)

A. Personal Objectives _____

B. College Related Objectives (Cross reference relevant college goals and/or departmental objectives) _____

III. Project Description

A. Plan of Action _____

B. Time Frame _____

IV. Project Benefits/Projected Impact on Instructional Program, including specific follow-up activities currently planned. _____

V. List all supporting documentation such as a letter of acceptance from a graduate school, an offer from a place of employment, or explanatory brochures and registration information. A copy of each document must be attached to the proposal. _____

Elgin Community College

SABBATICAL LEAVE APPROVAL FORM

Applications have been reviewed by the designated administrators for purposes of information and planning. Committee approval and Board Concurrence are required for the granting of sabbatical leave.

Faculty Member's Name _____

Date Submitted _____

Term of Sabbatical Leave

- Summer
- Full Year (Half Pay)
- Fall
- Spring

<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended With Comments	Faculty Development Chair's Signature: _____	Date: _____
	Comments: _____	

<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended With Comments	Vice President's Signature: _____	Date: _____
	Comments: _____	

<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved With Comments	Chair, Board of Trustee's Signature: _____	Date: _____
	Comments: _____	

<input type="checkbox"/> Contract Issued	Managing Director of Human Resources: _____	Date: _____
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