



# SNOW COLLEGE

## College Council Agenda

Monday, March 11, 2019 • 3:30 – 5:00 PM

Lorenzo and Erastus Snow Conference Room • Noyes Building

	1. Welcome		Gary Carlston President
<b>Action</b>			
	2. Meeting Minutes	Attachment 1	President Carlston
<b>Final Review</b>			
	3. Advancement & Tenure Policy	Attachment 2	Steve Hood Vice President for Academic Affairs
	4. Probation Period Policy	Attachment 3	Jake Dettinger Vice President for Admin Services
	5. Corrective Action Policy	Attachment 4	Vice President Dettinger
	6. Grievance Policy	Attachment 5	Vice President Dettinger
	7. Accommodation of Disabilities Policy.	Attachment 6	Vice President Dettinger
<b>Initial Review</b>			
	8. Birth and Adoption Policy	Attachment 7	Vice President Dettinger
	9. Death Benefit Policy	Attachment 8	Vice President Dettinger
<b>Discussion &amp; Informational</b>			
	10. 2019-2020 Tuition Proposal	Attachment 9	Vice President Dettinger
	11. E-sports Proposal	Attachment 10	Jason Springer Director of Student Success
	12. Space Utilization Committee	Attachment 11	Vice President Dettinger
	13. In Progress: Accessibility Policy		Vice President Dettinger
	14. In Progress: Relocation Expense Policy		Vice President Hood
	15. Calendaring Details April 2 May 3 May 4 May 13 May 17 June 28	College Coordinating Council Commencement – Richfield Commencement - Ephraim College Council Meeting Board of Regents & Board of Trustees Meeting Board of Trustees Meeting	

**Committee Membership:**

Mike Brenchley, Nate Caplin, Gary Carlston, Jacob Dettinger, Jared Devey, Steve Hood, Heidi Johnson, Craig Mathie, Brad Olsen, Paul Tew, Larry Smith, Jason Springer, Allan Stevens, Bryce Warby



## College Council Meeting Summary • January 14, 2018

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*Members Attending:* Mike Brenchley, Gary Carlston, Jake Dettinger, Jared Devey, Steve Hood, Heidi Johnson, Craig Mathie, Brad Olsen, Larry Smith, Garth Sorenson, Jason Springer, Paul Tew, Bryce Warby  
*Others Attending:* Josh Hales, John Stevens, Marci Larsen (secretary)

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### Welcome (Vice President Hood)

- Called the meeting and welcomed everyone

### Meeting Minutes (Vice President Hood)

- Space between “the” and “caveat” in the budget discussion
- Jason Springer moved approval with this correction. Larry Smith seconded it, and all voted in favor.

### Social Media Policy (Vice President Hood)

- Turned the time to John Stevens
- Informed of three minor comments after 30-day review, which were included
- Larry Smith on 3.2 – change “to” to “on” administration
- Larry Smith moved approval with that change. Jared Devey seconded the motion, and it passed unanimously.
- *Action: John Stevens will send redline version to employees and President Carlston (or his designee) will present the final policy to Trustees*

### Probationary Policy (Vice President Dettinger)

- Turned time to Josh Hales
- Suggested to change probationary period to one-year
- Jason Springer made a motion to move to 30-day review. Craig Mathie seconded the motion, and it passed unanimously.
- *Action: Jake Dettinger will distribute the policy to employees for the 30-day review*

### Corrective Action Policy (Vice President Dettinger)

- Josh Hales reviewed the policy, which has been significantly revamped
- Received several pieces of feedback, including a request to put the policy into the policy template
- Questioned the definition of staff members v employees
- Paul Tew made a motion to send out with the recommended amendments. Nate Caplin seconded the motion, and it passed unanimously.
- *Action: Jake Dettinger will distribute the policy to employees for the 30-day review*

### Grievance Policy (Vice President Dettinger)

- Josh Hales reviewed the policy, noting the addition to the grievance hearing procedures
- Asked for clarification of definition of days and length of time for deadlines
- Motion to take off table. Jason Springer seconded, and all voted in favor
- Paul Tew made a motion to send for 30-day, including staff commensurate representative with faculty policy
- *Action: Jake Dettinger and HR will modify policy and send to employees for 30-day review*

### Accommodation of Disabilities Policy (Vice President Dettinger)

- Josh Hales addressed this
- Noted the first change is the title of policy
- Decided that Paula Robinson, ADA Coordinator, will handle student and guest accommodations and HR will address employee needs
- Craig Mathie made a motion to send out for 30-day. Heidi Johnson seconded the motion. All were in favor.
- *Action: Jake Dettinger will send out for 30-day review*

## College Council Meeting Summary • January 14, 2018

### Relocation Expense Policy (Vice President Hood)

- Had procedures, not policy, in the past
- Suggested to add definitions for types of employees, relocation expenses, and consider amounts
- *Action: Steve Hood will take back and add some details*

### Advancement and Tenure Policy (Vice President Hood)

- This policy has been through deans and senate
- Most changes were grammatical, consistency, some clarification on years, one section deleted
- Larry Smith said there was discussion of transition committee, but Steve said Morris does not want two policies to be in effect at the same time
- Larry Smith said Senate met two extra times to address this document, as has A&T committee
- Larry Smith made a motion to send to employees for 30-day review. Craig Mathie seconded it. All in favor.
- *Action: Dr. Hood will send it out for 30-day review*

### Accessibility Policy (Vice President Dettinger)

- *Action: Jake Dettinger will work with IT to distribute*

### Snow Promise Scholarship (Vice President Mathie)

- Said trying to support local students who can succeed, as this is part of our mission
- Shared with K-16, who is very excited about this
- *Action: Marci Larsen get map of Six-County map for every counselor*

# **Snow College Advancement and Tenure Policy (Post-30 Day Review Draft)**

## **1.0 PURPOSE**

- 1.1 This Policy establishes the criteria and procedures relative to rank advancement and tenure of faculty.
- 1.2 Rank advancement and tenure express the College's commitment to, and faith in, a faculty member's ongoing career and expected life-long contributions to the College community. Rank advancement and tenure are granted based on careful evaluation of what a faculty member will bring to the College through effective teaching, professional activities, and service throughout his or her career. Rank advancement and tenure are not rights, they are conferred by the College in its discretion to the best faculty members.

## **2.0 DEFINITIONS**

- 2.1 Academic Freedom: Snow College operates by the definitions of academic freedom established in Regents Policy R481 which states:
  - 2.1.1 **Academic Freedom: Introduction:** The institutions are operated for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. (See section 3.4.) Institutional policies shall indicate how the concept of academic freedom applies to teaching, research and public life.
  - 2.1.2 **Academic Freedom in Teaching:** Faculty members possess the right to full freedom in the classroom to discuss their subjects. They may present any controversial material relevant to their courses of instruction, but they shall be careful not to introduce into their teaching controversial matter which has no relation to the subject being taught.
  - 2.1.3 **Academic Freedom in Research:** A faculty member is entitled to full freedom in research and in the publication of the results. Research for pecuniary return should be conditional upon disclosure to and the consent of the officials of the institution.

2.1.4 **Academic Freedom in Public Life:** A college or university faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When the faculty member speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but the faculty member's special position in the community imposes special obligations. As a person of learning and an education officer, the faculty member should remember that the public may judge his/her profession and institution by his/her utterances. Hence the faculty member should at all times strive to be accurate, should exercise appropriate restraint, should show respect for others, and should make every effort to indicate that he/she is not speaking for the institution.

2.2 Rank Advancement: Upon beginning service at Snow College, faculty members are assigned the academic rank of instructor or assistant professor. Faculty members who demonstrate exemplary service in all three areas to the College are eligible to be advanced to higher academic ranks (assistant professor, associate professor, professor) after a complete review. The review procedures are set forth in this document.

2.3 Advancement and Tenure Committee (ATC). The ATC is a standing committee of the Faculty Senate. It is comprised of faculty representatives from each academic division and one member of the Faculty Senate. The ATC reviews candidates for rank advancement and tenure, using the procedures set forth in this document and makes recommendations for or against rank advancement and/or tenure to the President of the College.

2.4 Candidate: A faculty member being evaluated for tenure or rank advancement.

2.5 Faculty Action Plan (FAP): A plan required of faculty members who receive an evaluation of "Needs Improvement" in a review by a department chair, dean, or Faculty Evaluation Team.

2.6 Faculty Development Plan: A plan that individual faculty members create that addresses their responsibilities in regards to teaching, service, and professionalism.

2.7 Faculty Evaluation Team (FET): A team of faculty colleagues who evaluate individual faculty members in their path towards tenure and rank advancement. The FET recommends for or against rank advancement or tenure of individual faculty members.

2.8 Faculty member: A faculty member in this document refers to a faculty member who has been hired and is eligible for rank advancement and tenure at Snow College.

- 2.9 Memo of Understanding (MOU): The MOU is a document agreed to by an individual faculty member and the College and specifies responsibilities, both general and specific, in regards to the faculty member's employment at Snow College. Added responsibilities or a change of responsibilities may require an addendum to the MOU or the creation of a revised MOU.
- 2.10 Non-renewal: A decision that recommends (in the case of the ATC) or concludes (in the case of the President) that a faculty member's contract will not be renewed. Normally, non-renewal occurs during pre-tenure years or at the time of final tenure review.
- 2.11 Professional development (activities): Those activities that a faculty member participates in regarding professional research, improving instructional skills, and engagement in a relevant academic area of training.
- 2.12 Professionalism: The ethical, moral, collegial and professional behavior in which a faculty member is expected to conduct themselves around students, staff and faculty colleagues.
- 2.13 Sabbatical: A professional hiatus sanctioned by the College that allows a faculty member to conduct research or teaching outside the faculty member's normal teaching responsibilities at Snow College. The granting of sabbatical leaves is dependent on the College's financial ability to support sabbaticals.
- 2.14 Service: Service rendered on the part of a faculty member to the College. Only service as described in Section Four of this document is relevant to tenure and rank advancement considerations.
- 2.15 Teaching: Course instruction in classroom, lab, and studio settings, or in locations and conditions agreed upon in a faculty member's MOU that conforms with the College's mission as a teaching institution.
- 2.16 Tenure: Tenure is a declaration made by the Snow College Board of Trustees that removes a faculty member from probationary status. It is granted based on careful evaluation of what a faculty member will bring to the College through effective teaching, professional activities, and service throughout his or her career. Once tenured, a faculty member may be terminated only for cause, except in the case of bona fide program or unit discontinuance or bona fide financial exigency.
- 2.17 Terminal degree: A terminal degree is an academic degree that acknowledges mastery and completion of advanced study in a particular field. Usually a terminal degree is a doctoral degree (PhD, M.D., D.A., DFA, etc.), but can include other degrees such as the MFA as agreed to by the Snow College Board of Trustees.
- 2.18 Year. A year is an academic period of two semesters. While teaching is assessed

for summer term sessions, a summer term is not counted towards completing an academic year. Completion means successfully teaching for the entire semester with no major absences. If a faculty member misses more than ten class days in a semester, the department chair, dean and VPAA will determine how best to serve the needs of the students and the faculty member. A year typically includes full-time teaching for a consecutive fall and spring semester but, with approval of the ATC, may include two fall semesters, two spring semesters or a mix of fall and spring semesters or other special circumstances to achieve the required years of service to be evaluated for and qualify for tenure. Faculty members who take medical leave or another type of leave only count those years when they are actively teaching at Snow College towards their tenure clock. A year may also include a mix of teaching and serving in administrative positions as provided in the Faculty Workload Document. A faculty member who is in the third or sixth year of service will be evaluated.

### **3.0 TENURE**

- 3.1 The laws of the State of Utah, policies of the Utah Board of Regents and this Policy of Snow College provide for the awarding of tenure.
- 3.2 Once tenured, a faculty member may be terminated only for cause, except in the case of bona fide program or unit discontinuance or bona fide financial exigency. If a program or unit is discontinued, the College shall make reasonable effort to give to each affected faculty member as much notice as possible but no less than six months' notice.
- 3.3 The Tenure consideration process is conducted by the ATC with the valuable input and initial efforts of a department-centered FET that evaluates individual candidates and recommends for or against their tenure. Faculty members in one-person departments will have their tenure consideration reviews conducted at the division level. College administration also has an important role in the tenure process. The ATC recommends candidates for tenure and/or rank advancement to the VPAA and president. The president determines whether or not to forward the recommendations to the Snow College Board of Trustees. The Board of Trustees make the ultimate decisions on tenure.
- 3.4 The tenure process should be clear and fair to faculty members as well as the College. All proceedings connected with the tenure process should be professional and civil, keeping in mind that respect is owed to all parties involved with the process, especially faculty members who are devoting a large portion of their career to seeking tenure. All proceedings shall be kept confidential and not shared with anyone outside the process.
- 3.5 Tenure-track faculty members do not have tenure rights and serve in a probationary status, usually for a period of six years (twelve semesters) of continuous service as a tenure-track faculty member (the consideration period). Within the consideration period, a tenure-track faculty member must achieve tenure or face dismissal from the College. Any non-tenured faculty member, including those on tenure-track, may not be renewed, with or without cause, effective at the end of an academic year. Although typically the procedures outlined in this Policy will be followed before a non-renewal is decided upon,

non-renewal may be decided upon at any time and for any legal reason at the discretion of the administration. If non-renewal is decided upon, notice will be given to the faculty member of non-renewal no later than March 1 of the first academic year of service, if the appointment expires at the end of the academic year; or, if a one-year appointment terminates during an academic year, notice should be given at least three months in advance of termination. Notice of non-reappointment shall be given no later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, notice should be given at least six months in advance of termination. After two or more years of service at the College the minimum period for notice of non-reappointment is six months before the expiration of an appointment.

3.6 A MOU will state the terms and conditions of every faculty appointment including whether a position is tenure-track. Any exceptions to the usual six years of service required for tenure consideration will be noted in a new MOU or in an addendum to the MOU.

3.7 During the consideration period, tenure-track faculty members enjoy the same rights of academic freedom that all other faculty members enjoy.

3.8 Special Considerations Related to Tenure.

3.8.1 If a faculty member is hired mid-year (spring semester), he or she will follow the timelines established for faculty who are hired to begin in the fall semester that follows.

3.8.2 The tenure consideration period is normally limited to six years (twelve semesters). It may be extended upon written approval of the President of Snow College for appropriate reasons. Such reasons may include approved FMLA leave or as a result of a reasonable accommodation for a disability. In general, the consideration period will not be extended more than one year. Exceptions will be handled case by case and reference the faculty member's MOU and letters of support by appropriate supervisors.

3.8.3 Faculty members begin the final tenure review process in their tenth semester of service. The ATC considers the candidates application in the eleventh month of service. If a faculty member is evaluated for tenure and is not recommended for tenure, they will not be considered for tenure again. The denial of tenure will serve as notice of non-renewal.

3.8.4 The tenure consideration period may also be shortened to less than six years (twelve months) upon written approval of the Vice President of Academic Affairs, after consultation with the Department Chair, Division Dean and the ATC. Examples of when the consideration period may be shortened are (1) previous exemplary experience as documented as a full-time faculty member at accredited colleges or universities, including Snow College, but credit may not be given for more than three years. Requests may be submitted before a faculty member is hired or at any

time until the end of the second year of the consideration period. (2) Exemplary service as an administrator or staff member at Snow College. (3) For clearly meritorious reasons including tenure achieved at another institution. No faculty member may achieve tenure without at least one year of teaching as a faculty member at Snow College. Administrators and staff members being considered for tenure must demonstrate teaching proficiency before being awarded tenure. If the consideration period is reduced, the tenure-track faculty member should be placed on the evaluation schedule at the appropriate year; i.e., if a one-year reduction is given, the faculty member starts at the second year; if a two-year reduction is given, the faculty members starts at the third year, etc., except at least one pre-tenure review shall occur before consideration for tenure.

3.8.5 Full-time non-tenure-track faculty members (e.g., professional-track or term faculty) who switch to tenure track may request the ATC to apply up to three years of prior service toward the tenure consideration period if they have undergone annual dean reviews during their professional-track service. Once switched to tenure-track, they must undergo at least one pre-tenure review before applying for final tenure.

3.8.6 Full-time administrative staff who have achieved tenure status as a faculty member at an accredited institution of higher education at the time of hire at Snow College are eligible to apply for tenure at Snow College after one year of full-time employment. If tenure is awarded, the employee has the option at the completion of his/her full-time administrative assignment to become a full-time tenured faculty member within the appropriate department if there is a full-time tenure-track position available.

#### **4.0 EVALUATION MATERIALS AND CRITERIA**

4.1 All faculty members will maintain a professional dossier that includes the following:

4.1.1 A complete, updated current curriculum vitae. This curriculum vitae will list faculty members' post-secondary education and certifications, including applicable coursework beyond their most recent degree; courses taught or developed for Snow College; other work responsibilities for which faculty members received Credit Hour Equivalency (CHE) or financial remuneration from Snow College; service given to Snow College, the profession, or the community without CHE or financial remuneration; professional presentations, publications, and creative works; and professional development that faculty members have completed that is applicable to their assignments. Faculty members will include when they were paid for service, presentations, publications, or professional development.

4.1.2 Memo of Understanding (MOU). Faculty members will keep their most recent MOU in their professional dossier. Older MOUs should be kept in the dossier.

- 4.1.3 Annual evaluation and Three-Year evaluation. Annual evaluations are conducted for tenure-track faculty members. The department chair will conduct the annual evaluation for tenure-track faculty members and the division dean will conduct evaluations every three years for tenured faculty. Deans can assist department chairs in annual evaluations when the chair's evaluation load is particularly heavy. If a chair is not tenured, or is being evaluated, the dean may perform the evaluations. Deans will conduct the three-year evaluation once a faculty member is post-tenure. Annual and three-year evaluations include a review of the faculty member's teaching, professional development activities, and service. Deans are evaluated every three years by the VPAA.
- 4.1.4 A Faculty Development Plan. A FDP is a plan that is crafted by a faculty member, with input and approval by the department chair and dean, and signed by their ATC division representative. The FDP states the faculty member's responsibilities and goals as a faculty member of their department and Snow College and how they plan to accomplish those responsibilities. A FDP shall take into account differing responsibilities between departments. (For example, a FDP for teaching in a Fine Arts department may include private lessons, College performances, and community plays or concerts as part of the faculty member's responsibilities. A FDP for Athletics may include competitions as part of the faculty member's responsibilities.)
- 4.1.5 A current self-evaluation: Tenure-track faculty will submit annual self-evaluations to their dossier and tenured faculty will submit self-evaluations every three years. The self-evaluations will describe how well they have met evaluation criteria in teaching, professional development, and service. They will include information about their progress toward meeting their responsibilities and goals from their FDP (and FAP, if applicable). They will assess their strengths and weaknesses, and how they have addressed weaknesses identified by students, peers, and chairs and/or deans. Tenured faculty who receive a rating of "Needs Improvement" in their chair or dean review in any area of performance must submit annual self-evaluations until improvement has been noted by the department chair and division dean.
- 4.1.6 Syllabi as distributed to students for all courses taught during the previous three years. (One syllabus submitted per course, not per section; e.g., a faculty member in the English Department would submit ONE syllabus for ENGL 1010, ONE syllabus for ENGL 2010, and syllabi for any non-composition courses taught during the previous three years.) Courses taught online or as a hybrid must have syllabi submitted for review, even if the candidate is teaching the same course face-to-face.
- 4.1.7 Sample assignments and assessments (e.g., quizzes, exams, essay assignments, research papers) used for courses taught by the faculty member. Not all assignments need to be submitted, but enough assignments should be submitted to give evaluators a full representation of work required in the candidate's courses.

Evaluators may request all assignments be submitted if they feel it is necessary for a complete evaluation.

- 4.1.8 Any additional materials required by the faculty member's division.
  - 4.1.9 Faculty members will send an up-to-date copy of their professional dossiers to the VPAA's office when they are being reviewed by the ATC (see Section 5 for submission timelines). A faculty member may choose to update any information in his or her dossier as they feel may be useful in the evaluation process. FETs, department chairs, division deans, and the ATC may have access to the professional dossier for purposes of evaluating a faculty member's candidacy for rank advancement and tenure. The VPAA, president, and members of the Board of Trustees may also view the dossier.
- 4.2 While faculty members will be evaluated on their dossier, evaluations may also include a review of the following:
- 4.2.1 All previous self-evaluations, FDPs, FAPs, Chairs' and deans' evaluations, student evaluations, and classroom evaluation reports throughout the candidate's career.
  - 4.2.2 Letters from department chairs, division deans, colleagues, and community members with information relevant in evaluating service to the College or the profession and professionalism as a member of the College community. A maximum of five letters may be submitted each year.
  - 4.2.3 The FET and ATC may or may not choose to interview candidates for interim tenure review, tenure review, or rank advancement.
- 4.3 Each division has a unique place in fulfilling the mission of Snow College. As a result, it is acknowledged that faculty assignments often differ from one division to another. Therefore, each division will submit to the ATC an explanation of additional criteria and considerations their FDPs include that are taken into account when evaluating their faculty. The ATC will review these criteria and will work with deans to ensure that evaluation criteria are fair and do not diverge drastically from criteria in other divisions but the ATC will have final say on including additional criteria. Divisions will review their criteria and considerations on a regular basis and submit changes for approval as needed.
- 4.4 **Evaluation Criteria**
- 4.4.1 Snow College is a teaching institution. First and foremost, faculty members must be effective teachers and dedicated to fulfilling the mission of the College. Faculty members are also evaluated for professional development and service and collegiality. Faculty are rated as one of the following in each area of performance:

- Exceeds Expectations
- Meets Expectations
- Needs Improvement

#### **4.4.2 Evaluating teaching**

4.4.2.1 Teaching is the most important factor in evaluation. Teachers who are effective:

- 4.4.2.1.1 Offer courses that are engaging, relevant and rigorous. Material presented in each course is accurate, up-to-date and revised on a regular basis.
- 4.4.2.1.2 Communicate course standards and learning outcomes clearly. They use appropriate teaching methods and align learning activities, assignments and assessments to help students achieve established outcomes.
- 4.4.2.1.3 Motivate students with their mastery of and enthusiasm for their discipline and their respect and concern for students. They are available to help students outside of classrooms, labs, and studios, and seek to mentor them as appropriate.

4.4.2.2 Snow College recognizes diversity in teaching assignments across disciplines. A faculty member's MOU and the current Snow College Workload Policy should be taken into consideration when evaluating the nature and effectiveness of their teaching.

#### **4.4.3 Evaluating Professional Development**

4.4.3.1 All full-time faculty members are expected to pursue activities that contribute to their professional development. Faculty members should consult with their chair and/or division dean to identify appropriate professional development goals and activities to support their teaching and other responsibilities. They should establish a realistic timeline for reaching goals and include this information in their FDP. Faculty members will report their progress to their chairs and deans on a regular basis, not less than once a year for tenure-track faculty members and not less than once every three years for tenured faculty members.

#### **4.4.4 Evaluating Service and Professionalism**

4.4.4.1 All full-time faculty are expected to participate in College governance by attending and contributing to department and division meetings. They must exhibit professional, ethical behavior, and cooperate with colleagues in and out of their departments and division to create a work environment where

different opinions (about policy, academics) can be discussed without resorting to abusive language or behavior. Faculty members should serve regularly and dutifully on College committees or in other capacities of governance and activities that support the institution, including student recruitment and retention.

4.4.4.2 All full-time faculty are expected to participate in the regular assessment of programs and courses. They should be timely in completing assignments that include—but are not limited to—regular reviews of course syllabi and program outcomes.

4.4.4.3 Snow College values engagement and expects that all full-time faculty will model engagement by seeking opportunities to contribute to their profession and community.

## **5.0 SCHEDULE AND SEQUENCE OF FACULTY EVALUATIONS**

In general, this policy sets forth the schedule and sequence of annual evaluations and rank advancement and tenure evaluations. However, as experience informs this policy, the ATC may set a different schedule and sequence of events in a document titled “ATC Timelines” to be appended to this policy. The ATC timelines may change procedural dates, for example the due dates for when materials must be submitted or when various bodies meet to consider matters within their purview, but the substance of the policy shall not be changed.

### **5.1 Annual and Three-Year Evaluations**

**5.1.1** Regular evaluations are an important part of the tenure process but are also an important part of evaluating all faculty—tenured, tenure-track, non-tenure track and adjuncts. Thus all faculty will be evaluated on a regular basis. Annual evaluations are conducted for tenure-track faculty members. The department chair will conduct the annual evaluation for tenure-track faculty members and the division dean will conduct evaluations every three years for tenured faculty. Deans can assist department chairs in annual evaluations when the chair’s evaluation load is particularly heavy or when the chair being evaluated. If a chair is not tenured, the dean may perform the evaluations. Deans will conduct the three-year evaluation once a faculty member is post-tenure.

**5.1.2** The annual evaluation of tenure-track faculty will include:

**5.1.2.1** a review of the Faculty Development Plan;

**5.1.2.2** a self-evaluation;

**5.1.2.3** a comprehensive review by the chair or dean of teaching, professional development and service.

- 5.1.3** For tenured faculty, the three-year evaluation will focus on teaching and a review of the FDP and include:
- 5.1.3.1** a review of the Faculty Development Plan;
  - 5.1.3.2** a self-evaluation;
  - 5.1.3.3** a comprehensive review by the chair or dean of teaching, professional development and service.
- 5.1.4** All annual and three-year evaluations will be conducted before April 15 of the spring semester.
- 5.1.5** If, as a result of the annual evaluation, a tenure-track faculty member is found to not be meeting the minimum standards required of a faculty member of his or her discipline, the department chair or dean shall meet with the VPAA to discuss remediation, discipline or non-renewal. A Faculty Action Plan (FAP) will be completed by the chair, dean, and faculty member to guide performance improvement.
- 5.1.6** If, as a result of the annual review, a tenured faculty member is found to not be meeting the minimum standards required of a tenured member of his or her discipline, he or she is responsible for remediating the deficiencies, and the College shall assist through the completion of a FAP. A faculty member's failure to successfully remediate deficiencies may result in disciplinary action according to policy.
- 5.1.7** Deans serve at the will of the administration as a deans but also have status as a faculty member. Persons serving as deans will have regular reviews as described above, either annually if tenure-track or three-years if tenured, with regard to their status as a faculty member. The VPAA will conduct this review. The VPAA also conducts an annual evaluation of each dean according to criteria established in the document entitled "Duties and Responsibilities of Deans and Department Chairs."

## **5.2 Tenure-Track Evaluations**

- 5.2.1** The ATC will evaluate tenure-track faculty members during their third year with regard to their progress towards tenure ("Tenure Progress Evaluation"). The ATC shall also evaluate tenure-track faculty with regard to a recommendation for tenure ("Final Tenure Evaluation").
- 5.2.2** Deans will organize a Faculty Evaluation Team (FET) for each tenure-track faculty member who will conduct the first step in a Tenure Progress Evaluation. In addition to evaluating the faculty candidate, the FET also recommends for or against tenure. If the FET does not reach a unanimous decision, a dissenting FET member should submit a separate letter stating

reasons why they he or she feels the candidate should or should not be recommended. The FET consists of at least two faculty members from the department (preferably) and/or division of the faculty candidate under review, and at least one faculty member outside the division. For small departments, it may be necessary to have all FET members comprised of evaluators from outside the department. The dean will appoint one tenured faculty member to serve as the Lead of the FET. The dean shall consider the input of the department chair, the division representative to the ATC, and the faculty member being reviewed as to membership of the FET but the dean's decision shall be final. FET members should have the expertise required to adequately and fairly evaluate the candidate's teaching, professional development and service. Members of the ATC may also serve on an FET but may not serve as the lead.

**5.2.2.1** A candidate may object to a member of the ATC or FET evaluating them based on bias. Prior to an ATC review of a candidate, a written objection should be made to the Chair of the ATC detailing the claim of bias. The Chair will convene a special meeting of the ATC to consider and advise regarding the objection. The ATC will review the objection, hear from the candidate and the objected to member, and then advise the Chair. The Chair shall then rule whether the objected to member will be recused and replaced on a temporary basis. If the Chair of the ATC is objected to, the Faculty Senate representative will receive the objection, convene the special meeting, and rule. The chair of the ATC will work with the division dean and/or chair if a member of the FET is objected to by a candidate.

### **5.3 Third-Year, Interim Tenure Review**

- 5.3.1** This evaluation assesses in great depth the faculty member's progress towards tenure.
- 5.3.2** Candidates undergoing the interim evaluation submit their dossiers to the VPAA no later than 5:00 p.m. of the second Friday of their fourth semester. The dossier should include the materials listed in section four of this document.
- 5.3.3** The FET will review the evaluation materials and evaluation criteria and may solicit the input of the department chair and/or dean and conduct further inquiry as it deems appropriate.
- 5.3.4** By 5:00 p.m. on the eighth Friday of the fourth semester, the FET will share their evaluation of the candidate with the candidate, department chair, and dean. The dean or chair should write a note of agreement or disagreement with the outcome reached by the FET. If it chooses to do so,

the FET may recommend dismissal if they believe adequate progress is not being made towards tenure. The candidate, chair and dean may submit additional information, including additional documentation and/or a rebuttal if they disagree with the evaluation. These responses must be submitted by 5:00 p.m. of the tenth Friday of the semester. The FET, at the members' discretion, may revise the evaluation.

**5.3.5** End of fourth semester: The FET completes the evaluation and submits it to the ATC, including the candidate's dossier and any additional documentation and rebuttal that was submitted by the candidate, the department chair and division dean. If the FET does not reach a unanimous decision, a dissenting FET member should submit a separate letter stating reasons why they he or she feels the candidate should or should not be recommended. The FET's evaluation is submitted to the ATC no later than 30 days after the end of the semester.

**5.3.6** Fifth semester: FET evaluations shall be reviewed by the ATC as part of their evaluation. The ATC may conduct further investigation, ask for additional materials, interview persons including the candidate, chair or dean and otherwise act to fully inform itself of the candidate's qualifications and progress. After consideration and review by the ATC, the members shall vote and may:

**5.3.6.1** Recommend the candidate's continued status as tenure-track.

**5.3.6.2** Direct that further review and/or information gathering occur and set a due date for a follow-up report;

**5.3.6.3** Issue a letter of progress or concern.

**5.3.6.3.1** A letter of progress may note any goals or areas for a candidate to improve in.

**5.3.6.3.2** A letter of concern should be specific as to deficiencies or concerns about the candidate's progress and include goals and remediation measures.

**5.3.6.4** The ATC may also recommend dismissal of the faculty member to the VPAA and President of the College.

**5.3.6.5** The candidate is notified of the results of the ATC's evaluation and provided the letter of progress or concern.

## **5.4 Final tenure evaluation**

- 5.4.1** The awarding of tenure is based on a record of effective teaching, professional development, service and the long-term needs of Snow College. There must be a compelling case to award tenure to a candidate. The tenure evaluation is done with utmost care and goes into greater depth than any previous evaluation.
- 5.4.2** In the tenth semester (or in the year the candidate is applying for tenure), candidates submit their dossier to the FET no later than 5:00 p.m. on the second Friday of the semester. The dossier should include the materials listed in evaluation materials.
- 5.4.3** The FET will review the evaluation materials and evaluation criteria and may solicit the input of the department chair and/or dean and conduct further inquiry as it deems appropriate.
- 5.4.4** By 5:00 p.m. on the eighth Friday of the tenth semester, the FET will share their evaluation of the candidate with the candidate, department chair, and dean. The FET makes a recommendation for or against tenure. The dean and chair should also submit a letter of support if they agree with the FET's recommendation. If the FET does not reach a unanimous decision, a dissenting FET member should submit a separate letter stating reasons why she or he feels the candidate should or should not be recommended. The candidate, chair, and dean may submit additional information, including additional documentation and/or a rebuttal if they disagree with the evaluation. These responses must be submitted by 5:00 p.m. of the tenth Friday of the semester. The FET may revise its evaluation if it feels a change is warranted.
- 5.4.5** End of tenth semester: The FET completes the evaluation and submits it to the ATC, including the candidate's dossier and any additional documentation and rebuttal that was submitted by the candidate, the department chair and division dean. The FET's evaluation is submitted to the ATC no later than 30 days after the end of the semester.
- 5.4.6** In the eleventh semester (or such earlier semester the candidate is applying for tenure): FET evaluations shall be reviewed by the ATC as part of their evaluation. The ATC may conduct further investigation, ask for additional materials, interview persons including the candidate, chair or dean, and otherwise act to fully inform themselves of the candidate's qualifications and progress. After consideration and review by the ATC, the members shall vote and may:
- 5.4.6.1** direct that further review and/or information gathering occur and set a due date for a follow-up report;
- 5.4.6.2** issue a recommendation for granting tenure;

**5.4.6.3** issue a recommendation against tenure.

**5.4.7** The ATC will forward its recommendation and the FET's evaluation to the VPAA.

**5.4.8** The eleventh semester, or earlier semester when applicable: The VPAA shall send the FET's evaluation, the ATC's recommendation, and his/her separate recommendation for or against tenure, to the president of the College. After evaluation and consideration of the recommendations and any other information deemed pertinent, the president may decline tenure or submit a recommendation for tenure to the Board of Trustees. The Board makes the final decision on all awards of tenure. The president shall report in writing his or her decision or the decision of the Board of Trustees to the ATC and to each candidate as soon as possible and prior to the expiration of the current contract.

**5.4.9** In making its decision, the Board of Trustees shall carefully consider the recommendations of the FET, the ATC, the VPAA, and the president; may interview the faculty member proposed for tenure; may interview other interested persons; and may seek and evaluate other pertinent information.

## **6.0 RANK ADVANCEMENT**

### **6.1 Instructor and Assistant Professor Ranks**

**6.1.1** Faculty members who hold a terminal degree at the time of employment will be awarded the rank of assistant professor when hired. Faculty members who are hired with degrees and certificates other than terminal degrees will be hired at the instructor level.

**6.1.2** A faculty member who holds the rank of instructor may be advanced to the rank of assistant professor at the time of their interim review. The criteria for advancement are the same criteria as the interim year review. The candidate should request rank advancement at that time in connection with the review. The FET and then the ATC shall include in its review a recommendation for or against rank advancement and the recommendations shall be forwarded to the VPAA. If the FET does not reach a unanimous decision, a dissenting FET member should submit a separate letter stating reasons why she or he feels the candidate should or should not be recommended. The VPAA will review the recommendations and submit them together with his or her own recommendation to the president who will make a final recommendation to the Board of Trustees. If a faculty member is not advanced to the rank of assistant professor at the time of their interim review, he/she may apply for rank advancement in subsequent years, but must undergo another

review by the FET and ATC and submit his/her dossier and address concerns that resulted in denial of the previous request for rank advancement. The dossier for a subsequent evaluation for assistant professor must be submitted to the VPAA's office no later than 5:00 p.m. on the second Friday of the fall semester. The criteria for rank advancement are the same as the criteria for tenure. Under normal circumstances, the rank of assistant professor should be achieved by the time tenure is awarded.

## **6.2 Advancement to Associate Professor**

**6.2.1** Faculty members who are at the rank of assistant professor for more than ten semesters may apply for advancement to the rank of associate professor. If desired by the candidate, a request for rank advancement may be made as part of final tenure review or a request for rank advancement may be made separately. If the request is made at a time other than during the tenure review, the candidate's dossier must be submitted to the VPAA's office no later than 5:00 p.m. on the second Friday of the fall semester. If a member of the ATC, including the Chair, is a candidate under consideration for advancement, his or her dean will designate another tenured faculty member to review the candidate's dossier and attend the deliberation and vote in the regular member's place. If the Faculty Senate representative is under consideration for advancement, the Faculty Senate president will designate a substitute.

**6.2.2** The procedure follows the final tenure review process.

## **6.3 Rank advancement to Professor**

**6.3.1** Faculty members who have consistently given quality service to the College as an effective teacher and who have demonstrated a sustained record of professional development and service to the College may apply to be advanced to the rank of professor according to the following schedule:

**6.3.1.1** A faculty member with a terminal degree may apply to be advanced to the rank of professor after completing 16 semesters as an associate professor.

**6.3.1.2** A faculty member without a terminal degree may apply to be advanced to the rank of professor after a period of 20 semesters as an associate professor.

**6.3.2** The procedure follows the final tenure review process. Candidates' dossiers must be submitted to the VPAA's office by the second Friday of the fall semester.

**6.3.3** If the FET or ATC recommend against rank advancement, the ATC will appoint a person to meet with the candidate and discuss the reasons why rank advancement is not being recommended, to be confirmed in writing. At any time, including after a recommendation against rank advancement, a candidate may withdraw his or her application. If the FET does not reach a unanimous decision, a dissenting FET member should submit a separate letter stating reasons why she or he feels the candidate should or should not be recommended. A candidate may apply for rank advancement once during any year in which he or she is eligible and may apply multiple times but not more than twice in any four-year calendar period.

## **7.0 APPEALS**

**7.1** A faculty member who is denied rank advancement or tenure may appeal the decision by notifying the College President in writing within 30 calendar days of the decision and specify the grounds for the appeal. The College President will review the appeal and if it is untimely shall notify the faculty member that the appeal will not be considered.

**7.2** If the appeal is timely it shall be forwarded to the Senate President who will appoint an Appeals Committee of five tenured faculty members: one from each academic division. Normally, the members of this committee should be members of the Faculty Senate, but the Senate President may, under rare circumstances, appoint faculty members outside the Senate to serve on the Appeals Committee. The candidate may object to any Appeals Committee member on the grounds of bias and must articulate the reasons why he or she thinks there is bias. The Faculty Senate President, in consultation with the College legal counsel, may investigate and shall determine if bias has been shown and if so replace that member.

**7.3** The purpose of the Appeals Committee is to determine if the candidate has received the process dictated by this Policy. If the Appeals Committee determines the process has been followed, it will notify the candidate of the decision in writing and the appeals process is completed. If the Appeals Committee determines that the process has not been followed correctly, it will notify the ATC, the VPAA, and the President, who will meet with the Appeals Committee to determine what steps should be taken to readdress the candidate's application and rectify mistakes made in the evaluation process, returning it to the point where a mistake was made. Any appeal must be filed with the president of the Faculty Senate in writing within 30 days after the candidate is notified of a decision. The process will then proceed in as timely a manner as possible.

**7.4** In its discretion, the Appeals Committee may review an appeal and consider if reconsideration is appropriate because of mistake, misperception or other clear error.

If the Appeals Committee determines reconsideration is appropriate it shall return the evaluation or rank advancement request to the level where error is perceived with a request to reconsider the matter and the reasons why reconsideration is requested. The evaluation or rank advancement request shall then be reconsidered and if the decision is changed proceed through the process from that point onward. Further appeals shall not be allowed.

## **8.0 ADDITIONAL PROVISIONS.**

- 8.1** If at any point in the rank advancement and tenure process a person or group fails to act in a timely manner, the candidate may file a request with the VPAA directing the person or group to act as soon as possible. If the person or group continues to fail to act, the VPAA may appoint a substitute to perform the duties required. If no action is taken it is considered a denial.
- 8.2** If a candidate for promotion, interim tenure, or tenure does not meet deadlines for submitting materials for evaluation as laid out in this document, the candidate will forfeit his or her opportunity for evaluation and interim candidates and candidates for tenure will be terminated. The ATC may consider evaluating a candidate who misses a deadline if it feels there are mitigating circumstances.
- 8.3** If needed, the ATC, in consultation with the Faculty Senate and Deans Council may make procedural changes to this document. Policy changes are substantive changes to evaluation criteria and eligibility and can only be changed with the approval of the Board of Trustees after consultation with the faculty and state attorney.
- 8.4** The timelines set forth in this Policy may be extended by the VPAA for good cause shown.

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**SUBJECT: PROBATIONARY PERIOD (STAFF ONLY POLICY)**

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1.0 PURPOSE

- 1.1. To ~~provide for a policy requiring~~ require a probation period before full-time Staff Members obtain Regular Staff Member status ~~so as~~ to ensure to the extent possible that only those employees suited for long-term employment remain with the College

2.0 POLICY

- 2.1. All full-time Staff Members shall complete a satisfactory period, at least one year long, before obtaining Regular Staff Member status.

3.0 PROCEDURES

- 3.1. Prior to the conclusion of the probationary period, each probationary full-time Staff Member will receive a performance review by his/her/their supervisor with the participation of the second level supervisor or other person designated by the area's Vice President. The written performance review shall indicate whether the probationary full-time Staff Member is recommended for termination, Regular Staff Member status, or an extension of the probationary period.
  - 3.1.1. If the probationary full-time Staff Member reports directly to the President or a Vice President, a second-level reviewer need not participate but the President or Vice-President may designate another person, including Human Resources, to participate in the performance review or provide input.
- 3.2. The area's Vice President shall review the recommendation and make a final decision which shall be communicated in writing to the probationary full-time Staff Member and their supervisor.
  - 3.2.1. For direct reports, the decision of the Vice President or President shall be final and need not be reviewed but shall still be communicated in writing to the probationary full-time Staff Member.
- 3.3. Probation may be extended up to six (6) months. This shall be communicated in writing to the probationary full-time Staff Member and their supervisor. At the conclusion of any extension of probation another performance review shall be done and a recommendation and/or decision made as specified above. Probation may not be extended a second time.
- 3.4. All documents shall be copied to Human Resources to be kept in the Staff Member's file.
- 3.5. A probationary full-time Staff Member may be moved to another position. If moved to a position within the same Vice President's area probationary period

**Commented [MOU1]:** 6 employees suggested that the time period either not be extended or even shortened. However, given the cyclical nature of many jobs on campus, we believe 1 year is still necessary.  
What I believe some don't understand is that during the probationary period, they still have all of the same employment rights as most other Utah employees, but the college has opted to give additional protections that currently begin after 6 months, but will begin at 1-year upon adoption of these additions.

**Commented [MOU2]:** One person did mention that VPs should have the same review obligations as other managers. However, the point of not including the second reviewer for VPs was to reduce administrative burden. I believe that this would not be a substantive change if the council decides to adopt it.



Policy # 323  
Date Approved: March 1990  
Date Amended: August 2000  
Responsible Office: Human Resources

will not change. If moved to a position within a different Vice President's area the probationary period will start over and extend for another full year from the date of reassignment.

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**SUBJECT: CORRECTIVE ACTION POLICY (STAFF, ADMINISTRATIVE EMPLOYEE, ADJUNCT FACULTY)**

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**1.0 PURPOSE**

- 1.1. This Policy is intended to set forth the Policy of the College with regard to Corrective Action of Staff Members, Administration Employees, And Adjunct Faculty employees. This Policy strives to be fair to the Employee and the College by setting forth reasonable expectations and procedures regarding the continuing employment relationship and Corrective Action when necessary. This Policy is intended to comply with Board of Regents Policy R841.

**2.0 DEFINITIONS**

- 2.1. Adjunct Faculty: A person who is not Faculty but who is employed to teach classes. All Adjunct Faculty are considered At-will Employment Employees.
- 2.2. Administration Employee: Officers of the administration whose primary responsibilities are management and general business operations including the President, Vice-Presidents, Associate Vice Presidents, Assistant Vice Presidents, and other administrative employees as designated by the employee's MOU. All Administration Employees are considered At-will Employment Employees.
- 2.3. At-will Employment: Employment that can be Terminated with or without cause. This includes Part-time and Temporary Staff Employees, Administration Employees, Probationary Regular Staff Employees and Adjunct Faculty.
- 2.4. At-will Employment Employees: Those Employees who may be Terminated with or without cause. This includes Part-time and Temporary Staff Employees, Administration Employees, Probationary Regular Staff Employees and Adjunct Faculty.
- 2.5. Concern: Employee performance or conduct that is considered below the College's expectations.
- 2.6. Corrective Action: Employment action taken by a Supervisor with the goal of correcting unacceptable employee performance or conduct when appropriate but may include Sanctions up to and including Dismissal.
- 2.7. Delivery or Delivered: Personal delivery to the individual of a written statement regarding the Corrective Action process except if the individual cannot be personally located at the usual place of College employment during assigned working hours, a Notice may be sent by regular mail to the employee's last known address or email to the employee's College email address or other known email address.

- 2.8. Demotion: Moving an employee involuntarily to a lower position and with a lower wage.
- 2.9. Disciplinary Probation: A Level Three Corrective Action where an employee is placed on a probationary period for a set period of time with written conditions governing their employment. A violation of any of the conditions may result in immediate Dismissal.
- 2.10. Discipline: Employment related action (including imposition of Sanctions) undertaken to correct or modify unacceptable job performance or behavior to acceptable standards. Consists of Level 2 and 3 Corrective Actions.
- 2.11. Dismissal or Dismissed: A Disciplinary action where an employee's employment with the College is ended.
- 2.12. Faculty: A person who is a member of the College's full-time Faculty as defined in Policy. A person may be a Faculty member and in a Staff position in which case this Policy applies to employment in the Staff position. Rights as a Faculty member are addressed in the College's Academic and Tenure Policy.
- 2.13. Final Decision Letter: A letter issued to an employee notifying him or her of the College's decision regarding a Discipline matter.
- 2.14. Final Written Warning: A letter issued to an employee which addresses a Concern that is reoccurring or significantly disruptive in nature.
- 2.15. Human Resources or HR. The office in the College charged with the administration and record maintenance of personnel matters or such other person as may be specially designated by the President to act in regard to this Policy.
- 2.16. Immediate Supervisor: the lowest level of salaried supervision of an Employee. The Immediate Supervisor may designate a Line Supervisor or higher level as the Immediate Supervisor for purposes of this Policy.
- 2.17. Ineligible for Re-employment Designation: Employment status designated by Human Resources for employees who have engaged in behavior that is egregious in nature.
- 2.18. Job Abandonment: Termination of employment due to the failure of an employee to show for work for three consecutive work days/shifts and failing to appropriately notify his/her Line or Immediate Supervisor.
- 2.19. Level One Corrective Action: Performance Improvement Plan. Performance improvement plans primarily addresses performance related concerns. Behavioral concerns within the workplace should be addressed through Pre-Corrective Action, Level Two Corrective Action, and Level Three Corrective Action
- 2.20. Level Two Corrective Action: Action that addresses employee Concerns that are recurring, disruptive and/or significant. Level Two Corrective Action may

- be taken without prior warning depending on the nature and severity of the Concerns. Level Two Corrective Action options include: Written Warning Letter and Final Written Warning Letter. A Final Written Warning Letter may be issued without first issuing a Written Warning Letter.
- 2.21. Level Three Corrective Action: Action that addresses Concerns that are severe and/or pervasive and that have had or may have a significant negative impact on the College. Concerns may be considered severe due to a lack of progress by the employee in meeting expectations despite previous attempts of Corrective Action or due to a higher level of impact/potential impact created by the employee Concern. Level Three Corrective Action may be taken without prior warning, depending on the nature and severity of the Concerns. Level Three Corrective Action options include: Demotion, Reduction In Pay, Suspension Without Pay, Disciplinary Probation, and Dismissal.
  - 2.22. Line Supervisor. The lowest level of non-salaried supervision of an Employee.
  - 2.23. Notice: Notification to an employee of a matter related to the Corrective Action process. Notice is an explanation of the perceived Concern and may include an explanation of proposed Sanctions. Notice may occur through a conversation in person, by phone or electronically; by Delivery of a written statement including a Notice of Intent; or in another way calculated to apprise an employee of a Corrective Action matter. [Note "Notice" as used in R841 is defined as "Delivery" in this Policy.]
  - 2.24. Notice of Intent: A written statement setting forth a Concern(s), circumstances surrounding the Concern, the impact on the College, any previous attempts to address the Concern or similar Concerns, and may include a proposed Sanction.
  - 2.25. Paid Administrative Leave: Paid time equal to an employee's regularly scheduled hours of work. Employees on Paid Administrative Leave are subject to recall at any time and must remain available to return to work. Paid Administrative Leave is considered a non-punitive action with no loss of employment status.
  - 2.26. Part-time or Temporary Staff Member: a Staff Member assigned to work less than full-time, or in a position considered temporary or expected to be of short duration. Normally, a Part-Time Staff Member is one assigned to work less than 75%. A Temporary Staff Member is an Employee in a position that is not expected to last more than 9 months. All Part-time and Temporary Staff Employees are considered At-will Employment Employees.

- 2.27. Performance Improvement Plan: A constructive way to address Concerns and give an employee the opportunity to succeed. It may be used to address performance deficiencies or to ameliorate behavior-related concerns.
- 2.28. Pre-Corrective Action: Action that addresses minor employee Concerns in an attempt to correct the behavior before it becomes more problematic. Includes but is not limited to the following options: training, coaching, verbal reprimands and verbal warnings. Pre-Corrective Action should clearly outline where performance is lacking and offer training and support as needed.
- 2.29. Probationary Regular Staff Employees: Regular Staff Members during their initial period in which they are considered in At-will Employment status and under evaluation. At the sole discretion of the College, the probationary period for Probationary Regular Staff Employees may be extended with approval from Human Resources with or without prior Corrective Action or Discipline in accordance with Policy 323 - Probationary Period
- 2.30. Reduction In Pay: A decrease in salary or hourly wages (within FLSA regulations) which replaces the employee's current salary or hourly wage amount.
- 2.31. Regular Staff Member: a staff member whose employment is of a continuous nature, initially funded for a non-temporary period, who has successfully completed the probationary period. This includes exempt and non-exempt employees not covered by a similar faculty procedure, but excludes Probationary Regular Staff Employees, At-will Employment Employees, Administration Employees, Part-time Staff Employees, Temporary Employees and Adjunct Faculty. Normally, a Regular Staff Member is one assigned to work 75% or more in a position expected to last more than 6 months that is a full-time benefits eligible position and defined as a Regular Staff Member in an employment MOU. May also be referred to as Regular Staff Employee.
- 2.32. Response or Respond: A communication from an employee regarding a Corrective Action matter. This is an employee's opportunity to be heard.
- 2.33. Sanctions: Disciplinary measures authorized to be imposed upon employees including a Written Warning, Reduction In Pay, Disciplinary Probation, Suspension Without Pay, Demotion, or Dismissal from employment. Sanctions do not include verbal warnings, reprimands or Performance Improvement Plans.
- 2.34. Staff Member or Staff Employee: a classified or professional employee in a non-faculty position who receives compensation for work or services from funds controlled by the institution, regardless of the source of the funds, the

duties of the position, the amount of compensation paid, or the percent of time worked. May also be referred to as Employee.

- 2.35. Supervisor: The Immediate or Line Supervisor or other person in the line of supervision including Administration Employees.
- 2.36. Suspension Without Pay: A temporary interruption of an employee's wages and work requirement.
- 2.37. Termination or Terminated: The end of an employee's employment at the College. Includes Dismissal, reduction in force, and end of temporary employment.
- 2.38. Written Warning: A letter issued to an employee which addresses unacceptable performance and/or conduct.

### 3.0 POLICY

- 3.1. Snow College recognizes that productive and valued employees are essential to achieve the College's mission. It is the policy of Snow College to provide a fair and supportive environment for its Employees by setting forth reasonable expectations and procedures regarding the continuing employment relationship. However, in the course of the employment relationship the College recognizes that Corrective Action is sometimes necessary. Corrective Action shall be handled in a manner to achieve the least adverse effect upon Employees and the College and in accord therewith shall be Delivered by the College with the goal of correcting unacceptable employee performance or conduct when appropriate but may include Sanctions up to and including Dismissal when in the discretion of the College such action is necessary.

### 4.0 PROCEDURES

- 4.1. Employees are subject to Corrective Action for Concerns contrary to the College's mission, operations or policy. The following are examples of Concerns that may trigger Corrective Action:
  - 4.1.1. Unsatisfactory Performance—failure to satisfactorily perform job duties or meet job requirements including lack of productivity, efficiency and quality of work or unsuitability to job requirements. Unsatisfactory performance is defined by reference to College or any sub-unit expectations, including any verbal or written expectations communicated by a Supervisor; College Policies and Procedures; and federal and state laws. Unsatisfactory Performance may occur through a Staff Member's negligence, intentional acts, incompetence or inability to meet job requirements or perform job duties.

- 4.1.2. Unsatisfactory Conduct—failure of an Employee to properly conduct his or herself including disorderly conduct. It includes any conduct or behavior of a nature that no reasonable person should expect to receive prior warning. It also includes conduct or behavior off-duty or away from the College if that conduct impacts the College, violates College or department policy, or violates the law.
- 4.1.3. Insubordination—refusal to follow (or following only after complaining or resisting) a reasonable written or verbal instruction from a manager or other College employee with apparent authority, including Department of Public Safety officers in the discharge of their duties or fail to cooperate with an apparently legitimate college investigation conducted by, among others, Human Resources, Title IX, Risk Management, Public Safety, or Internal Audit. (Employees who believe they have been instructed to violate College policy or the law should contact Human Resources immediately.)
- 4.1.4. Harm—conduct that poses a serious threat or actual harm to people or College property.
- 4.1.5. Conflict of interest—as defined by College policy or state law or regulations.
- 4.1.6. Crime—conviction of a crime by a court of competent jurisdiction.
- 4.1.7. Poor Attendance—unauthorized or unapproved absences; excessive absence; failure to follow departmental procedures regarding notification of or requests for leave; habitual tardiness; chronic absence; patterns indicating abuse of leave policy; falsification of timekeeping records; failure to return from approved leaves; job abandonment.
- 4.1.8. Misuse of College property or funds—damage or misuse of College property or funds.
- 4.1.9. Dishonesty—providing false, fraudulent or inaccurate information in the course of employment (such as on resumes or applications or payroll documents), while conducting College business, on College documents or during College investigations, audits or complaint processes; making bad faith allegations of wrongdoing, including allegations that are knowingly false, capricious, maliciously motivated or made with reckless disregard for facts.
- 4.1.10. Discrimination, harassment or retaliation— the unjust or prejudicial treatment of different categories of people including harassment based upon prejudice and retaliating against a person for reporting discrimination or harassment or participating in a process that seeks to correct or prevent discrimination or harassment.

- 4.1.11. Misappropriation— unauthorized use or possession of College assets which results or could have resulted in financial loss to the College (for example, theft; embezzlement; fraud; conflict of interest; failing to report known or suspected misappropriations).
  - 4.1.12. Interference with work—unjustified interference with the work of others.
  - 4.1.13. Confidentiality—breaching confidentiality through unauthorized access, use, release or retention of confidential or proprietary information concerning the College and any affiliated entities, operations or personnel (for example, information and/or records related to payroll, personnel, student, alumni, donor, patient, financial, business, research or teaching), regardless of intent.
  - 4.1.14. Safety—failure to follow safe work practices, failure to report unsafe work practices, failure to immediately file accident reports, failure to immediately report safety hazards to a manager or Risk Management.
  - 4.1.15. Alcohol and drugs—use of alcohol or illegal drugs, or being under the influence thereof, while working.
  - 4.1.16. Law—failure to follow or violations of federal law, state law and College regulations, policies and procedures including those prohibiting discrimination or harassment because of race, color, ethnic origin, religion, sex, age, disability, or other legally impermissible behavior or retaliation.
  - 4.1.17. Electronic resources—use of College computing and/or electronic resources improperly including violations of the College’s [electronic use policy].
  - 4.1.18. Violence—acts of violence or the threat of violence.
  - 4.1.19. Violation of student rights—engaging in misconduct involving students such as discrimination, harassment or Title IX violations or enabling such misconduct by others including failing to report as required by law or College policy or rules.
  - 4.1.20. Other generally accepted standards—violation of other generally accepted standards of conduct, where such violation creates substantial inefficiency and/or an unacceptable work atmosphere at the College.
- 4.2. To determine the appropriate level of Corrective Action, the College may consider the following:
- 4.2.1. The severity of the Concern.
  - 4.2.2. The repeated nature of the Concern.
  - 4.2.3. Prior Discipline/Corrective Actions.
  - 4.2.4. Previous verbal warnings and performance discussions.

- 4.2.5. The employee's past work record.
  - 4.2.6. The impact on College operations and/or reputation.
  - 4.2.7. The potential of the violations for causing damage to persons or property.
  - 4.2.8. Any other relevant information.
  - 4.2.9. While progressive discipline is allowed, the College may not institute disciplinary proceedings against an Employee more than once based on the same facts, circumstances, or events.
  - 4.3. Immediate Supervisors generally initiate Corrective Action. Thus, these procedures speak generally about an Immediate Supervisor taking an action but action may be taken by a Line Supervisor, others in the supervision chain, HR or any appropriate College Administration Employee. If action is taken by someone other than a Line or Immediate Supervisor the Immediate Supervisor of the employee must be informed of the need for action and involved in the action when possible.
  - 4.4. HR provides oversight of the Corrective Action process to ensure that policy and procedures are followed and that actions are consistent and fair. HR acts as a resource to Supervisors and administration. HR also facilitates communication with employees.
- 5.0 CORRECTIVE ACTION FOR REGULAR STAFF EMPLOYEES
- 5.1. These procedures must be used for Regular Staff Employees.
    - 5.1.1. These procedures may be used for At-will Employment Employees including Adjunct Faculty, Part-time or Temporary Staff Employees, Administration Employees and Probationary Regular Staff Employees. However, applying Corrective Action to At-will Employment Employees does not create an expectation of employment or an expectation of Discipline instead of Termination and does not change the nature of their At-will Employment status.
    - 5.1.2. Where a specific Corrective Action is determined to be appropriate but it is not listed in this Policy or Procedure, HR will determine which level it fits within best and the procedures for that level will be followed as nearly as is practicable.
    - 5.1.3. In connection with these procedures, the College may suspend an employee with pay at any point in the process, require that the employee not be on College property without specific permission, or impose other conditions.
  - 5.2. Pre-Corrective Action Procedures:
    - 5.2.1. It is incumbent on Supervisors to manage employees who report to them. They should convey clear expectations of performance, train employees, and manage performance issues in a timely manner. The

expectation is that Supervisors will discuss performance Concerns and workplace conduct Concerns with employees and attempt to correct Concerns through means less than Corrective Action when feasible, but in a Supervisor's or the College's sole discretion Corrective Action may be pursued at any time. Pre-Corrective Actions include discussions of expectations, training, coaching, verbal warnings and verbal reprimands. Confirmation in writing may be done and should generally be noted in Performance Evaluations. Pre-Corrective Actions are not considered Discipline.

- 5.2.2. HR may be consulted as necessary and will provide assistance to Supervisors.
- 5.2.3. HR also serves as a resource for employees. Employees may consult HR with questions and Concerns and may seek HR assistance in facilitating communication with co-workers, Supervisors and others. In providing such assistance, HR primarily plays a consulting and training role.
- 5.3. Level One Corrective Action: It may be determined that a Performance Improvement Plan ("PIP") is necessary to address Concerns. A PIP is generally not considered Discipline, it is a constructive way to address Concerns and give an employee the opportunity to succeed.
  - 5.3.1. Level One Corrective Action Procedures:
    - 5.3.1.1. A Concern is noted.
    - 5.3.1.2. The Immediate Supervisor and HR discuss the Concern, determine whether a Performance Improvement Plan may be appropriate to address the Concern, and if so HR provides the template for a Performance Improvement Plan.
    - 5.3.1.3. A PIP is created to address the Concern and set forth in writing expectations for the employee.
    - 5.3.1.4. The PIP must be approved by Human Resources before it is issued.
    - 5.3.1.5. The employee is given Notice of and an opportunity to respond to the Concern that led to the PIP.
    - 5.3.1.6. The approved PIP is Delivered to the employee. The PIP is discussed including how it will be implemented. The employee may give feedback. Generally, the next level Supervisor should witness this meeting. The PIP may be modified at this point. The final PIP is then implemented.
    - 5.3.1.7. The Line and/or Immediate Supervisor will meet regularly throughout the term of the Performance

Improvement Plan to coach the employee and to assess and document progress.

- 5.3.1.8. At the conclusion of the Performance Improvement Plan, the Immediate Supervisor, in consultation with HR, will recommend: Level 2 or 3 Corrective Action, which may include Dismissal; ending the PIP and allowing the employee to continue his or her normal duties; extending the term of the PIP.
- 5.4. Level Two Corrective Action: Some Concerns require stronger action. These Concerns will invoke the Discipline process.
- 5.4.1. Level Two Corrective Action Procedures:
  - 5.4.1.1. A Concern is noted that is significant and requires more than Pre-Corrective Action or a PIP.
  - 5.4.1.2. The Immediate Supervisor shall contact Human Resources to discuss the Concern, or if initiated by another person the Immediate Supervisor is contacted and involved in the discussion with HR when possible. Generally an investigation should be conducted to confirm that there is a valid Concern and document it if possible. The employee who is the subject of the Concern should generally be contacted as part of the investigation. HR, in consultation with the Immediate Supervisor and an Administration Employee if necessary will determine who should investigate the Concern.
  - 5.4.1.3. Upon validating the Concern HR provides the Immediate Supervisor a template for a Notice of Intent typically a Notice of Intent to Issue a Written Warning or Notice of Intent to Issue a Final Written Warning.
  - 5.4.1.4. The Notice of Intent is created to address the Concern. The Notice of Intent must be approved by Human Resources before it is issued. HR should consider whether a significant adverse employment action is possible and potential severity and consider consulting legal counsel or State Risk Management before approving.
  - 5.4.1.5. The employee will be given Notice of the Concern by Delivery of the Notice of Intent and then given an opportunity to Respond. The opportunity should usually be a face-to-face conversation with the Immediate Supervisor or other Administration Employee after allowing the employee to read the Notice of Intent. Depending on the Response, the Notice of Intent may be revised and then re-Delivered, or the Notice of

Intent may be withdrawn. If withdrawn, the Immediate Supervisor may issue a new Notice of Intent, impose a lesser Corrective Action, or choose to take no further action.

5.4.1.6. If a Level Two Corrective Action Notice of Intent is Delivered, the employee will be given an opportunity to further respond in writing within five calendar days.

5.4.1.7. The Immediate Supervisor will discuss the Response(s), if any, and the situation with HR. In cooperation with HR a Final Decision Letter will be created setting forth the College's decision and Sanction, if any. The Final Decision Letter may incorporate the original Notice of Intent, may modify that or may withdraw it. HR must approve the final decision letter. HR should consider whether the Sanction, if any, rises to the level of a significant adverse employment action and if so should consult legal counsel or State Risk Management before approving and document that guidance has been sought and adhered to.

5.4.1.8. The final decision letter will be Delivered to the employee with notification of the grievance procedure. The employee may then grieve the decision, pursuant to the Employee Grievance Policy, but the Sanction will generally be effective immediately.

5.4.1.9. The Final Decision letter will be added to the employee's personnel file.

5.5. Level Three Corrective Action: Some Concerns raise the issue of whether the employment relationship should be continued. These Concerns will invoke the Discipline process at the highest level.

5.5.1. Level Three Corrective Action Procedures:

5.5.1.1. A Concern is noted that is severe.

5.5.1.2. The Immediate Supervisor shall contact Human Resources to discuss the Concern, or if initiated by another person the Immediate Supervisor is contacted and involved in the discussion with HR when possible. Generally an investigation should be conducted to confirm that there is a valid Concern and document it if possible. The employee who is the subject of the Concern may be contacted as part of the investigation. HR, in consultation with the Immediate Supervisor and an Administration Employee if necessary will determine who should investigate the Concern.

- 5.5.1.3. Upon validating the Concern HR provides the Immediate Supervisor a template for a Notice of Intent typically a Notice of Intent for Demotion, Reduction In Pay, Suspension Without Pay, Disciplinary Probation, or Dismissal.
- 5.5.1.4. The Notice of Intent is created to address the Concern. The Notice of Intent must be approved by Human Resources before it is issued. HR must consult legal counsel or State Risk Management before approving and document that guidance has been sought and adhered to.
- 5.5.1.5. The employee will be given Notice of the Concern by Delivery of the Notice of Intent and then given an opportunity to Respond. The opportunity should usually be a face-to-face conversation with the Immediate Supervisor or other administration employee after allowing the employee to read the Notice of Intent. Depending on the Response, the Notice of Intent may be revised and then re-Delivered, or the Notice of Intent may be withdrawn. If withdrawn, the Immediate Supervisor may issue a new Notice of Intent, impose a lesser Corrective Action, or choose to take no further action.
- 5.5.1.6. If a Level Two or Three Corrective Action Notice of Intent is Delivered, the employee will be given an opportunity to further respond to the Notice of Intent in writing within five calendar days. The Notice of Intent may notify the employee that they are suspended with or without pay during the Response period.
- 5.5.1.7. The Immediate Supervisor will discuss the Response(s), if any, and the situation with HR. In cooperation with HR a Final Decision Letter will be created setting forth the College's decision and Sanction, if any. The Final Decision Letter may incorporate the original Notice of Intent, may modify that or may withdraw it. HR must approve the final decision letter. HR must consult legal counsel or State Risk Management before approving and document that guidance has been sought and adhered to.
- 5.5.1.8. The Final Decision Letter will be Delivered to the employee with notification of the grievance procedure. The employee may then grieve the decision but the Sanction will generally be effective immediately.
- 5.5.1.9. The Final Decision letter will be added to the employee's personnel file.

6.0 PROGRESSIVE DISCIPLINE

6.1. When feasible Progressive Discipline should be considered by the College. However, Progressive Discipline is not considered feasible where the College determines in its sole discretion that Progressive Discipline is not warranted in a particular situation.

7.0 CORRECTIVE ACTION AND TERMINATION FOR AT-WILL EMPLOYEES

7.1. At-will Employment Employees may be Terminated from their positions with or without cause for any lawful reason deemed adequate by the College, including but not limited to, unsuitability to job requirements, unsatisfactory performance or unacceptable behavior. Prior Notice or lesser Corrective Actions need not be given. Termination of At-will Employment Employees may be initiated by a Supervisor, College Administration Employee or HR but Termination will only occur after a discussion between the Immediate Supervisor and HR, and the supervising VP when deemed warranted, and written approval by HR which includes the reasons for the Termination.

8.0 JOB ABANDONMENT

- 8.1. An employee who fails to show for his/her shift for three consecutive shifts and fails to notify his/her Line or Immediate supervisor will be terminated due to Job Abandonment.
- 8.2. Before Termination, the Immediate Supervisor will make at least one attempt to contact the employee in person, by phone or by email.
- 8.3. The Employee will be notified of the decision in writing.
- 8.4. The Employee may use the grievance procedures but Job Abandonment is generally not excusable.

9.0 INELEGIBLE FOR RE-EMPLOYMENT

- 9.1. In addition to any Discipline, in the event of Job Abandonment or an Employee Resignation, Human Resources may designate Employees who have engaged in behavior that is considered egregious as Ineligible for Re-employment ("IR"). This decision to designate IR will be made in order to protect the interests of the College and community.
- 9.2. Designation will apply for at least 5 years from the date of Termination.
- 9.3. Five years after Termination, employees who have been designated as IR may send a written request for removal of the IR status to the Director of Human Resources. Upon receipt of the request, the Director of Human Resources will make a determination to sustain or repeal IR status. Such a decision is not grievable.

10.0 REMOVAL PROCESS

10.1. After three (3) years of satisfactory performance, the recipient of a Level Two Corrective Action or five (5) years of satisfactory performance for a Level Three Corrective Action other than Dismissal, an employee may make a

**Commented [MOU1]:** There was a suggestion that HR not be given the sole authority to make the decisions in 9.3 and 10.1. We do not dispute the suggestion to include a secondary reviewer (such as the college president). We further believe that such a change would not be considered substantive.

formal written request to the Director of Human Resources to have the Final Decision Letter removed from their personnel file. The Director of HR will normally consult with Immediate Supervisors and must consult with the VP of the Employee's department, before making a determination. The determination by the Director of Human Resources is final and is not eligible for the employee grievance procedure. If a Final Decision Letter is removed from the personnel file through this process, a record may be retained by Human Resources for document retention requirements.

11.0 CORRECTIVE ACTION AGAINST HR EMPLOYEES

11.1. Where in this Policy and Procedure it is directed that Human Resources shall discuss or provide templates, documents, approvals, etc., if a Corrective Action is being considered against an employee in Human Resources or there is another potential conflict, the Attorney for the College shall be consulted. If the Attorney determines there may be a conflict, they shall act as an intermediary in communication with Human Resources, taking care to consult with an employee of the Human Resources Department who is independent of the considered action. The Attorney may provide the required templates, documents, approvals, etc., and facilitate discussion. Any HR employee consulted shall keep the matter confidential from the other persons in Human Resources.

**Commented [MOU2]:** There was a comment that HR should have the same processes as other employees of the college. However, the point of Section 11 is that disciplinary action against HR employees should have the same independent review as for all employees, but HR cannot be an independent reviewer.

12.0 The Procedures are intended as guidelines only, and they may be modified, supplemented, or revoked at any time at the College's discretion. In particular, these policies do not constitute a contract (nor should they be construed as a contract) guaranteeing employment for any specified duration. Except as set forth in writing in collective bargaining agreements, individual employment contracts, or other College policies, either the employee or the College may Terminate the employment relationship at any time, for any reason. No Supervisor, manager, or representative of the College has the authority to make any promises, commitments, or changes that conflict with the policies in this manual unless approved in writing by the chief human resources officer.

13.0 These Policies and Procedures supersede any handbook or policy statements, whether written or oral, issued prior to their effective date. Any subsequent revisions will substitute and replace prior policy or procedure statements. The College will provide as much Notice as possible of any changes in these policies. The most recent versions of all policies are available here, and policy updates will be posted directly to the Web site.

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**SUBJECT: EMPLOYEE GRIEVANCE POLICY**

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**1.0 PURPOSE**

- 1.1. This Policy is intended to provide eligible employees a fair and expeditious process to resolve work related grievances concerning interpretation, application or claimed violations of personnel policies or practices, working conditions, disciplinary sanctions Level Two and Three Corrective Actions (including Dismissal), or non-retention.

While encouraging employees to seek resolution to their Grievances, the College retains all of its rights to manage its operation, determine its organizational structure and mission and the means, equipment, machinery, technology, personnel, and the ability to assign employee duties and classifications necessary to fulfill such mission, and to supervise its operation to the fullest extent allowable under the law.

**2.0 DEFINITIONS**

- 2.1. Calendar Days or Days. Calendar Days are used for Grievance submission deadlines. If a deadline falls on a weekend, College holiday, College break, or College closure, the deadline moves to the next College business day.
- 2.2. Conflict. A personal relationship with a party, by bias concerning the circumstances giving rise to a Grievance, or by any other material influence which would appear to inhibit a committee member's ability to render an unbiased judgment.
- 2.3. Date of Concern. The date of the event that has led to an employee's decision to initiate the Grievance process. Example: Date of Written Warning Letter; Date of Final Decision Letter.
- 2.4. Eligible Employee: An Employee who is eligible to use a particular level of the Employee Grievance Procedure.
- 2.5. Employee. A Staff Employee, Faculty or Adjunct Faculty of Snow College.
- 2.6. Employee Grievance Hearing: A hearing before a panel of the Personnel Relations Committee.
- 2.7. Employee Grievance Procedure: the process followed in resolving an Employee Grievance brought before the institution by an Eligible Employee who has the right to make a Grievance.
- 2.8. Final and Binding Decision: a final administrative decision. The complainant cannot take the matter any further administratively.
- 2.9. Final and Binding Decision-Maker: the decision maker empowered to render the final decision of the College. The College President is typically the Final and Binding Decision-Maker for Grievances involving a Level Three

Corrective Action. Where a Conflict exists or for less than Level Three Corrective Action Grievances the President may designate a Vice President as the Final and Binding Decision-Maker.

- 2.10. Grievance. Concerns over interpretation, application or claimed violations of personnel policies or practices, working conditions, disciplinary sanctions (Level Two and Three Corrective Actions including Dismissal), or non-retention. A Grievance may not be made for other employment issues including position descriptions, classification of positions, and establishment of salaries commensurate with classification. Grievances are considered private and confidential to the extent feasible.
- 2.11. Grievance Hearing Committee. The committee appointed by the Director of Human Resources or designee from the Personnel Relations Committee that is charged with determining the merits of a Grievance and to make initial determinations within the guidelines of this policy.
- 2.12. Grievance Termination. The Grievance procedure stops and no further action may be taken.
- 2.13. Grievant. An Eligible Employee of the College who has a Grievance.
- 2.14. Hearing Officer. The Grievance Hearing Committee Hearing Officer, who may or may not be one of the members of the Grievance Hearing Committee and if not a member may come from outside the College. If the Hearing Officer is not a member of the Grievance Hearing Committee he/she will not vote on the decision. The Hearing Officer shall preside over the Grievance Hearing, assure that procedures are complied with, consider procedural requests including requests for extensions of time limits, and generally conduct the Grievance Hearing in consultation with the Grievance Hearing Committee.
- 2.15. Human Resources or HR. The office in the College charged with the administration and record maintenance of personnel matters or such other person as may be specially designated by the President to act in regard to this Policy.
- 2.16. Informal Procedure. A good faith effort by an Employee to resolve a Grievance through informal discussions with their immediate supervisor and second level supervisor when necessary. The Human Resources Office shall be available to assist both parties in the informal resolution of Grievances.
- 2.17. Immediate Supervisor: the lowest level of salaried supervision of an Employee. The Immediate Supervisor may designate a Line Supervisor or higher level as the Immediate Supervisor for a Grievance.
- 2.18. Line Supervisor. The lowest level of non-salaried supervision of an Employee.
- 2.19. Mediation. The process that provides a Grievant and Respondent the opportunity to identify issues, consider options, and arrive at a mutual

- agreement under the supervision of a trained mediator. Both the Grievant and Respondent must agree to participate in Mediation before proceeding.
- 2.20. Non-retention. A Dismissal of an Employee who has no right to continued employment. This includes the Dismissal of non-tenured Faculty at the end of any contract year or the dismissal of an At-will Employment Employee.
- 2.21. Personnel Relations Committee (“PRC”): The committee consisting of faculty and staff appointed and trained for the purpose of hearing Grievances. PRC members shall be appointed by the College President with input from the Faculty Senate President, for faculty members, and the Staff Association President, for staff members. Faculty members may be tenured, tenure track or professional track. Members are to be selected for their objectivity and fairness in personnel matters. Appointments are generally for a two-year term. Members should be appointed by August 1 of every year to open spots. If a member resigns or is unable to serve a replacement will be appointed as soon as possible. At least 4 tenured or tenure-track faculty, 2 Professional Track employees, and 6 Regular Staff employees should be appointed and currently serving. The College’s Legal Counsel shall provide periodic in-service training for the PRC. Administration Employees may not serve on the PRC.
- 2.22. Respondent. An employee of the College who is designated by HR as the appropriate person to respond to a Grievant’s Grievance, typically the Immediate Supervisor.
- 2.23. Additional definitions may be found in the Staff Employee, Administration Employee, and Adjunct Faculty Corrective Action Policy.

### 3.0 POLICY

- 3.1. It is the Policy of Snow College that Eligible Employees shall be provided a fair and expeditious process to resolve work related grievances concerning interpretation or application of personnel policies or practices, working conditions, disciplinary sanctions, termination, or non-retention.

### 4.0 PROCEDURES

#### 4.1. General Information

- 4.1.1. The College recognizes the right of Eligible Employees to use the Employee Grievance Procedure without fear or concern of retaliation. No Grievant, witness or member of the Grievance Hearing Committee shall be subject to harassment, intimidation, reprisal, or retaliation for utilizing or participating in the Grievance process.
- 4.1.2. The following are Eligible Employees for the indicated level of the Employee Grievance Procedures:

- 4.1.2.1.1. Full-time Regular Staff Employees may use the full Grievance Procedure.
- 4.1.2.1.2. Full-time Professional Track Faculty may use the full Grievance Procedures except Non-retention decisions are limited to the Informal Procedure and the Professional Track policy.
- 4.1.2.1.3. At Will Employment Employees (including Adjuncts, Administration Employees, Part-time, Temporary, and Probationary Regular Staff Employees) are limited to the Informal Procedures except they may not grieve any Corrective Action or Termination.
- 4.1.3. Reasonable time off with pay during scheduled working hours shall be provided to the Grievant, the Grievant's representative if a College employee, or any employee witnesses called to testify, for reasonable time spent participating in proceedings leading to resolution of the Grievance. Time spent by the Grievant or representative in such activities outside scheduled working hours is non-compensable. Neither time-off with pay nor compensation is provided for time or money spent in preparation for such proceedings.
- 4.1.4. Complaints regarding discrimination or harassment shall follow the College Policy regarding Discrimination and Harassment.
- 4.1.5. As the Grievance moves through the formal process, the Grievant may not add new issues or claims to the original Grievance but an Amended Grievance may be considered by the Grievance Hearing Committee if a new issue or claim has arisen since the original Grievance was filed and the Hearing Officer allows amendment. An employee may not institute more than one Grievance procedure based on the same facts, claims, circumstances or events. All records, findings, and decisions shall be maintained in the Human Resources Office in a separate file from the Employee's personnel file.
- 4.1.6. Alternative Procedures. If any steps in this procedure are impractical for any reason, Human Resources, normally after consultation with the Grievant, may prescribe an alternative procedure which, to the maximum practicable degree, assures to the Grievant the fair and adequate consideration of the problem or complaint; provided, however, that a Grievant's right to a hearing before the Grievance Hearing Committee cannot be denied nor abridged, if eligible.
- 4.1.7. Failure of the Grievant to meet Grievance deadlines as outlined in this Policy will result in Grievance Termination.

- 4.1.8. Time limits may be extended by the HR Director or Hearing Officer in writing for good cause shown.
- 4.2. Informal Procedure. An Eligible Employee who has a Grievance shall first attempt to resolve the Grievance through a good faith informal discussion(s) with their Immediate Supervisor. An Eligible Employee or the Immediate Supervisor may request that the Line Supervisor or any supervisor in the chain of supervision participate in this informal discussion(s) but participation shall be at the discretion of the other supervisor. Human Resources shall be available to assist both parties in the Informal Procedure. A resolution by the Informal Procedure may be put in writing by Human Resources and either party may request that HR do so. A resolution by the Informal Procedure is not binding on the College unless in writing and approved by the President or his designee.
  - 4.2.1. An Eligible Employee must within fourteen (14) Calendar Days of the Date of Concern request an informal discussion and within seven (7) Calendar Days of the request meet and discuss with the Immediate Supervisor. Failure by the employee to timely request and meet with the Immediate Supervisor will result in Grievance Termination. Except if the supervisor fails to meet after a request the employee may timely proceed to the Grievance Hearing Procedures.
  - 4.2.2. A Grievance regarding a Level Two or Three Corrective Action is considered to have complied with this Informal Procedure and shall proceed immediately to the Grievance Hearing Procedures.
  - 4.2.3. The following issues are limited to the Informal Procedure under the Employee Grievance Procedure: 1) job descriptions, re-assignment of job duties and responsibilities, 2) classification of positions, 3) wages and salaries, 4) non-retention of At-will Employment Employees, 5) extension of the new employee probationary period, 5) reorganization that does not result in loss of pay, 6) soft-funded appointments which are terminated for loss of funding or that are time specific, 7) general working conditions, 8) Level One Corrective Actions (Performance Improvement Plan), 9) Pre-Corrective Actions, 10) Annual Evaluations, 11) other issues as stated in this Policy.
- 4.3. Mediation
  - 4.3.1. If the Grievance is not successfully resolved by the Informal Procedure, or at any other time in the process after Informal Procedure, the parties may agree to a Mediation. Both parties must agree in writing to mediate prior to entering the Mediation process. The Human Resources Office will coordinate a request for Mediation and a mediator will be appointed. If the concerns are unresolved with

Mediation, the Grievance will resume at the point Mediation was requested. Mediation must be requested while a Grievance is active and timely. An unagreed to request will not stay the process.

- 4.4. Grievance Hearing Procedures
  - 4.4.1. An Eligible Employee must complete a Grievance Hearing Request Form available from Human Resources or online and submit the form to Human Resources within the following time frames:
    - 4.4.1.1. Level Two or Three Corrective Actions: Within seven (7) Calendar Days from the date of the Final Decision Letter.
    - 4.4.1.2. Other concerns: Within seven (7) Calendar Days from the meeting in accord with the Informal Procedure. Except if the supervisor fails to meet within fourteen (14) ~~Calendar~~ Days of a timely request to meet.
    - 4.4.1.3. An untimely request shall result in Grievance Termination.
  - 4.4.2. The completed Grievance Request Form must state the nature of the Grievance including any policies and procedures that are alleged to have been violated, attempts at resolution, dates of the request to meet and meeting pursuant to the Informal Procedures, and the remedy the Grievant is seeking.
  - 4.4.3. Human Resources will designate a person to coordinate the formal Grievance procedure with the Grievant and supervisor(s), monitor time lines, and answer questions regarding the process.
  - 4.4.4. Upon receipt of a request for a Grievance Hearing Committee, Human Resources will establish a committee from the Personnel Relations Committee members. The selection shall be made by HR and take into account availability, exclude persons with obvious Conflicts, and be done without an attempt to create an unfair Grievance Hearing Committee. The Grievance Hearing Committee shall be created within 7 ~~Calendar D~~ Days of the request. The Grievance Hearing Committee for all Grievances excluding Grievances regarding Level 3 Corrective Actions will be comprised as follows:
    - 4.4.4.1. 3 persons from the Personnel Relations Committee at least 1 of whom shall be of a different classification from the other 2 (i.e. 2 Regular Staff Members and 1 Faculty or 1 Regular Staff Member and 2 Faculty).
      - 4.4.4.1.1. At the discretion of the College, instead of a Grievance Hearing Committee, the College may appoint a Grievance Hearing Administrator who shall act in place of the Grievance Hearing Committee and the

Hearing Officer. The Grievance Hearing Administrator shall be subject to challenge as set forth in subsection 3.4.6 and 3.4.8.1.1. HR shall prepare procedures for when appointment of a Grievance Hearing Administrator is appropriate and how he/she shall be selected.

- 4.4.4.2. When a Level Three Corrective Action may be grieved by an Eligible Employee, the Grievance Hearing Committee will be comprised of 3 persons from the Personnel Relations Committee 2 of whom will be from the same classification as the Grievant and 1 from a different classification.
- 4.4.5. The College President will designate a Grievance Hearing Committee Hearing Officer, who may or may not be one of the members of the Grievance Hearing Committee. If the Hearing Officer is not a member of the Grievance Hearing Committee they may come from outside the College and will not be a non-voting member of the Grievance Hearing Committee. The Hearing Officer shall preside over the Grievance Hearing, assure that procedures are complied with, consider procedural requests including requests for an extension of time limits, and generally conduct the Grievance Hearing in consultation with the Grievance Hearing Committee.
- 4.4.6. A Grievance Hearing Committee member shall not be considered for any Grievance Hearing Committee where he/she may be influenced by personal relationships with the parties, by bias concerning the circumstances giving rise to the Grievance, or by any other material influence which would appear to inhibit the member's ability to render an unbiased judgment (collectively "a Conflict"). A member with a Conflict shall recuse him or herself from selection or membership if appointed. A member may be challenged by either party for a Conflict, which shall be decided by the Grievance Hearing Committee Hearing Officer or, if the Hearing Officer is challenged, by the Director of Human Resources. The Grievance Hearing Committee is to act as an impartial fact finding body representing neither side in the cases brought before it. It does not take any corrective actions nor make any binding decision, but exists solely to hear the facts of each case, make findings based upon those facts, and recommend a course of action to the final decision-maker.
- 4.4.7. The Grievance Hearing Committee will begin the process upon selection of its members and notification of the Grievance. The Grievance Hearing Committee will meet initially to read the Formal

Grievance (they may meet electronically). The Grievance Hearing Committee may determine that it is unnecessary to proceed with a hearing because: the Grievance as stated is clearly unwarranted; the Grievance is untimely; or the Grievant is not an Eligible Employee. If the Grievance Hearing Committee determines that a hearing should not occur it will issue a written decision citing the reasons therefore. Either party may appeal the decision to deny a hearing within seven (7) Calendar Days to the Final And Binding Decision-Maker.

4.4.8. If the Grievance Hearing Committee determines that a Hearing is appropriate the Hearing should be held within 28 ~~Calendar~~ Days of the request but the time may be extended for good cause. The following procedures apply:

4.4.8.1. Prior to the hearing the parties will be notified of the identity of the Grievance Hearing Committee members. The parties will then meet with the Hearing Officer (who may include one or more Grievance Hearing Committee members) in a Pre-Hearing Conference. The Pre-Hearing Conference will:

4.4.8.1.1. Consider claims of a Conflict by a Grievance Hearing Committee Member or Hearing Officer. Claims of a Conflict must be brought at the first Pre-Hearing Conference or they are waived. If a Conflict is found that member shall be recused and another member will be appointed.

4.4.8.1.2. Define the issues for the hearing.

4.4.8.1.3. Set deadlines for the parties to produce to the Grievance Hearing Committee and each other: 1) copies of the documents and other real evidence they intend to submit at the hearing; 2) a list of witnesses they would like to call at the hearing; 3) other deadlines as needed.

4.4.8.1.4. Discuss the format of the hearing.

4.4.8.1.5. Set a date and time for the hearing.

4.4.8.1.6. Additional Pre-Hearing Conferences may be held if necessary to refine these matters or consider other issues prior to the hearing.

4.4.8.2. The College will attempt to compel witnesses within its jurisdiction to attend the hearing but Parties may have to arrange for other witnesses to attend. The Hearing Officer may limit the number of witnesses and exclude cumulative witnesses and evidence.

- 4.4.8.3. A hearing is not to be an overly contentious process and the highest level of civility is expected. The Parties shall have the right to be accompanied at the hearing by one support person or advisor of their choice who may, but need not be, an attorney. If an attorney will serve as an advisor, the Grievance Hearing Committee and other party shall be notified at least 7 Calendar Days in advance of the hearing by the Party. The support person/advisor shall be allowed to advise their Party throughout the hearing.
- 4.4.8.4. At the hearing each party has the right to be heard and to hear the presentation of the other party. The format of the hearing shall be:
- 4.4.8.4.1. Give an opening statement;
  - 4.4.8.4.2. Present witnesses and evidence (all testimony shall be given under oath);
  - 4.4.8.4.3. Question the other party's witnesses as allowed by the hearing officer. At the minimum an advisor shall be allowed to submit their questions to the hearing officer who, in his or her judgment, may then ask the witness the question, rephrase the question while preserving the substance and ask it, ask the advisor to rephrase the question, disallow the question or ask the advisor to move on to another question or area of questioning. In their discretion the Hearing Officer may allow a party or its advisor to ask questions directly. During questioning, the parties, advisor, and Grievance Hearing Committee shall treat all persons with respect.
  - 4.4.8.4.4. Address objections to the Hearing Officer (although this right may be limited or terminated if in the Hearing Officer's discretion objections become burdensome to the progress of the hearing);
  - 4.4.8.5. Present a closing statement.
  - 4.4.8.6. Typically the Respondent will present their position first but the Hearing Officer may modify this.
- 4.4.9. The Hearing Officer and Grievance Hearing Committee may question witnesses directly.
- 4.4.10. Formal rules of evidence do not necessarily apply, but the Grievance Hearing Committee will consider whether evidence and testimony should be admitted considering relevance, probity, reliability, cumulativeness, and other factors. Witness statements or affidavits,

made under oath, may be allowed but the Grievance Hearing Committee may consider why the witness is absent.

- 4.4.11. The Hearing Officer is charged with controlling the Hearing and may impose reasonable time limits on the Parties and may exclude cumulative, repetitive, irrelevant, or marginally relevant evidence. The Hearing Officer may direct the Parties and their Advisors as how to proceed in order to control the hearing and achieve a fair and just result. In extreme cases of misbehavior a party or their advisor may be prohibited from further participation.
- 4.4.12. There shall be a record, such as a digital recording, of all hearings and it shall be kept in a confidential file, and shall be available for review by the Final and Binding Decision Maker, any Party, or by the college administration for a period of at least four years. The record shall be the property of the college and shall be classified as a protected record pursuant to GRAMA, Utah Code 63G-2-305 and/or a private record pursuant to 63G-2-302.8.
- 4.4.13. The hearing shall be closed to the public, but College officials and others allowed by the Grievance Hearing Committee may attend the entire hearing.
- 4.4.14. At the conclusion of the hearing, the Grievance Hearing Committee shall commence deliberations in private. The Grievance Hearing Committee may meet further as necessary to finalize its decision.
  - 4.4.14.1. In a Grievance proceeding challenging a Corrective Action, the Grievance Hearing Committee shall determine whether a Corrective Action is supported by substantial evidence. The College shall have the burden of showing this.
  - 4.4.14.2. In a Grievance proceeding regarding concerns over interpretation, application or claimed violations of personnel policies or practices, working conditions, or non-retention it shall be the Grievant's burden to prove that there is not substantial evidence supporting the action.
- 4.4.15. Within 7 ~~Calendar~~ Days of the hearing the Grievance Hearing Committee shall prepare a written report including findings and recommendations for the Final and Binding Decision Maker.
- 4.4.16. Upon receipt of the written report, the Final And Binding Decisionmaker shall review the report and such other materials from the Hearing, such as the recording and exhibits, as deemed necessary. Based upon such review and without conducting further hearings or attempting to gather additional evidence, the Final and Binding Decisionmaker, shall take one of the following actions:

- 4.4.16.1. Ratify the findings and adopt the recommendations.
    - 4.4.16.2. Return the report to the Grievance Hearing Committee for reconsideration or clarification.
    - 4.4.16.3. Reject all or parts of the findings and recommendations and make a final decision as to the disposition of the Grievance. Findings and recommendations may be rejected and a different disposition made for reasons that may include that the recommendations are not supported by the record, or the recommendations are based on a misinterpretation of applicable law or policy.
  - 4.4.17. Written notification of the final and binding decision shall be communicated by the Final and Binding Decision-Maker to all parties concerned within 7 ~~Calendar Days~~ of the receipt of the Grievance Hearing Committee's written report.
- 4.5. Human Resources may create procedures to supplement or replace the procedures set forth in section 3.4 as experience suggests changes are needed. Such procedures must be consistent with the spirit of this Policy—to provide eligible employees a fair and expeditious process to resolve work related grievances concerning interpretation or application of personnel policies or practices, working conditions, disciplinary sanctions, termination, or non-retention.
- 5.0 Utah Code 67-21-3.7 requires that the College establish an Independent Personnel Board to hear and take action on a complaint alleging an adverse action as defined and explained in Chapter 21 of Title 67 (hereafter "67-21 Adverse Action"). A Grievance Hearing Committee assembled from the Personnel Relations Committee members pursuant to the procedures above shall be that Independent Personnel Board.
  - 5.1. This process is available to any Employee of the College who suffers a 67-21 Adverse Action.
  - 5.2. The procedures for filing a complaint alleging a 67-21 Adverse Action shall be: an Employee shall complete a Grievance Hearing Request Form noting that the Employee is alleging a 67-21 Adverse Action pursuant to Chapter 21 of Title 67 and providing information in the Form as to the other required elements of that Chapter. This shall constitute the "Complaint" called for in Chapter 21 of Title 67.
  - 5.3. The Complaint shall proceed according to the process for a Level Three Corrective Action as described above and pursuant to the same timelines except the Grievance Hearing Committee shall hear the matter and forward its written report, findings and recommendations to the Final and Binding Decision-Maker no longer than within 30 ~~Calendar Days~~ after the day on

which the Employee files the Form or within such longer period of time, not to exceed 30 additional Calendar Days, if the Employee and the Grievance Hearing Committee mutually agree on a longer time period. The Final and Binding Decision-Maker shall render a decision and enter an order within 7 Calendar Days after the day on which they receive the written report, findings and recommendations.

- 5.4. With regard to a Complaint under this section, the burden is on the College to establish by substantial evidence that its action was justified by reasons unrelated to the Employee's good faith actions under Utah Code 67-21-3.
- 5.5. If the Grievance Hearing Committee finds that a 67-21 Adverse Action was taken in violation of the policy described in Chapter 21, Title 67 it may recommend, and the Final and Binding Decision-Maker may order, reinstatement of the employee at the same level as before the adverse action; payment of back wages; full reinstatement of fringe benefits; full reinstatement of seniority rights (if any) or a pay raise that results in the Employee receiving the pay that the employee would have received if the person had been promoted.
- 5.6. Members of the Grievance Hearing Committee may be excluded the same as for any other Conflict with the addition that a Conflict will also exist where a member of the Grievance Hearing Committee is in the same department as the Grievant, is a supervisor of the Grievant or has a conflict of interest in relation to the Grievant or an allegation made in the complaint.

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**SUBJECT: ACCOMODATION OF DISABILITIES POLICY**

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1.0 PURPOSE

- 1.1. Snow College believes and upholds the idea that no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be subjected to discrimination by any entity. Therefore, Snow College does not discriminate against and accommodates persons with disabilities in accord with applicable federal and state laws and regulations.

2.0 POLICY

- 2.1. Snow College does not discriminate against and accommodates persons with disabilities in accord with applicable federal and state laws and regulations. Snow College does this by:
  - 2.1.1. Providing employment opportunities to qualified individuals regardless of a disability;
  - 2.1.2. Providing reasonable accommodation(s) to qualified individuals who have disabilities who are employees or applicants for employment, and
  - 2.1.3. Providing qualified individuals who have disabilities with appropriate auxiliary aids and services where necessary to allow equal opportunity as defined by applicable federal and state laws and regulations to participate and enjoy the benefit of a service, program, or activity conducted by the College.
- 2.2. Decisions on 1 through 3 above should be made in a reasonably prompt and timely manner.

3.0 PROCEDURES

- 3.1. An employee who wishes to request a reasonable accommodation must contact the Human Resource Office with their request for accommodation. Human Resources will provide forms and information regarding the request. Human Resources will work with supervisors and others to implement reasonable accommodations, but such requests should not be handled on an informal basis. Human Resources must be involved for consistency and proper implementation.
  - 3.1.1. Any employee who feels that their request for reasonable accommodation was not properly handled or improperly denied may appeal the result by following the grievance process outlined in [Policy 389](#).
- 3.2. An employee who believes that they have been subjected to discrimination on the basis of a disability or that they have been retaliated against may also follow the grievance process outlined in [Policy 389](#).

**Commented [MOU1]:** There was a suggestion to make this a "will not instead of should-not. I disagree because the stronger language could get us in trouble if this isn't followed for some reason.



Policy # 306  
Date Approved: May 2000  
Date Amended:  
Responsible Office: Human Resources

- 3.3. An employee at any time may also utilize the services and resources of the Utah Anti-Discrimination, Labor Division or the federal EEOC.

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**SUBJECT: BIRTH AND ADOPTION LEAVE**

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**1.0 PURPOSE**

- 1.1. This policy is intended to provide full-time Eligible Employees with 10 working days of leave upon the birth or adoption of a child or the placement of a foster child with an Eligible Employee.

**2.0 DEFINITIONS**

- 2.1. Birth and Adoption Leave: Leave provided to an Eligible Employee to care for and bond with a newly born or adopted child or foster child.
- 2.2. Eligible Employee: For purposes of this Policy a full-time Probationary Regular Staff Member, a full-time Regular Staff Member, full-time Faculty Member, or a full-time Administration Employee.
- 2.3. FMLA LEAVE: Leave taken in accordance with the Family and Medical Leave Act and College Policy 349.
- 2.4. Human Resources or HR. The office in the College charged with the administration and record maintenance of personnel matters or such other person as may be specially designated by the President to act in regard to this Policy.
- 2.5. Immediate Supervisor: the lowest level of salaried supervision of an Employee. The Immediate Supervisor may designate a Line Supervisor or higher level as the Immediate Supervisor for purposes of this Policy
- 2.6. Probationary Regular Staff Member: Regular Staff Members during their initial period in which they are considered in At-will Employment status and under evaluation.
- 2.7. Regular Staff Member: a staff member whose employment is of a continuous nature, initially funded for a non-temporary period, who has successfully completed the probationary period. This includes exempt and non-exempt employees not covered by a similar faculty procedure, but excludes Probationary Regular Staff Employees, At-will Employment Employees, Administration Employees, Part-time Staff Employees, Temporary Employees and Adjunct Faculty. Normally, a Regular Staff Member is one assigned to work 75% or more in a position expected to last more than 6 months that is a full-time benefits eligible position and defined as a Regular Staff Member in an employment MOU. May also be referred to as Regular Staff Employee.
- 2.8. Administration Employee: Officers of the administration whose primary responsibilities are management and general business operations including the President, Vice-Presidents, Associate Vice Presidents, Assistant Vice Presidents, and other administrative employees as designated by the employee's MOU.

- 2.9. FACULTY or FACULTY MEMBER: As referred to solely for purposes of this Policy, Faculty or Faculty Member are full-time tenure, tenure-track, and professional-track faculty. Only these Faculty are eligible for leave under this Policy.

### 3.0 POLICY

- 3.1. Eligible Employees may receive 10 extra days of leave upon the birth or adoption of the Eligible Employee's child or the placement of a foster child with an Eligible Employee to care for and bond with the child. This leave will be subject to the conditions and limitations set forth in this Policy.
- 3.2. No other employees, including Part Time Staff Members, Temporary Employees, or Adjunct Faculty, are eligible for Birth and Adoption Leave.
- 3.3. Birth and Adoption Leave may be used only for the Eligible Employee's own child, it cannot be used for grandchildren or other children even if an Eligible Employee is a de facto parent to that child.
- 3.4. This Policy is intended to work in concert with Policy 349: Family and Medical Leave Act Policy and the College's obligations to reasonably accommodate employees. All employees are entitled to the minimum protections granted by law by the FMLA and disability law and this Policy shall be interpreted and applied consistent with those protections.

### 4.0 PROCEDURES

- 4.1. The employee should give their Immediate Supervisor at least 30 days' notice of their intent to take Birth and Adoption leave when possible. Failure to provide 30 days' notice may result in the employee's request for birth and adoption leave being denied.
- 4.2. Birth and Adoption Leave is offered in addition to any other leave available to the employee.
- 4.3. Birth and Adoption Leave may not be used before the birth or actual adoption of a child. Other leave may be used before or after the birth if the employee qualifies under the FMLA and other College leave policies but Birth and Adoption Leave is intended to provide extra time to bond and care for a newborn or adopted child or foster child so it must be used only after the birth, adoption or placement.
- 4.4. Birth and Adoption Leave may be used for 10 consecutive working days or on an intermittent basis as agreed upon in writing with the Immediate Supervisor.
- 4.5. Birth and Adoption Leave must be used within 30 calendar days of the birth, adoption or placement of a child.

- 4.6. Birth and adoption leave will not be paid out upon termination from the College.

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**SUBJECT: BENEFIT IN THE EVENT OF AN EMPLOYEE OR SPOUSE'S DEATH**

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**1.0 PURPOSE**

- 1.1. To provide a special Benefit payment in the event of the death of an Eligible Employee of the College, or their spouse, who dies while in an active pay status.

**2.0 DEFINITIONS**

- 2.1. Benefit: A payment made by the College in the event of an Eligible Employee or spouse's death.
- 2.2. Eligible Employee: A full-time Regular Staff Member, Administration Employee, or Faculty Member.
- 2.3. Administration Employee: Officers of the administration whose primary responsibilities are management and general business operations including the President, Vice-Presidents, Associate Vice Presidents, Assistant Vice Presidents, and other administrative employees as designated by the employee's MOU.
- 2.4. Faculty Member: A person who is a member of the College's full-time Faculty as defined in Policy.
- 2.5. Regular Staff Member: a staff member whose employment is of a continuous nature, initially funded for a non-temporary period, who has successfully completed the probationary period. This includes exempt and non-exempt employees not covered by a similar faculty procedure, but excludes Probationary Regular Staff Employees, At-will Employment Employees, Administration Employees, Part-time Staff Employees, Temporary Employees and Adjunct Faculty. Normally, a Regular Staff Member is one assigned to work 75% or more in a position expected to last more than 6 months that is a full-time benefits eligible position and defined as a Regular Staff Member in an employment MOU. May also be referred to as Regular Staff Employee.

**3.0 POLICY**

- 3.1. If an Eligible Employee of the College dies while actively employed by the College, the College will pay the balance of that month's salary, accrued vacation and compensatory leave, and a Five Thousand Dollar (\$5,000.00) Benefit. If a spouse of an Eligible Employee dies while the Eligible Employee is actively employed, the College will pay a Five Thousand Dollar (\$5,000.00) Benefit.

#### 4.0 PROCEDURES

- 4.1. Eligible Employees may complete a DESIGNATION OF BENEFICIARY FORM to be used solely for the payment of the Benefit in the event of the death of the employee. The form will be retained in the employee's personnel file. The beneficiary noted on the DESIGNATION OF BENEFICIARY FORM is not printed on any statement or record that is routinely sent to the employee; therefore, it is the employee's responsibility to insure that the information on the form is correct. This beneficiary designation is revocable at any time by completing and submitting a new form to the campus human resources office. If a DESIGNATION OF BENEFICIARY is not filled out the Benefit will be paid to the employee's lawful spouse if any and then in accord with Utah intestacy law.
- 4.2. In the event of the death of a spouse the Benefit payment will be made to the Eligible Employee and if the Eligible Employee does not survive the spouse then in accord with Utah intestacy law.
- 4.3. Payments made to an Eligible Employee after the death of a spouse will be made through the normal payroll process.
- 4.4. After the death of an Eligible Employee, unpaid wages, salary, and vacation will be paid through the normal payroll process, and the \$5,000 benefit will be paid through the accounts payable process.
- 4.5. The Benefit may be taxable and will be reported in the regular income of the Eligible Employee on a W2 or a 1099 form if paid due to the death of an Eligible Employee.
- 4.6. Survivor(s) may be requested to supply appropriate information and must reasonably cooperate to qualify for payment of the Benefit.



# Truth in Tuition Hearing

March 13, 2019 – 4:30 p.m.

March 5, 2019 DRAFT

## Proposed Tuition Increase for the 2019-2020 Academic Year

- First Tier: 0 - 3%

## Proposed Fee Adjustments

- No increase

## Tuition at a Glance

Proposed Full-time Resident Tuition at a Glance				
	FY18-19 current	% Increase	FY19-20 proposed	Difference
Resident tuition	\$1,663	0 - 3%	\$1,663 - \$1,713	\$0 - \$50
General fees	\$208	0	\$208	\$0
Total	\$1,871		\$1,871 - \$1,921	\$0 - \$50

Proposed Full-time Non-Resident Tuition at a Glance				
	FY18-19 current	% Increase	FY19-20 proposed	Difference
Non-resident tuition	\$6,073	0 - 3%	\$6,073 - \$6,255	\$0 - \$182
General fees	\$208	0	\$208	\$0
Total	\$6,281		\$6,281 - \$6,463	\$0 - \$182

Proposed Differential Tuition (3000 & 4000 Level) at a Glance				
	FY18-19 current	% Increase	FY19-20 proposed	Difference
Resident tuition	+\$36/credit	0 - 3%	+\$36 - \$37	\$0 - \$1
Non-resident tuition	+\$129/credit	0 - 3%	+\$129 - \$133	\$0 - \$4

- 0.22% increase would be used to generate \$26,200 for increases in Internal Service Fund (risk insurance, motor pool, etc.)
- 0.38% increase would be used to generate \$45,000 to cover advancement and tenure increases
- Remaining 2.4% increase would be used to cover College's portion of compensation (2%) and benefits
- All tuition paying students will be impacted by tuition changes
- New rates become effective Summer 2019
- Snow College is projected to have the lowest combined tuition and fees in the state
- Current Budget is funded at 70% Appropriations / 30% Tuition
- Budget includes Salaries/Wages at 50%, Benefits 24%, Other Expenses 26%
- Utah is the 3<sup>rd</sup> lowest In-State Tuition and Fees nationally\*

\*SOURCE: The College Board, Annual Survey of Colleges

## 2019 Truth in Tuition

### *Who We Are*

The guiding philosophy behind all we do at Snow College is based on our mission and our commitment of accessibility for all:

*Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.*

To this end, we embrace our legacy of:

- Celebrating our status of an open-enrollment institution that believes all students can feel at home and succeed at Snow College;
- Committing to serve all prospective students, but especially those who reside in our six-county service area—the most economically challenged area in the state;
- Staying true to our Strategic Plan as we pledge to keep tuition and fees affordable to support recruitment, retention, and accessibility;
- Going the extra mile to help our first-generation students to thrive.

### *Addressing Our Needs*

As we looked at our most pressing needs, we determined our greatest challenges in the year ahead was to follow our Strategic Plan by:

- Increasing scholarship opportunities, particularly department-based scholarships;
- Maintaining our commitment to compensate College employees at the national median market range;
- Cover the costs associated with tenure and rank advancement awards;
- Cover our internal costs associated with travel and insurance.

We have taken many steps to economize, reduce expenditures, and analyze efficiencies so that we reduce as much financial burden as possible on our students. The result is what we believe is a modest, but necessary increase in tuition for the 2019-20 academic year.



**SNOW COLLEGE**  
**BADGERS**

**e**sports  
team

**PROPOSAL**

# EXECUTIVE SUMMARY



Snow College has a long tradition of being an institution with a record of academic excellence, with high success rates, affordability and access for students. As the landscape of higher education is changing in significant and challenging ways, Snow College needs to position itself as a leader in student friendly initiatives to assist in recruiting and retaining students. Providing a Snow College varsity esports team will significantly contribute to the Strategic Enrollment Management (SEM) plan and support campus recruitment and retention efforts.

## **Esports Defined:**

Esports, defined broadly, is playing intercollegiate competitive video games. Students would compete in their chosen game against a team from another institution over the internet. These video games are extremely technical experiences, with players taking on nuanced roles to contribute to the team's progress and success.

In 2018, the gaming industry exceeded \$180 billion in revenues, which is more than the movie and music industries combined. Esports have become very popular over the past five years, with viewership for major esports events eclipsing viewership for other major sporting events, such as the NBA finals. Esports viewership statistics also indicate that professional esports fans are willing to support their local collegiate esports team by attending live events on campus. Organizing a team will be used as a tool for recruiting and retaining students.

## **Recruitment:**

Organizing an esports team on campus gives Snow College a new, student centered tool to recruit a student population that is continuing to grow, and harness an activity (playing video games) that is already happening on campus to be a net positive for Snow. With 32 official team roster positions (10 League of Legends, 12 Overwatch, 6 Rocket League, and 4 Hearthstone), organization of intramural leagues for these and other games, and a new gaming lounge for students, Snow College could position itself as one Utah's leaders in esports. This new initiative will be helpful in recruiting a population of students that might choose another institution but are interested in Snow's smaller, residential environment.

## Retention:

Retention is a huge priority for Snow as the SEM plan is implemented, and esports can play a key part in retaining students. Snow College students interested in video games or esports will have a new community sponsored by the college, and involvement with this community



will lead to better retention. Not only are there official roster positions, but there will be opportunities for students to assist with producing live events, commentate during games, operate equipment, manage social media, and other helpful skills students are interested in learning. With these learning opportunities and intramural leagues, there will be many chances for students to be involved and develop transferrable, professional skills.

## Curricular Connections:

While most of our competitors will never make a living at gaming, there are many professional opportunities for employment within the industry. Our vision is to build partnerships with academic departments to offer a certificate in "Esports Management". This will prepare students for transfer and career opportunities within this booming industry.

## Monetization:

Every time Snow's esports team competes with another school, Snow will be generating video content that can be monetized to assist in paying for the team/program, and hopefully in the future, provide scholarships for esports team members. Several potential revenue streams, such as Twitch, sponsorships, ad revenue, etc. will be developed in the near future when the esports proposal is approved.

## Budget:

The initial investment to begin Snow College's esports team will be approximately \$10,000-15,000 depending on space allocation. Much of the initial investment will be allocated for 6-12 high-end gaming PCs and peripherals to run the games at the correct level to remain competitive. The remainder of the budget will be utilized to retrofit the assigned physical space to transform it into a gaming lounge/team practice space. An ongoing budget of \$10,000 per year is also requested to maintain PCs, National Alliance of Collegiate Esports (NACE) membership dues, and travel to events. Much, if not all, of ongoing costs should be covered through increased student enrollment and monetization of the electronic content created by our teams.





# SNOW COLLEGE

OFFICE OF STUDENT LIFE

January 30, 2019

Dear President Carlston,

I am writing on behalf of the Snow College Student Body Advocate team, in support for the creation of an esports team. The Snow College Mission Statement states that Snow College “encourages a culture of innovation and cultivates an atmosphere of engagement to advance students in their achievements of their educational goals.” We believe that creating an esports team on campus will provide students with a new and innovative way to become involved on campus—something we know that you advocate for every Badger.

It is the mission of the Student Body Advocates to help all students get involved on campus. We feel that an esports team will further our mission and promote SEM efforts through recruitment, involvement, retention, and new leadership opportunities. Only the University of Utah and Salt Lake Community College currently have esports programs. Utah Valley University is currently investigating the development of a team and program. Proceeding in creating an esports program will provide a great recruitment tool because Snow College will be able to offer something that most other state schools currently are not.

Esports will help engage and involve students who do not commonly participate in on campus activities, allowing students to create a community in which to experience the Spirit of Snow. We want all students on campus to feel involved and have a sense of belonging on campus.

Finally, an esports program at Snow would create new student leadership roles. We know that our student athletes, club presidents, and intramural teams all have leadership opportunities. The esports program could encompass leadership at all three levels, creating additional avenues in which student can learn and grow.

The Student Body Advocates and I would like to thank you for looking into an Esports program at Snow. We know that student involvement and leadership help students to become better versions of themselves.

Sincerely,

Jared Devey  
Student Body President 2018-19  
Student Body Advocates 2018-19

# Snow College Esports Proposal – Spring 2019

Drafted by Landon Peterson & Jason Springer with Cooperation from Rob Nielson

## Summary:

Snow College Student Success and Snow College Athletics requests funding for a varsity esports team, gaming club, esports intramural leagues and a gaming lounge on Ephraim campus. An initial investment of \$10,000-12,000 will be necessary to purchase 6-12 high-end gaming PCs and fund renovation costs for the proposed space. An ongoing \$10,000 per year budget will be necessary to cover the National Alliance of Collegiate Esports (NACE) membership dues, PC upgrades, and possible travel to tournaments (once per year, per team). Ongoing expenses should be offset by revenue generating activities.

## Environment:

Increased competition from four-year institutions and out-of-state schools has caused two-year colleges across the nation to experience declining enrollments. With many two-year college enrollments trending downward<sup>i</sup>, recruiting and retaining students is more important than ever.

Snow College's on-campus student enrollments are much better than the national average, staying flat and not seeing huge enrollment drops over the previous three years. To increase our enrollment, Snow College must provide innovative programs that students are interested in to both recruit and retain them. Esports is a student-centered way to increase both recruitment and retention at Snow College.

Esports, defined broadly, is playing video games competitively. However, this activity is probably not what many people envision. According to Morris (2017):

*"Video games have evolved into nuanced, technical activities' Says Kurt Melcher, executive director of e-sports [sic] at Robert Morris University. 'That's no different than if you have a basketball team of super skilled point guards. It's relatable in any way—minus the physical exertion.'"*<sup>ii</sup>

Esports has exploded in popularity over the course of the past five years, and is expected to continue this rapid growth in both the collegiate and professional sectors. There is already a massive worldwide audience for professional and collegiate esports, and the growth is only set to continue on that trajectory.

*"Since its establishment in the early 2000's, professional and club esports has seen rapid growth in both participation and viewership. According to ESPN The Magazine's June 22, 2015 esports issue, the 2014 League of Legends championship drew an online viewership of 27 million people, which is more than the NBA Finals (15.5 million), Major League Baseball's World Series (13.8 million) and the National Hockey League's Stanley Cup Finals (5 million). DOTA 2 – another popular sport – drew 20 million that same year according to the article."*<sup>iii</sup>

*"While it remains to be seen whether competitive gaming will ever be bigger than the NFL in revenue, the two are running neck-and-neck on a potentially even more important metric: popularity among younger fans. The Post poll found that 38 percent of young Americans*

*identified as fans of esports or competitive gaming, similar to the 40 percent who said they were fans of the NFL.”<sup>iv</sup>*

Professional athletes and other popular figures (Michael Jordan<sup>v</sup> and Drake<sup>vi</sup> are recent examples) have also been investing in esports, further boosting their popularity and exposure in the United States. Teams from the United States have been featured in major global tournaments for both Overwatch and League of Legends in the past month.

The NJCAA has partnered with the National Alliance for Collegiate Esports (NACE) to provide standardized rules and compliance, as well as other resources for partner institutions, such as student-athlete recruitment.<sup>vii</sup> NACE already has 109 partner institutions<sup>viii</sup> listed on its website, and that number is up from about 85 earlier this year. This involvement by the NJCAA is a signal that esports are here to stay at the collegiate level, and Snow College could benefit by starting a team as soon as possible.

Due to the growth in esports and the integration with their video game design program, the University of Utah began offering varsity esports in 2017. In the future, Snow College can integrate esports into academic programs like the University of Utah. Partnering esports with innovative departments to create pipelines for students would allow students stay at Snow College longer and increase enrollments in these programs. The software engineering program would be a natural fit, since many students interested in esports want to pursue this type of program. Meetings with the software engineering department to begin building these partnerships have already begun.

The University of Utah is the only school in Utah that has a varsity esports team. University of Utah awards scholarships to their esports students in four games: League of Legends, Hearthstone, Rocket League and Overwatch. Other institutions in Utah have club esports, but they are not supported at the institutional level like the University of Utah’s team. University of Utah has recruited some premier players in several games because of their program, and has gained notoriety for their esports program. Similar to the University of Utah, Snow could capitalize on an underutilized, growing student market. Snow has the potential to recruit students away from other schools that offer club teams in favor of a team sponsored by Snow College Athletics.

## **Recruitment:**

With Snow’s strategic enrollment management plan and current enrollment data in mind, it is important to consider new populations of students to recruit and retain at Snow. Snow can utilize esports as a powerful tool to recruit and retain a segment of students that it is currently not being provided specific attention by the institution. These students are generally very good students (University of Utah’s average team GPA is approximately 3.6), and would be interested in finding another intercollegiate program to play esports if they are not accepted on the University of Utah’s teams. Snow College can fill that gap, and generate tuition dollars by doing so.

Starting an esports team on campus gives Snow College a new tool to recruit a student population that is going to continue to grow. Snow can then harness an activity (playing video games) that is already happening on campus to be an effective tool for recruitment and retention. There is also data to support the transition of fans of professional esports to collegiate esports.

*“A new study by Interpret sheds more light on collegiate eSports, showing its broad appeal among those who already watch eSports. The data indicate that over two-thirds of eSports*

*viewers are interested in watching collegiate eSports. Additionally, 59% report that they would support their local collegiate eSports team in person. The number of viewers who have competed in collegiate eSports remains low (at 17%), but 60% of college-aged viewers are interested in competing. This is good news for schools looking to expand their athletics programs into the digital frontier.”<sup>ix</sup>*

Varsity esports matches will be organized as events that are open to the public, as well as streamed live on Twitch.tv (Twitch). These events will draw crowds from worldwide streams, the community and on-campus. As referenced above, nearly 60% of people polled stated they would support their local collegiate esports team at a live event. These events will give Snow College amazing exposure in the digital space, as well as bring people to campus that may not ordinarily be willing to come to a Snow College event. This exposure will be key in supplementing the Strategic Enrollment Management plan’s focus on recruitment and retention.

If students and community members are interested in attending on-campus esports events, this opens up potential revenue streams for funding the esports teams, and for the institution. For more information on this, see the monetization section.

In the two months since the esports exploration phase began at Snow College, there have been many student comments about how they could recruit a friend to come to Snow to be a part of the esports effort. Several students have volunteered their time to help with organization, marketing, planning and so forth. These students are very passionate about esports, and just the possibility of having esports on our campus has brought them out to help lead the esports effort. Students are passionate about the games they play, and the communities surrounding them. These examples are anecdotal, but student feedback has been very positive on Snow’s campus thus far.

Other small institutions, like Maryville University in Missouri (Undergrad enrollment in 2015-2016: 2703), have used esports as a recruiting pipeline as well.

*“Originally, esports there was built up as a pipeline for potential students, a move that paid off for Maryville, he said, though he did not specify how many students the program has recruited.”<sup>x</sup>*

If Snow could recruit and retain only 100 additional students that are interested in esports, this would be a significant contribution to the Strategic Enrollment Management plan. Snow’s admissions department could begin speaking with prospective students for fall 2019 about the new esports team, intramurals leagues and gaming lounge as soon as esports is approved. Admissions can especially utilize intramural leagues and the gaming lounge to help attract prospective students. Snow College could easily supplement current recruiting materials with esports team, intramural league, and gaming lounge information and begin a push to recruit interested students starting late fall 2018 and spring 2019 for the 2019-2020 year.

## **Retention:**

Snow College’s retention and completion rates have traditionally been good, and this will need to become an important point of focus for the college with the increased competition for students in the state. Snow must keep the students that it recruits, and one of the well-researched ways to do so is through student involvement:

*“Astin (1977, 1993) frames persistence of students in terms of involvement rather than integration. The involvement can manifest itself in interaction with peers or faculty. Interaction with peers or faculty aids in the student remaining in college. This interaction can be in the classroom or involve other activities related to completing assignments, working on class projects, or participating in school activities.”<sup>xi</sup>*

This involvement spoken about by Astin will be at three distinct levels suited for how interested each student is in esports/games:

1. **Varsity Team:** For the most competitive and most skilled students, the varsity esports team will be their goal. With 32 official team roster positions (10 League of Legends, 12 Overwatch, 6 Rocket League, and 4 Hearthstone), the varsity team will give the best players on campus the opportunity to showcase their skill against other colleges and universities. The varsity team will also organize workshops for interested students on how to become better in their chosen game.
2. **Intramural Esports Leagues:** Intramural esports leagues and teams will be organized to accommodate the middle group of students. These students are still building their skills and getting used to the competitive environment, so this is a natural fit for them. Students interested in being on the varsity esports team can hone their skills in the intramural leagues to help them attain their goals. These leagues will strengthen the campus community and student retention within this student group.
3. **Student Gaming Lounge:** The least competitive students that just want to have fun will be able to benefit from the practice space/gaming lounge in the GSC. This space will continue to build community between students that are interested in games, and will give the entire student population a recreational space in the GSC. This space will be utilized for casual gameplay, organized casual events (such as playing Call of Duty or Mario Kart as a group), and a place to hold workshops to help students improve their skill in a game. This space will help grow the community of people that play games on campus and help them feel included.

The introduction of the esports teams, intramural leagues and gaming lounge space will build a community for the students that indicate interest in esports or video games. This student community will assist in improving campus retention and save Snow College money by keeping students on our campus, rather than having to recruit new ones.

## **Monetization/Revenue:**

Esports will require an initial investment from the college, but will be able to generate several revenue streams to help support the effort, with the possibility to self-fund the program in the future. Each time the varsity esports team plays a match, Snow has the ability to monetize those matches through online gameplay streaming. Many gameplay streamers, such as Ninja<sup>xii</sup> are able to support themselves wholly through streaming on Twitch using their monetization tools. According to Kaylee Fagan from Business Insider,

*“While esports and video game streaming are still only emerging — and clearly experiencing growing pains — as a mainstream entertainment source, overnight celebrities like Ninja suggest that live-streaming on Twitch, a relatively new entertainment style, may soon be in competition with established but revolutionary online media epicenters like YouTube and Netflix.”*

Snow College's esports channel likely will not achieve this level of notoriety or revenue, but can utilize these tools to support the program. Revenue will primarily come through the esports team's Twitch.tv channel. Twitch.tv has several ways for viewers to support your channel:

- Subscriptions
- Advertisements
- Bits
- Donations
- Sponsorships

Subscriptions are monthly, five-dollar donations to a Twitch channel. Subscriptions come with small benefits for the subscriber, but they are mostly meant to be a show of support for the content creator. Subscriptions can be set up to auto-renew, or can be managed on a month-to-month basis. People who subscribe to Amazon Prime receive one free subscription to use on Twitch per month (Twitch Prime Subscription). Snow can leverage these free memberships from students, faculty, staff and community members because they often go unused each month. Half of the five dollars would go to Snow's channel, the other half goes to Twitch. Between Twitch Prime subscriptions and regular subscriptions, it would be the goal for Snow esports' Twitch channel to receive 250-500 dollars per month within the first 18 months with additional growth in years two and three.

Advertisements are built into channels that achieve a certain amount of followers and notoriety. When Snow College met with AJ Dimick, Director of University of Utah Esports, he indicated it would not be difficult for Snow College to get a Twitch partnership; he said it would only take a phone call. With this in mind, Snow esports could run advertisements with the content we generate when we hold varsity matches, or even intramural league gameplay. Twitch's partnership agreements limit partners from discussing ad revenue breakdown, so there is little data to utilize here. Some people on reddit<sup>xiii</sup> claim that ad revenue accounts for approximately 10-20% of their total revenue from Twitch. If this were the case, Snow's ad revenue would likely be small, but would help keep the team's PCs up-to-date when they need upgrades.

Bits are small dollar donations that viewers give to the stream when they see something interesting or exciting happen. Twitch users purchase bits for approximately \$1.40 for 100 bits through the Twitch website. Bits are used at the user's discretion on whatever stream they elect to support.

Streamers of all sizes set up donation buttons on their Twitch pages to give viewers the option to donate an amount of money to the stream. These donations are made outside of Twitch, so the streamer likely keeps more of this money than the methods inside Twitch. This is optional, and Snow could elect to utilize a donation button to increase stream donations to help fund the team, intramural leagues and the gaming lounge.

Sponsorships for Snow College's esports team would be a possibility, but would likely be something that happens during year two or three. The team could find a hardware sponsor to provide PCs, peripherals, chairs, etc.

These and other possible revenue streams, including gaming summer camps, will be explored with the intent to self-fund the program and provide scholarships for the varsity esports student-athletes. If that goal is achieved, the additional funds will go to improving intramural leagues and the gaming lounge.

## Student Support Survey Data:

Two surveys were conducted on campus: one given to the entire first-year class, and the other to other students. This survey data was largely positive or neutral to the idea of establishing an esports team and intramural leagues on campus. The surveys were very similar, asking students if they supported the proposal, asking if they would support a student fee increase to help fund the proposal, and asking for additional comments from the students.

The first survey was given to first-year students in canvas via the GNST 990 canvas course. The first-year student data is as follows:

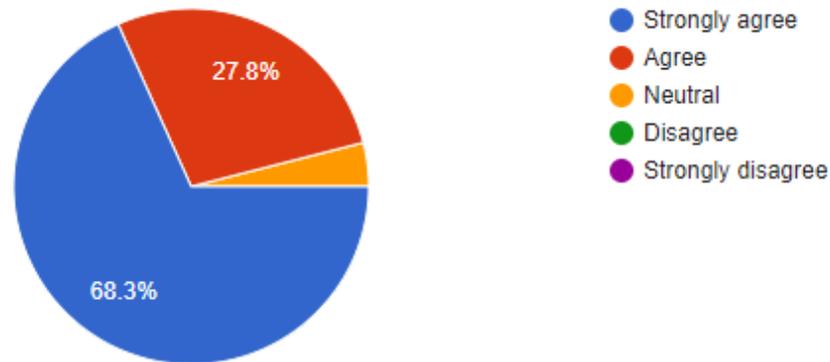


This survey reached approximately 8.2% of Snow College’s first year class. Of the students surveyed, over 60% of students said they strongly agreed or agreed with the idea of a varsity esports team, intramural leagues, and a student gaming lounge. Very few students responded with disagree/strongly disagree. Over 60% of respondents also agreed that they would be willing to pay an additional amount to student fees to support the effort.

The second survey was given to any student that was willing to take the survey. The survey was taken 126 times. Students were solicited to take the survey by the belltower, from student interest meetings, by word of mouth, etc. These data are as follows:

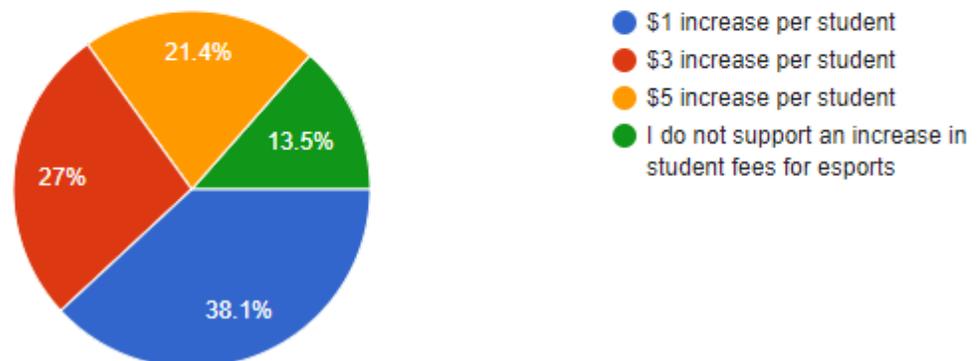
## Do you think varsity and intramural esports would be a good addition to campus?

126 responses



## Would you be willing to support a student fee increase to support the esports team and esports intramural leagues?

126 responses



These results are much more positive, with more than 96% of respondents saying they either strongly agree or agree with bringing esports to campus. The results are similar for a student fee increase, with 86.5% agreeing with a possible fee increase. While this survey likely injects a measure of selection bias, it is useful to compare it against the canvas survey. The most interesting conclusion here is that those students that are interested in esports and gaming in general are very passionate about it, and desire a community for gamers on campus.

## Conclusion:

Establishing a varsity esports team, gaming club, intramural leagues and a gaming lounge for students will create a positive and healthy competitive campus community for students at Snow College. This effort will contribute to increased recruitment and retention, as well as generate buzz for the college. In a time where two-year college enrollments are declining, Snow College can take decisive action to create an initiative that will be a factor in turning enrollment around. Snow College can also retain students that would otherwise leave because they have a stronger connection to campus.

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## **Space Utilization Committee**

As Snow College continues to grow, it is imperative that the College allocate space resources efficiently and thoughtfully. The purpose of creating a Space Utilization Committee (SUC) is to systemize a democratic methodology for making space allocation and renovation recommendations to the College President and Cabinet. These recommendations should align with the Strategic Plan, the Master Plan, and the critical needs and operations of the College.

The SUC is being implemented to create an open and transparent space allocation process that seeks a broad diversity of inputs.

This charter creates the SUC as a standing committee of the College to provide, on an on-going basis, recommendations about space renovation and space allocation needs to the College President and Cabinet.

### **Space Utilization Committee Charge and Empowerment**

The Committee operates under the premise that all space belongs to the College. While each building is managed by a building coordinator, all major renovations and/or reallocations of space must be proposed to SUC who will make recommendations to the College President and Cabinet.

When reviewing a space allocation or renovation proposal, the Committee will make decisions using the following priorities:

1. Impact on students
2. Course schedules and department priorities
3. Impact on program(s)
4. College master plan
5. Funding source
6. Demonstrated need
7. Future needs
8. Feasibility
9. Strategic plan
10. Mission and goals
11. Efficiency
12. Recruitment and retention goals
13. Innovation
14. Partnerships/Collaboration
15. Current usage/projected usage
16. Dedicated space/multiple use space

Proposals affecting any academic space will first be vetted by the Dean's Council before being brought to the SUC. The Committee will seek input from interested parties, and

invite any affected parties to be part of any discussion on a proposal that affects their area, before forwarding recommendations onto the President and Cabinet who will make final decisions.

### **Space Utilization Committee Membership**

The membership of the SUC shall consist of voting members. Each constituent group is responsible to provide their voting member. The voting members are responsible to attend all meetings of the SUC or send a replacement from their constituent group. The voting member is responsible to fully inform their replacement on all issues so that they can vote when the voting member is absent. Voting members are expected to consider the best interests of the entire College in making recommendations.

The voting members and rotations shall be:

- V.P. Finance of Administrative Services or designee (ongoing)
- V.P. Academic Affairs or designee (ongoing)
- V.P. Student Success or designee (ongoing)
- 1 Staff at large (odd year)
- 2 Faculty at large (1 each year, election run by Faculty Senate)
- Facilities Representative (even years)
- Student Body Advocate Representative (annually)
- IT Representative (odd years)

In order to increase participation and to build retained knowledge on the SUC, each constituent group is to select a voting member who is willing to serve as their constituent's voting member for a two year term. With the exception of the ongoing members, individuals can serve up to two terms, but not more. At least one representative from each campus will be on the committee.

The SUC will plan to meet annually, in January, to consider proposals for the next academic year; otherwise, as needed.

### **Final Space Allocation Approval**

The authority to approve all College space allocation requests and renovations remains with the College President and Cabinet.