



Faculty Handbook

Employee Acknowledgement

I have received the 2018-2019 version of the Faculty Handbook. I understand that the handbook is designed as a guide to College benefits, policies and services concerning all employees, and that the handbook does not in any way constitute a contract. I have also been informed that all updates to the Faculty Handbook can be found on the College Website.

Signature_____

Print Name_____

Date_____

Return the signed form to Gogebic Community College, Human Resources.

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Handbook Disclaimer

This handbook is a summary of the principal features and a brief description of Gogebic Community College's employee programs and procedures. It is designed as a guide to College benefits, policies, procedures, and services concerning all employees. Where special program or department specific, policies, procedures or collective bargaining agreements differ from this handbook, those policies, procedures and agreements are controlling. Employees subject to these policies, procedures or collective bargaining agreements should consult those documents directly.

The College reserves the right to make changes to any policy and procedure. Such changes take precedence over handbook statements. While reasonable effort is made to publicize such changes, it is the responsibility of the employee to verify the current policy or procedure.

This handbook is for informational purposes only and does not constitute a contract. It is designed solely as a source of information for employees and as a guide for directors. This handbook shall not be considered as an offer of employment or construed as an obligation on the part of the College to continue employment. For complete information regarding any of our benefit programs, please contact Human Resources at (906) 307-1324.

Gogebic Community College

Gogebic Community College was founded in 1932, and is accredited by the Higher Learning Commission. GCC serves approximately 1,100 students and is committed to providing an environment in which its students can be confident of receiving the highest quality instructional programs. GCC is made up of a bold community of learners dedicated to building a better future in every endeavor. GCC is a rural institution which plays a vital role in the community and throughout the region.

Located in Michigan's Western Upper Peninsula, Ironwood is a community with a rich heritage. The region resides upon the Northern Wisconsin-Michigan border. The area's proximity to Lake Superior, inland lakes, rivers, waterfalls, forests, ski hills and trails combine to offer one of finest outdoor regional destinations in the Midwest. The region attracts numerous visitors, both for the beauty during the seasons with many opportunities for fishing and hunting, and to the Snow Belt for winter sports, particularly skiing, snowboarding, and snowmobiling. GCC operates two downhill ski facilities, one located on the main campus and one in the Porcupine Mountains Wilderness State Park.

GCC has played an important role in the region's education environment and is a leader in student success for the upper Great Lakes area. GCC exhibits great success in student outcomes, with high retention and completion rates, as well as excellent success of transfer students. GCC has earned Aspen Top 10 recognition multiple times. GCC prides itself on having developed a culture that provides a unique personal student experience to each of its students. GCC continually aspires to be a student-centered institution.

In addition to the main campus in Ironwood, the college operates the Copper Country Center in Houghton, Michigan. Total off-campus enrollment accounts for approximately 40% of the college headcount. GCC successfully offers a variety of online courses and programs and was named the Top Online Community College Provider in the State of Michigan by Thebestcolleges.org. GCC is proud to have been named one of the highest performing community colleges in the nation.

“We are here to empower every student to reach his or her goal.”

We are always amazed by the number of people across our Great Lakes Region who comment on the positive impact that Gogebic Community College has had on their lives or that of someone close. GCC has been part of the region's educational environment since 1932. We believe in the ability to **DreamBOLD!** And capture your career goals. Where else can you fish Lake Superior's shores in the morning, hit the slopes by noon, or a paddle a kayak on pristine lakes at sunset? Our location is perfectly situated to fulfill your passion for education and **LiveBOLD!**

Take the first step toward a **BOLD** future. With dedicated staff and faculty, plus a committed Board of Trustees who empower our leadership, we pride ourselves on creating an exceptional educational experience for our students. Get Ready to **GoBOLD!**

Diversity Statement/Title VI/Title IX/Section 504

Gogebic Community College (the College) is an equal opportunity institution, affording enrollment, employment and services without distinction on the basis of age, color, height, weight, creed, disability, marital status, sexual orientation, national origin, political affiliation, race, religion, or gender identity or expression. Minorities and disabled persons are encouraged to attend the College. Any questions regarding your rights under Title VI, Title IX, and Section 504 should be directed to the Dean of Students (906) 307-1211, Room T-108 or Human Resources (906) 307-1324, Room A-208.

Title IX

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex under any education program or activity receiving federal financial aid. It states: *“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”*

Gogebic Community College is committed to providing a learning, living, and working environment free from discrimination. GCC supports the Title IX federal law that prohibits discrimination on the basis of sex, including: gender based discrimination, pregnancy and parenting discrimination, sexual harassment, sexual assault, stalking, dating violence, domestic violence, voyeurism, and any other conduct of a sexual nature that is nonconsensual.

While compliance with the law is everyone's responsibility at GCC the persons designated to handle inquiries of sex discrimination are:

Complaints against employees, applicants, and third parties

Ashley Paquette
Director of Human Resources
906-932-4231 ext. 324
ashleyp@gogebic.edu

Complaints against students (student/student)

Jeanne Graham
Dean of Students
906-932-4231 ext. 212
jeanneg@gogebic.edu

Emergency

Gogebic County Sheriff's Office
906-666-0203 or call 911

The following links are resources about Title IX:

- [Civil Rights Division Department of Justice](#)
- [Letter from Stephanie J. Monroe, Assistant Secretary for Civil Rights - 35th Anniversary of Title IX](#)
- [TitleIX.com](#)
- [U.S. Department of Education – Office of Civil Rights](#)
- [U.S. Department of Labor](#)

Gogebic Community College Mission Statement

Gogebic Community College is a learning community that contributes to academic, cultural, economic, and social success for our students and region.

Core Components of Mission

- We engage students in learning experiences that lead to enhanced employability and successful transfer to other educational institutions.
- We develop students who can think critically, analyze and interpret information, communicate effectively, and demonstrate community and global awareness to make ethical and responsible decisions.
- We develop partnerships with business and industry to support economic vitality and stability through the development of a skilled local workforce.
- We provide the educational environment that promotes technological competence, free expression of ideas, ethical integrity, and a diverse, inclusive culture.
- We advocate lifelong learning for all members of the community, providing local residents with educational, creative, and cultural opportunities.

Gogebic Community College Philosophy Statement

Philosophy: Gogebic Community College believes all individuals should have opportunities to prepare for active participation in the economic, domestic, political, aesthetic, and cultural affairs of the communities in which they live. This preparation includes:

1. The development of an increased ability to deal intelligently with the responsibilities of living in a rapidly changing global society.
2. The development of techniques for self-criticism, initiative, intellectual curiosity leading to a poised, well rounded, and mentally, physical, and socially adjusted individual.
3. The understanding that education is a life-long process and that the techniques and skills acquired in learning how to learn will be of life-long benefit.

Gogebic Community College Institutional Purposes

Purposes: Consistent with the belief that the community college is the most readily available, and often the only avenue to higher education, Gogebic Community College sets forth the following institutional purposes:

1. To ensure the maintenance of appropriate post-secondary educational programs that meet the changing educational needs of students, community and society;
2. To ensure institutional leadership in the promotion and support for economic development in our region;
3. To ensure a baccalaureate-oriented curricula suitable for transfer to a four-year college or university;
4. To ensure occupational/career training for those students who wish to prepare for immediate employment upon completion of their program of study and for students who wish to upgrade their skills or be retrained in new areas;
5. To ensure students the opportunity to participate in a curriculum or in a sequence of developmental or advanced courses consistent with his/her individual needs and abilities;
6. To ensure a general education component with a variety of learning experiences within an academic framework;
7. To ensure continuing education/community service opportunities by utilizing college resources through a cooperative effort with individuals, civic groups, educational institutions and other public or private organizations for specific benefit of the citizens of the college district;
8. To ensure guidance, counseling, advisement, and placement services to meet the personal, academic, social, and career needs of students;
9. To ensure student educational achievement and growth through appropriate, systematic, and periodic assessment.

Gogebic Community College Institutional Integrity Statement

We embrace a learner-centered philosophy that guides us in our efforts to improve student progress and program completion with honesty, integrity and mutual respect. (pending Board approval February of 2019)

Gogebic Community College Diversity and Inclusion Statement

Gogebic Community College is committed to creating a diverse community: one that is inclusive and responsive, and is supportive of each and all of its students, faculty, and staff. The College seeks to promote diversity in its many manifestations. These include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, physical ability or attributes, political beliefs, religious or ethical value system, and place of origin.

As a community-based institution, Gogebic Community College is committed to providing comprehensive education, enrichment, and economic development experiences designed to promote student success and engagement, individual growth and social advancement. Engaging as members of a multicultural world, fostering awareness and understanding of varied cultural perspectives, and cultivating a welcoming environment are important to student growth.

All members of the College community share a responsibility for creating, maintaining, and developing a learning environment in which difference is valued, equity is sought, inclusiveness is practiced, and empowerment occurs.

It is a focus of the College to advance diversity as defined above. The College continues to assess its progress to ensure diversity initiatives are effective. (pending Board approval February 2019)

History of Gogebic Community College

Gogebic Community College (GCC) was established as Ironwood Junior College and operated as part of the Ironwood Public School System. Housed on the third floor of the Luther L. Wright High School, it opened its doors in September, 1932 to approximately 188 students.

In 1938, the name was changed to **Gogebic Junior College** in recognition of annual financial support from the Gogebic County Board of Supervisors. In 1953, in accordance with Michigan statute that changed all "junior" colleges in the State to "community" colleges, the name was changed to **Gogebic Community College**.

After several years of intensive study and review, the proposition of reorganizing to a county-operated college was placed on the May 10, 1965 ballot. As a result, the College became an independent entity and became "The Gogebic Community College District of Gogebic County" with an elected Board of Trustees on July 1, 1966.

Building our Campus

In 1968, the College moved to the current Mt. Zion location on Jackson Road in Ironwood. In 1969, the Rutger Erickson Liberal Arts Center was constructed housing Offices of the President, Dean of Business, College Foundation, academic classrooms, laboratories, lecture center, faculty offices and the Library/Learning Resource Center.

In 1970, the David Anderson Chalet was built at the bottom of the Mt. Zion Ski Area and the Ski Area Management program was established.

The Carl Kleimola Technical Center was built in 1973 housing the Dean of Students office, college bookstore, ACES Center, Admissions, Financial Aid and several occupational programs. Also, in 1973, a 48-unit student housing facility was built on the north side of the Mt. Zion Ski Hill. It remained until 1996.

In the late 1980s, GCC began offering classes at off-campus locations including Iron River, Crystal Falls, Watersmeet, Ontonagon, L'Anse and Baraga.

In 1991, the Jacob Solin Center for Business Education was added housing the Dean of Instruction, computer labs, conference rooms and business classrooms.

In 1993, the David G. Lindquist Student Center was built accommodating a gymnasium, walking track, weight room and aerobics area, student lounge, game room, Courtside Cafe and meeting rooms.

In the late 90s, the off campus classes evolved into the Copper Country area. Evening courses were offered at Hancock, Chassell and Calumet High Schools.

In 2001, GCC leased space in the Huron Centre in Houghton to house classrooms and offices in conjunction with Michigan Works. The College continued to offer classes at Hancock and Chassell High Schools in the evening.

Campus Suites, a 24-unit student housing facility was built to house 96 students on campus in Ironwood in 2006.

A need for more space in the Copper Country area prompted officials at Gogebic Community College to make the move to a much larger location. The new space opened to students in January 2013 in the Copper Country Mall in Houghton. The new facility had slightly less than 12,000 square feet with a science lab, computer lab, a nursing classroom and three general education classrooms.

In August of 2015, due to the increased growth at that time, GCC needed more space to accommodate new course offerings, additional sections of courses and to offer hybrid courses with the main campus in Ironwood. GCC expanded the Copper Country location with an additional 7,000 square feet of space. This included four more classrooms, along with shifting the main offices to the front of the building, and an entrance at the front of the mall.

Leadership over the Years

1932-52	Superintendent of Ironwood City Schools, Arthur E. Erickson
1952-66	Superintendent of Ironwood City Schools, Reginald Ernest Dear
1932-48	College Dean, Reginald Ernest Dear
1948-52	College Dean. R.D. Chadwick
1952-66	College Director, Jacob Solin
1966-67	President, Dr. James Lehman
1967-76	President, Dr. James Perry
1976-83	President, Dr. Rawdon Ernest Dear
1983-86	President, Dr. Robert Bennett
1987	Acting President, Janet Blanchard
1987-94	President, Dr. James Grote
1994-95	Acting President Thomas Cvengros
1995-2005	President, Dr. Donald Foster
2005-2007	President, Dr. Gary S. Wheeler
2007-2018	President, James Lorensen

General Employment

Business Hours

General business hours for the College are 7:30 a.m. until 4:30 p.m., Monday through Friday. Hours may vary by department and campus location, and may also include evening and weekend hours.

Parking

Campus parking lots are for students, faculty, staff, and visitors. The cosmetology parking lot is reserved for salon customers. Operation and parking of motor vehicles within the campus and leased areas are subject to rules and regulations necessary for safety. There are also handicap parking spaces in every College parking area. Only individuals displaying a certified handicap permit shall be authorized to utilize these spaces. Violators will be ticketed.

In an emergency, the College reserves the right to tow any vehicle located in an unauthorized area without warning.

Keys

In order to assure the security of College property, all keys will be issued by Maintenance.

General Guidelines for Issuance of Keys

1. Keys will be issued only where there is an actual need for the officer or employee to properly perform his/her work, and to outside contractors who must have access to service areas.
2. Keys will not be issued to students. Exception to this rule can only be made by action of the Dean of Business Services.
3. Unauthorized use of, or duplication of College keys constitutes grounds for termination.
4. Keys shall not be loaned to an unauthorized person.

Key Request Procedure

1. Key Request sent to Maintenance.
2. Employee must sign a receipt for key(s).
3. Upon change of assignment or termination, key(s) shall be returned to Maintenance.
4. Lost keys must be reported immediately to Maintenance.

Weekend and Evening Access

Employees may enter the buildings for work related purposes during the weekends and evenings.

Attendance

Regular attendance and punctuality is expected of all employees. Examples of abuse or poor attendance are not acceptable. If an employee is unable to report for work as scheduled, he/she is required to notify his/her supervisor before the start of the scheduled shift, or as soon possible thereafter.

Credit Card Use

Employee use of credit cards for appropriate college expenses is authorized and governed by the following criteria:

- The Dean of Business Services is responsible for the issuance, accounting, monitoring, and general overseeing of compliance with this policy.
- Credit cards may only be used for the purchase of goods and services for the official business of the college.
- Individuals using a credit card must submit documentation detailing the goods or services purchased, cost and purpose of the purchase.
- Individuals issued a college credit card are responsible for its protection and custody and shall notify the Dean of Business Services if the card is lost or stolen.
- Upon termination of employment with the college, individuals must immediately surrender the credit card to the Dean of Business Services.
- The Dean of Business Services will institute a system of necessary internal controls to monitor the use of the credit cards.
- All credit card transactions will follow the college's normal procedures regarding approval prior to payment.
- Any balances, including interest due on an extension of credit under the credit card provisions shall be paid for no more than 60 days of the initial statement date.
- Unauthorized use of college credit cards may result in disciplinary measures as determined by the Board of Trustees.
- The total combined authorized credit limit of all credit cards issued by the college shall not exceed 5% of the total budget in any fiscal year.

You Are Not Required to Use Your Own Funds

Gogebic Community College pays for credit card transactions. You will not be required to pay your monthly bill using your own funds. Although your name will appear on the card, the card will actually be issued to Gogebic Community College. The credit card will have no impact on your personal credit.

Responsibilities

The cardholder is responsible for all charges made to the card(s) issued to him/her. Some minimal record keeping is essential to ensure the success of the credit card. Receipts are required for all

purchases.

What to Use the Card For

- Auto Rental
- Hotels/Motels
- Meeting, seminar, and workshop registrations
- Office/classroom supplies (items not available through the College's Bookstore)
- Professional memberships
- Subscriptions and books

What Not to Use the Card For

- Personal Purchases*
 - *When traveling on College business with a family member or other non-college related individual, charges must be kept separate. Meals for non-college related guests, in-hotel movies, personal phone calls and other such expenses must be paid for in cash or by using your personal credit card. Writing a personal check to reimburse the College for such expenses is not acceptable.
- Advertising services
- Airline reservations (unless prior approval has been granted)
- Capital purchases
- Cash advances, travelers' checks, wire transfers, money orders
- Drugs/narcotics
- Employment agencies/temporary help services
- Independent contractors and personal services
- Pagers, two-way radios, and cellular phones
- Telecommunications equipment services
- Other goods/services for which the College has policies and procedures in effect

Non-compliance with the above will result in the loss of your credit card privileges. Fraudulent use of the card will result in disciplinary action or possible termination of employment.

Office Supplies

Gogebic Community College uses the GCC Bookstore to purchase office supplies. It is important to make sure that most, if not all, office supply purchases are done through the GCC Bookstore. All employee purchases are accounted for by their perspective office supply budgets.

Hiring Process

As a part of the hiring process, background checks are required for all full- and part-time employees, including adjunct faculty. Official transcripts are also required for all new hires.

Resignation

To effectively meet the operating needs of the College, a reasonable period of time is necessary to facilitate the replacement process for the voluntary separation of an employee by resignation or retirement.

An employee's resignation should be submitted to the supervisor and then sent to Human Resources.

The supervisor will consult with the employee to plan the transition of work, prioritizing tasks and discussing projects.

Return of Property

When an employee ends their term of employment with the College, all College equipment that was loaned to the employee must be returned. Such items may include: computers, cell phones, badges, keys, flash drives, etc. Employees must also make arrangements to reimburse money owed to the College (ex. Employee account).

Employee Concerns

If an employee has a concern with a policy or procedure within their employment classification's Policy and Procedure Manual, or Faculty or Facilities Handbook, an appeal or grievance may be filed. For more information please refer to your specific employment classification, your union contract, or contact Human Resources.

Professional Development

The College recognizes the need for professional development for faculty to remain current in the field and to explore different teaching methodologies. As such, the Board recognizes the need for the College to provide professional development opportunities and resources to help the faculty be successful, which ultimately promotes the learning and success of our students.

The College seeks to accomplish this by providing our faculty members with internal and external professional development learning experiences including but not limited to:

- Conferences
- Workshops and training events
- Learning communities and communities of practice
- Discussion groups

Faculty interested in professional development opportunities should contact the Dean of Instruction for funding opportunities.

Additionally, the College supports academic research, creative work, program development, and the discovery of knowledge. Please contact the Dean of Instruction's office to coordinate these efforts.

Faculty Qualifications

GCC abides by the Higher Learning Commission's policy on faculty qualifications. The HLC's policy is listed below. Additionally, GCC has established forms for faculty whose credentials may not meet the HLC Guidelines of a master's degree in the discipline or a master's degree with 18 credits in the discipline. Those documents are included in this section.

Accreditation agencies expect that accredited institutions will use credentials as the primary mechanism to ascertain minimal faculty qualifications. HLC recognizes that experience also may be considered in determining faculty qualifications. In some situations, a combination of these may be appropriate. Using Credentials as a Basis for Determining Minimally Qualified Faculty, Faculty credentials refer to the degrees that faculty have earned that establish their credibility as content experts and thus their competence to teach that content in the classroom. Common expectations for faculty credentials in higher education include the following:

- Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield* (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific field enhances an instructor's depth of subject matter knowledge and is easily identifiable.
- With the exception noted in the bullet immediately following, faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. If a faculty member holds a master's degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching. If an individual faculty member has not achieved 18 graduate credit hours in the discipline in which he or she teaches, the institution should be able to explain and justify its decision to assign the individual to the courses taught. These decisions should be supported by policy and procedure that are acceptable to the professional judgment of HLC peer reviewers.
- Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience. Such qualifications are allowable even in instances where technical/occupational courses transfer, which HLC recognizes is an increasing practice.
- Faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.
- Faculty guiding doctoral education should have a record of scholarship and preparation to teach at the doctoral level. Research and scholarship should be appropriate to the program and degree offered.

Using Tested Experience as a Basis for Determining Minimally Qualified Faculty

Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. (Note: Tested experience, as is explained in the following section on dual credit, is typically not based exclusively on years of teaching experience, although other experiential factors as noted below may be considered on a case-by-case basis.)

The value of using tested experience to determine minimal faculty qualifications depends upon the relevance of the individual faculty member's experience both to the degree level and to the specific content of the courses the faculty member is teaching. An institution that intends to use tested experience as a basis for hiring faculty must have well-defined policies, procedures and documentation that demonstrate when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline. In their policies on tested experience as a basis for hiring faculty members, institutions are encouraged to develop faculty hiring qualifications that outline a minimum threshold of experience and a system of evaluation. Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences. Documented qualifications would ensure consistency and transparency in hiring and human resources policies. The faculty hiring qualifications related to tested experience should be reviewed and approved through the faculty governance process at the institution—a step that should be highlighted for peer review teams, as appropriate.

Determining Minimally Qualified Faculty in the Context of Dual Credit

The subject of dual credit** was the focus of HLC's national study completed in 2012. This research entailed the analysis of dual credit activities across 48 states and revealed the dramatic expansion of dual credit offerings. Citing research conducted by the National Center for Education Statistics, HLC's study reported that by 2010–2011 dual credit enrollments had reached 2.04 million students, up from 1.16 million in 2002–2003, an increase of 75 percent. Even though the study was a descriptive analysis of dual credit and by design did not advocate a position, it did report on both the benefits and the drawbacks of dual credit arrangements and prompted HLC to address some critical concerns, including inadequate instructor qualifications. To address these concerns, HLC determined that accredited institutions awarding college credit by means of dual credit arrangements must assure the quality and integrity of such offerings and their comparability to the same college credit offered on the institution's main campus or at the institution's other locations.

As such, the faculty members teaching dual credit courses should hold the same minimal qualifications as required by the institution of its own faculty. These expectations extend to minimally qualified dual credit faculty, as stated in Criterion Three (3.A., 3.C.2.), Criterion Four (4.A.4.), and Assumed Practice B.2. This requirement is not intended to discount or in any way diminish the experience that the high school teacher brings into a dual credit classroom. Such classroom experience alone, however lengthy or respected, is not a substitute for the content knowledge needed for college credit. HLC recognizes that many high school teachers possess tested experience beyond their years in the classroom that may account for content knowledge for the dual credit courses they may teach. These teachers may have gained relevant experience while working in other sectors or through professional development or other relevant experience that now informs their teaching. They may be active in professional organizations and learned societies through presentations and publications on topics relevant to the dual credit courses they may teach. In combination with other credentials and/or tested experience, they may be able to provide direct evidence of their students' achievement on college-level tests that reflects a level of teaching and learning akin to a college classroom.

However, evidence of students' achievement, on its own, is not sufficient to demonstrate minimal qualifications. HLC also recognizes that dual credit faculty members who have obtained a Master of Education degree but not a master's degree in a discipline such as English, Communications, History, Mathematics, etc., may have academic preparation to satisfy HLC's expectations. In this context, the curricula of graduate degrees in the field of Education, when inclusive of graduate-level content in the discipline and methods courses that are specifically for the teaching of that discipline, satisfy HLC's dual credit faculty expectations. In other words, the attainment of a Master of Education degree does not demonstrate a qualification to teach dual credit courses in a particular discipline unless it is demonstrated that the content of that faculty member's Master of Education degree is sufficiently related to the discipline of the dual credit course. Accredited institutions should monitor closely the earned credentials along with the tested experience of dual credit faculty with the understanding that allowances for tested experience may occur.

** Dual credit refers to courses taught to high school students at the high school for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names; HLC's Criteria on dual credit apply to all of them, as they involve the accredited institution's responsibility for the quality of its offerings.

The HLC Guideline for faculty qualifications can be found here:

http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

Gogebic Community College Faculty Qualification Form

The Higher Learning Commission's (HLC) policy on faculty qualifications—Assumed Practice B.2.—requires that faculty teaching within a specific discipline have a master's degrees in the field or a master's degree with 18 graduate credits in the field. The policy can be viewed here: http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

This form should be used if a faculty—full-time or adjunct—does not clearly meet the HLC policy through degree attainment, yet a closer examination of graduate coursework is required. Divisions are expected to meet and decide whether the faculty being reviewed is qualified. When making a decision, please document the process by filling in the necessary information. **Feel free to use extra space if necessary.**

Name of Faculty for Review _____

Degree(s) Attained by Faculty _____

Proposed Discipline for Teaching _____

Date of Division Review of Qualifications _____

Does the Division deem the faculty member qualified to teach in the discipline in question?

Yes _____

No _____

Rationale for Decision—*Please provide an explanation for the decision.*

Please attach the faculty's credentials—CV, letters, etc.—to this form. Faculty from the division must sign the form. Once completed, please forward to the Dean of Instruction for review and signature.

Faculty Signature _____
Title _____ Date _____

Faculty Signature _____
Title _____ Date _____

Faculty Signature _____
Title _____ Date _____

Faculty Signature _____
Title _____ Date _____

Faculty Signature _____
Title _____ Date _____

Faculty Signature _____
Title _____ Date _____

Dean of Instruction's Comments

Dean of Instruction Signature _____ Date _____

Completed forms will be maintained in the Dean of Instruction's office.

**Gogebic Community College
Faculty Qualification
Tested Experience Form**

The Higher Learning Commission's (HLC) policy on faculty qualifications—Assumed Practice B.2.—requires that faculty teaching within a specific discipline have a master's degrees in the field or a master's degree with 18 graduate credits in the field. The policy can be viewed here: http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

The HLC policy does allow for a faculty member to be qualified through tested experience. This does not include years of teaching service. According to the HLC, tested experience refers to direct work in the field and/or publication in the field. Please review Assumed Practice B.2. for changes to the policy.

This form should be used if a faculty—full-time or adjunct—does not meet the HLC policy through degree attainment, yet a case could be made to qualify the faculty based on tested experience. Divisions are expected to meet and decide whether the faculty being reviewed is qualified through tested experience. When making a decision, please document the process by filling in the necessary information. **Feel free to use extra space if necessary.**

Name of Faculty for Tested Experience Review _____

Degree(s) Attained by Faculty _____

Proposed Discipline for Tested Experience _____

Date of Division Review of Qualifications _____

Does the Division deem the faculty member qualified to teach in the discipline in question?

Yes _____

No _____

Rationale for Decision—*Please provide an explanation for the decision.*

Please attach the faculty's credentials—CV, letters, etc.—to this form. Faculty from the division must sign the form. Once completed, please forward to the Dean of Instruction for review and signature.

Faculty Signature _____
Title _____ Date _____

Faculty Signature _____
Title _____ Date _____

Faculty Signature _____
Title _____ Date _____

Faculty Signature _____
Title _____ Date _____

Faculty Signature _____
Title _____ Date _____

Faculty Signature _____
Title _____ Date _____

Dean of Instruction's Comments

Dean of Instruction Signature_____ Date_____

Completed forms will be maintained in the Dean of Instruction's office.

Faculty Evaluation

Per the 2018-2019 MAHE contract, instructor evaluations will be conducted according to policy jointly formulated or amended by the Administration and the Faculty, subject to approval of the College. The primary purpose of evaluation is for the improvement of instruction, and direction and assistance of the Instructor in a constructive manner. The following procedure will be used for evaluation:

1. Each Faculty member shall maintain a portfolio providing evidence of successful professional academic performance. The three areas of professional academic performance are:

- a.) Teaching/Instruction
- b.) Professional Development and Scholarly Activity
- c.) Institutional Involvement and Community Service.

2. During the first year of employment, the Faculty member will work with the Division Chair and the Dean of Instruction to build their professional performance portfolio and identify any areas that need improvement. The professional performance portfolio will be completed and submitted to the Dean of Instruction by the end of the first year of employment. The Dean of Instruction will conduct at least two direct observations of the Faculty member's instruction during the first year.

3. By the beginning of the second year of employment, a corrective action plan will be developed by the Dean of Instruction, Program Administrator, and the Faculty member for any area(s) identified as needing improvement. This plan will be specific, attainable, and contain a timetable. The plan will be reviewed at midyear and evaluated at the end of the year by the Dean of Instruction and the Faculty member. The Dean of Instruction and Program Administrator will conduct at least two direct observations of the Faculty member's instruction during the second year.

4. The professional academic performance portfolio will be reviewed by the Dean of Instruction, Program Administrator, and the Faculty member before the end of the second year of successful employment. A corrective action plan will be developed by the Dean of Instruction, Program Administrator, and the Faculty member for any area(s) identified as needing improvement. This plan will be specific, attainable, and contain a timetable. The plan will be reviewed midyear and evaluated at the end of the year by the Dean of Instruction and the Faculty member.

5. The professional academic performance portfolio will be reviewed by the Dean of Instruction, Program Administrator, and the Faculty member before the end of the third year of successful employment. A corrective action plan will be developed by the Dean of Instruction, Program Administrator, and the Faculty member for any area(s) identified as needing improvement. This plan will be specific, attainable, and contain a timetable. This plan will be reviewed midyear and evaluated at the end of the year by the Dean of Instruction, Program Administrator, and the Faculty member. The Dean of Instruction or Program Administrator will conduct at least two direct observations of the Faculty member's instruction during the third year.

6. After the third year of successful employment, a professional development collection including but not limited to current CV, professional goals to further academic development, and updated licensures or credentials will be reviewed by the Dean of Instruction, Program Administrator, and faculty member on a regular predetermined schedule.
7. Any professional development costs required to meet the goals of a corrective action plan will be paid for by the College.
8. If the Faculty member, Dean of Instruction, and Program Administrator cannot reach agreement on any corrective action plan, the President of the College will resolve the dispute. The Faculty member may add an addendum to any corrective plan where there is a dispute.
9. Instructors, upon request, will be given access to review their personnel file, with the exception of confidential pre-employment information. The Instructor shall receive a copy of all evaluation materials placed in the file at the time they are placed therein.
10. Personnel files are confidential and are available only to the President, Director of Human Resources and appropriate Dean (not Secretaries). The Instructor shall be allowed to review his or her personnel file by prior appointment with his or her representative present. The Instructor shall be required to furnish the administrator with written authorization allowing the representative to review his or her file.

Grades

Gogebic Community College's grading system is outlined in the front section of the academic catalog. Final grades are recorded on the student's transcript at the close of each semester. Final grades are to be entered into ICS by faculty members no later than 7:30 a.m. on the Monday following the official end of the semester. Any incomplete (I) grade entered must be accompanied by the Incomplete Form and returned to the Dean of Students office at that time.

Grade reports can be viewed by students on MyGCC. In addition, grades are also sent to the student at the permanent mailing address listed on the student's record.

Curriculum Committee Membership and Guidelines

Established 2015

Membership includes:

Advisory Members

Chairperson

Director of Financial Aid

AQIP Coordinator

Director of Student Outreach and Engagement

Bookstore Manager

Trio Director

Library Director

Director of Off-Campus Operations

Institutional Researcher

Director of Admissions

Voting Members

Transfer Coordinator

Dean of Instruction

Dean of Student Services

One member from each division:

Allied Health

Applied Technology

Business

Language and Fine Arts

Math and Science

Social Sciences

Guidelines:

- Additional faculty and staff are welcome to attend meetings—to propose changes, listen in, etc. Those attendees will not be considered voting or advisory members. However, if a voting faculty member cannot attend a meeting, a replacement from the division can vote in the absent member's place.
- At least five voting members, including at least one dean, must be present to establish a quorum.

- Materials must be sent to the Curriculum Committee chairperson one week prior to the meeting in which they will be introduced.
- First and second reads are required for all proposals. First and second reads within the same meeting should be limited to minor changes—revised course numbers, updated course descriptions, changes to prerequisites, etc.—changes that require minimal discussion. However, new programs, program changes, new courses, all of which bring about detailed discussions, should plan on having first and second readings at separate meetings. This will give members more time to research and discuss proposals.

Gogebic Community College – Program Review

Purpose

To ensure that curricula are meeting the requirements for accreditation and aligning with institutional priorities, systematic reviews of programs are conducted every five years. The review is an opportunity for programs to highlight their successes and to make plans for future improvements. Also, occupational programs require a program review as part of the Perkin's allocation funds received by Gogebic Community College each academic year. Included are the guidelines that each program must follow for a successful program review. Program reviews are presented to the Curriculum Committee and to the Board of Trustees.

Instructions for Lead Reviewers

Respond to each section in this report. Please ensure the review process includes all full-time faculty in the discipline/program and is written in a collaborative voice (i.e. "we," "our," and not "my," "I").

Beyond these questions, feel free to address related issues that are not specifically asked about in the various sections.

Guidelines for Responses

- Reread and revise your responses.
- The responses should be clear and concise.
- Write to a broad audience; faculty from other disciplines should be able to understand your responses.
- Spell out acronyms the first time they are used.
- Opinions and anecdotes should be used sparingly and labeled as such (e.g. anecdotally, we have found that...; we believe that...)
- Statements should be supported by the provided information (e.g. as seen in table X....)
- Use caution when interpreting data (e.g. Avoid making statements claiming there are "significant" differences when no inferential statistics have been provided).
- If data are missing from sections or specific tables, provide an explanation.

Program Review Guidelines

1. Follow the eleven (11) program review components.
2. Submit reviews to the Dean of Instruction one month prior to scheduled Curriculum Committee review month.
3. A member of the respective division should plan to present the review to the Board of Trustees.
4. The office of institutional research and the business office can provide assistance in acquiring data to support your review.
5. Please contact the institutional research and business office for assistance in acquiring data to support your review.

Eleven (11) Program Review Components

1. *Program Description*

Transfer or Occupational
Certificate and/or Degree
Program Content
Target Audience
Enrollment Trends (Student Services Data) and Explanations

2. *Program Personnel*

Assessment on the Quality of Instruction
Number of staff, including aides
Status (FT or PT)
Credentials (Qualifications) & Experience of Instructional Staff
Adequacy of staffing
Professional growth and development

- What have faculty done to keep up to date in the field?

3. *Program Purpose/Function in Support of College Mission*

Consistency with Mission, Philosophy, and Purposes of the college as stated in catalog

4. *Program Costs of Operations (Business Office Cost/Benefit Sheet) and Explanations*

Course content relevant to transfer needs and/or labor market
Success of any licensure requirements
Availability of tutors and/or paraprofessionals for student assistance
Updated and relevant syllabi
Equipment, audio/visual, and other instructional aids availability
Availability of other resources and facilities

5. *Program Outcomes and Assessment*

Program outcomes listed in the document
Assessment plans
Discussion on how general education core concepts are met by the program
Results of most recent program assessment included
Narrative overview of the assessment included
Analysis of the assessment included, comparison

- The ultimate goal of student learning assessment is the improvement of curriculum and pedagogies. Once assessment plans are developed, it is vital to review assessment findings to identify where adjustments may be needed in the assessment plan, course/program pedagogy or in the curriculum.

6. *Completion Rates*

Please work with the Institutional Researcher on this section

Program graduation rates

Completion rates—course and program

Transfer students (if applicable) and/or placement of students in the workplace

- **Please work with Institutional Researcher to provide best analysis of transfer and placement.**

Retention rates

7. *Diversity and Inclusion*

Answer the questions below

- What does/could the program do to create an inclusive and equitable campus climate (e.g. student, staff and faculty appreciation; create/reinforce equitable policies and structures)?
- What does/could the program do in regards to recruiting, retaining and developing a diverse community of students, staff and faculty (e.g. create/reinforce equitable policies and structures related to hiring/promotion/graduation)?
- How does/could the program support innovative and inclusive teaching methodologies (e.g. incorporate diverse issues/scholars into curriculum; explore instructional techniques that address cultural bias in education; conduct research or writing focused on diversity; examples can also include individual faculty endeavors)?
- Are there any action strategies to address diversity and inclusion in this program (e.g. encourage students to attend campus diversity events; research teaching methods to enable learning by various underrepresented groups; evaluate student grades to identify if differences between student groups exist)?

8. *Present Initiatives*

This section focuses on past and present initiatives for improvement. Since the previous program review, consider the efforts made in the program to address the following items and the outcome of these initiatives. Be sure to consult the previous review.

Considering the areas below, what actions were taken to address the initiative, and what the outcomes/impacts were of these actions?

- Advance student learning assessment practices
- Innovate teaching in the classroom and online
- Broaden experiential learning opportunities
- Increase persistence and retention
- Improve program completion and employment outcomes
- Improve/update curriculum
- Increasing accessibility (ADA compliance)
- Other improvement initiatives

9. *Advisory Committees*

Answer the questions below

- Does the program currently have an advisory board?
- If “no,” what efforts will the program faculty make to develop an advisory board?
- If there have been recommendations made to the program by the advisory committee in the past 5 years, what recommendations were made, and how were these ideas addressed?

10. *SWOT Analysis*

Program Strengths

Program Weaknesses

Program Opportunities

Program Threats

- **Data from student-course evaluations can be included in this section.**

11. *Summary and Recommendations*

Summary of SWOT Analysis

Recommendations

Dean of Instruction’s Comments



Course Curriculum Change Form:

Current Course Information:

Instructional Division: _____

Course Designation: _____

Course Title: _____

Credit Hours: _____

Contact Hours: _____

Lecture Contacts: _____ Lab Contacts: _____

Proposal (Check one of the following):

- _____ New Course
- _____ Course Modification
- _____ Course Number Change
- _____ Course Title Change
- _____ Delete Course from Catalog

Proposed Course Information:

Instructional Division: _____

Course Designation: _____

Course Title: _____

Credit Hours: _____

Contact Hours: _____

Lecture Contacts: _____ Lab Contacts: _____

Proposed by: _____

Division Chair Signature: _____

ADMINISTRATIVE INFORMATION

Semester and year in which this change will become effective:

Fall: _____
Spring: _____
Summer: _____

Semester in which this course is normally scheduled:

_____ Fall
_____ Spring
_____ Summer

Indicate which categories apply to this course:

_____ Humanities
_____ Social Science
_____ Developmental Education
_____ Academic Transfer
_____ Occupational

If this is a new, general education course, has the course been referred to the GCC transfer coordinator? Before submitting a course to the Curriculum Committee, the transfer coordinator must review all courses for transferability.

_____ Yes
_____ No

If this is a new, general education course, does the course transfer to the following receiving institutions?

_____ Northern Michigan University
_____ Michigan Technological University
_____ Lake Superior State University
_____ Central Michigan University
_____ University of Wisconsin-Stout
_____ University of Wisconsin-Superior
_____ University of Wisconsin-Green Bay
_____ University of Minnesota-Duluth

Available Resources:

Does the College currently have the necessary resources to run this course? (Please consider Library materials as well as lab/ classroom space and equipment when answering this question).

_____ Yes
_____ No

Does the College currently have Qualified Personnel to teach this course?

_____ Yes
_____ No

What additional resources would the college have to acquire to run this course?

EDUCATIONAL INFORMATION. Please provide a rationale for this change. Consider why the change is necessary and how it will affect students and the overall institution. Please introduce any data supporting this request. Also, please explain how this change is or should be aligned with the mission, purpose, and Institutional Learning Outcomes at GCC.

Please check which ILO(s) this course fulfills.

- Critical Thinking and Information Competency
- Community and Global Consciousness and Responsibility
- Communication and Expression
- Quantitative and Technological Competence

Course Description: (Attach Syllabus to the end of this document – Required!)

CURRICULUM COMMITTEE DECISION (To be completed by Curriculum Committee Chair):

- _____ Date approved for first reading
- _____ Date approved for second reading
- _____ Date denied

Signed:

Date:

Curriculum Committee Chair

Dean of Instruction

Dean of Students

Financial Aid Officer

Transfer Coordinator



Program Curriculum Change Form:

Current Program Information:

Instructional Division:

Program Title:

Program Outline (Attach Current Program Outline in the space provided at the end of this document – Required!)

Proposal (Check one of the following):

- New Program
- Program Modification
- Program Title Change
- Delete Program from Catalog

Proposed Program Information:

Instructional Division:

Program Title:

Proposed Program Outline: (Attach Proposed Program Outline in the space provided at the end of this document – Required!)

Proposed by:

Division Chair Signature: _____

ADMINISTRATIVE INFORMATION

Semester and year in which this change will become effective:

Fall: _____

Spring: _____

Indicate which categories apply to this program:

_____ Academic Transfer

_____ Occupational

Accreditation and Financial Aid (indicate which of the following apply):

_____ Higher Learning Commission Notification required

_____ Higher Learning Commission Prior Approval required

_____ Notification or Approval of specialized accrediting body required

_____ Financial Aid is available for students in this course

Does the College currently have Qualified Personnel to teach this Program?

_____ Yes

_____ No

Does this degree include the General Education Core?

_____ Yes

_____ No

_____ Not Applicable

Please list the courses below and/or discuss how the General Education Core is being met.

If this is a certificate program, using the space below, please summarize how the general education core is being addressed within the program.

Available Resources:

Does the College currently have the necessary resources to run this program? (Please consider Library materials as well as lab/ classroom space and equipment when answering this question).

_____ Yes

_____ No

What additional resources would the college have to acquire to run this program?

EDUCATIONAL INFORMATION. Please provide a rationale for this change. Consider why the change is necessary and how it will affect students and the overall institution. If this change derived from an advisory committee, please include a discussion of this and attach the advisory committee minutes to this form. Also, please explain how this change is or should be aligned with the mission, purpose, and Institutional Learning Outcomes at GCC.

Program Description:

CURRICULUM COMMITTEE DECISION (To be completed by Curriculum Committee Chair):

_____ Date approved for first reading

_____ Date approved for second reading

_____ Date denied

Signed:

Date:

Curriculum Committee Chair

Dean of Instruction

Dean of Students

Director of Financial Aid

Transfer Coordinator

Current Program Outline:

Proposed Program Outline:

Syllabus Template

Every course syllabus should contain the following information. The order of the information depends on how you think it will work best for your students. Please use a 12-point font, preferably times roman, regular. Syllabi must be submitted in MS Word format. Syllabi should not be scanned and emailed.

I. Course number and title

II. Semester and year

III. Description of course from current course catalog (available online) or course overview, in your own words.

IV. Learning objectives

V. Course agenda (meeting dates, topics)

VI. Textbook information

VII. Description of graded assignments

VIII. Plagiarism policy-

Dishonesty, Cheating: Dishonesty of any kind, cheating on examinations or any assigned work may be dealt with in any manner deemed suitable by the instructor, including the recording of a failing grade for the course. Cheating in examinations may also result in the student appearing before the Conduct Committee and possible suspension from school if circumstances warrant.

IX. Evaluation and measurement (how grades are determined)

X. Faculty contact information

XI. Attendance and/or participation policy

XII. ADA Accommodation Statement for Students with Disabilities:

If you believe that you need academic accommodations for a disability that qualifies under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, please contact the Office of Disability Services, located in office T105C of the ACES Center, call (906) 932.4231 x 237, or e-mail

jessicaln@gogebic.edu to discuss your needs and the process for requesting accommodations. This office is responsible for coordinating disability-related academic accommodations and will issue students with verification letters as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact the office as soon as possible.

XIII. Email Etiquette:

Now that class has started, I will only respond to emails from your GCC email account. Please check your GCC email on a regular basis. Also, you are expected to compose professional emails that show you have taken time to consider, draft, and proofread what you are sending to your instructor. Each email should include a subject that includes your course section, a salutation (Dear, Hi, Hello, Good Afternoon), a properly punctuated and capitalized body that is typo-free and grammatically correct, and a closing (Thank You, Sincerely, Best) that is followed by your name.

XIV. Optional: Course bibliography

XV. Optional: Assignment rubrics

Academic Dishonesty

Dishonesty, Cheating: Dishonesty of any kind, cheating on examinations or any assigned work may be dealt with in any manner deemed suitable by the instructor, including the recording of a failing grade for the course. Cheating in examinations may also result in the student appearing before the Conduct Committee and possible suspension from school if circumstances warrant.

The institutional policy allows for faculty to handle cases of academic dishonesty according to the individual policy listed in course syllabi. However, all faculty who document a case of academic dishonesty must inform either the Dean of Instruction or Dean of Student Services. This should be done through email and should include:

- The student's name and student ID
- The instructor's policy on academic dishonesty
- A synopsis—one paragraph—of the offense and how it was investigated
- The discipline imposed by the instructor

A database will be maintained by the Deans that compiles names of students who have had a documented case of academic dishonesty. The information provided by faculty will be included in the database. Students who commit academic dishonesty more than once during their time at GCC will be required to meet with the Dean of Instruction and Dean of Student Services collectively. The Deans may contact faculty about the incidents and will decide upon disciplinary action based upon the nature of the offenses and the instructors' policies.

Professional Development

The College recognizes the need for professional development for faculty to remain current in the field and to explore different teaching methodologies. As such, the Board recognizes the need for the College to provide professional development opportunities and resources to help the faculty be successful, which ultimately promotes the learning and success of our students.

The College seeks to accomplish this by providing our faculty members with internal and external professional development learning experiences including but not limited to:

- Conferences
- Workshops and training events
- Learning communities and communities of practice
- Discussion groups

Faculty interested in professional development opportunities should contact the Dean of Instruction for funding opportunities.

Additionally, the College supports academic research, creative work, program development, and the discovery of knowledge. Please contact the Dean of Instruction's office to coordinate these efforts.

Codes of Conduct

Accountability

Gogebic Community College is dedicated to providing educational and enrichment opportunities for its students and the surrounding communities. We are committed to continuous measurement of our operations and continuous improvement in developing and implementing our educational programs and services.

Employees are expected to protect Gogebic Community College's property, cash, and equipment, and maintain confidentiality regarding the records, and information learned in the course of their work for the organization.

Equal Opportunity

Gogebic Community College is committed to providing an environment that values diversity among its employees and students. Employees are provided opportunities regardless of race, color, sex, sexual orientation, age, marital status, religion, national origin, alienage or citizenship status, genetic predisposition or carrier status, veteran status, or physical and/or mental disabilities which will not prevent adequate performance of job responsibilities and which will not interfere with the functions of a particular job.

This policy applies in all Human Resources actions including recruitment, selection, performance evaluation, training, transfer, benefits, and separation from employment.

Conflict of Interest

The subject of conflict of interest is addressed in the Board Policies Manual, Series No. 570. In brief, as representatives of Gogebic Community College, employees and board members are obligated to place the interest of the organization, in any transaction involving the organization, ahead of any personal interest or personal gain, and to disclose all facts in any situation where a potential conflict of interest may arise. Conflicts of interest and the appearance of a conflict of interest can damage the public reputation of the college and should be avoided.

All board members, staff, and faculty, shall scrupulously avoid conflicts, perceived, potential or real, between their personal, business, professional or financial interests and those of the college.

Conflict of Interest

Definition

A conflict of interest exists when personal interests of a College employee conflict with job duties and College services.

In addition, a conflict of interest can exist when an employee or his or her immediate family (spouse, son, daughter, and parent) possesses an ownership interest of more than one (1%) percent in any corporation, partnership, or unincorporated entity doing business with the College, except for those ownership interests are traded on a national securities exchange.

Principles

1. Compliance with State and Federal Laws

Gogebic Community College employees shall comply with all state and federal laws with respect to conflicts of interest.

2. Ethical Standards

Good judgment and high ethical standards are constantly to be applied. Practices resulting in a conflict of interest are prohibited. Proprietary interests will be observed.

3. Policy Compliance

The terms and conditions outlined in this conflict policy and procedure supersede any previous College policy and procedures.

4. Exceptions

Exceptions may be authorized by the President or his/her designee.

Discipline

Violations of this policy will be addressed through due process as outlined in the College's policies and procedures for each College employee classification.

Process For Review

Employees are required to familiarize themselves with and to abide by the contents of this Conflict of Interest policy. The policy requires that employees in a position to authorize, execute or substantially influence purchases made on behalf of the College or engage in other business transactions on behalf of the College notify Human Resources at the time of hire. Employees will update Human Resources as changes warrant. Any conflict of interest or potential conflict of interest will be immediately reported to the appropriate administrator.

**GOGEBIC COMMUNITY COLLEGE
CONFLICT OF INTEREST
DISCLOSURE FORM**

Gogebic Community College board policy requires employees to avoid actual and the appearance of conflicts of interest. A conflict of interest exists when a Board of Trustee, staff, faculty member or family member:

- conducts business with the institution;
- uses institutional resources to promote his or her individual or family financial or other interest;
- uses confidential information about the institution to promote his or her individual or family interest;
- has a relationship with a competing institution;
- gains financially from an institutional transaction;
- assists an outside entity to benefit financially or otherwise from the institution in a manner not available to that entity's competitors;
- lends or borrows money or property from an entity or person who conducts business with the institution;
- receives gifts valued at more than \$100 from an individual or entity who conducts business with the institution;
- accepts gifts or perks valued at more than \$100 from the institution not readily available to other members of the institutional community;
- promotes or participates in social or political agendas or campaigns which could have a detrimental effect on the institution.

These are broad statements that reflect many, but not all, of the actual and potential conflicts of interest prohibited by board policy. If an actual or potential conflict not know at this time arises in the future, board members and employees are required to update this form at that time. Originals of the form should be submitted to the Human Resources Office and a copy given to your immediate supervisor. Copies of these forms will be shared with the Purchasing Office to be in compliance with the Electronic Code of Federal Regulations as of April 29, 2015.

Please disclose any actual or potential conflicts of interest below:

I understand and acknowledge that I am bound to adhere to Board Policy 570.

Signature: _____ Date: _____

Print Name: _____

Gogebic Community College's Ethics Program

The purpose of this Ethics Program is to advance Gogebic Community College's mission by supporting a culture of openness, trust, and integrity. Every employee and volunteer is expected to maintain ethical standards.

Anonymous Incident Reporting

Our organization has entered into an arrangement with Ethical Advocate, a company providing leading edge, secure and easy to use technology for anonymous incident reporting.

We want to be the best organization possible and Ethical Advocate's systems allow you to remain completely anonymous while communicating anything you believe needs to be brought to our attention, including incidents, feedback or suggestions. Having a third party provide an anonymous feedback and reporting mechanism is recommended by leading accounting, audit, and legal organizations. This tool allows all company employees to provide valuable feedback, comments, suggestions and alerts. Our success in improving communication, efficiency and deepening our culture as an ethically driven organization will be greatly assisted by how we effectively use this process.

It is important to point out that this web site does not replace the other methods you have traditionally used to communicate with us. When possible, please resolve issues through our existing administrative processes and/or supervisory management.

Please make sure to read the appropriate User's Guide before submitting a report. By clicking on the appropriate link, you will be able to access information about how to use Ethical Advocate's anonymous incident reporting procedures.

- Internet User's Manual (English)
- Internet User's Manual (Español)
- Phone User's Manual (English)
- Phone User's Manual (Español)

To report an incident via the internet, Ethical Advocate is located at **www.ethicaladvocate.com**. The Ethical Advocate toll-free number to report an incident by phone is **1-866-400-2405**. If you wish to remain anonymous, Ethical Advocate recommends connecting to the internet tool or placing phone calls from outside the Gogebic computer and phone network.

Thank you in advance for thoughts, feedback, or concerns you submit.

FERPA (Family Education Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C., 1232 g; 34CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA protects the privacy of student records by requiring prior written consent before disclosing personally identifiable information to a third party.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Records created and maintained by the GCC Financial Aid Office are considered to be education records and may not be disclosed without the student's consent. This includes at least all of the following records:

- records relating to eligibility and disbursement of federal student aid funds;
- student account information;
- Federal Work-Study payroll records;
- financial aid applications;
- SAR's and ISIR's;
- documentation of professional judgment decisions;
- documentation relating to a refusal to certify Federal education loans;
- financial aid history information;
- cost of attendance information, including documentation related to any adjustments;
- satisfactory academic progress documentation;
- documents used for verification;
- entrance and exit counseling records and
- financial records.

All documents are maintained in hardcopy.

Educational records include any materials received from the student and/or parents. It also includes any records that were used to make any decisions about the students. Only those records that are directly related to the student are considered to be educational records.

Right to Review Records

GCC will disclose the student's financial aid record to the parents if the student is a dependent according to IRS rules (i.e. claimed as a dependent on the parents' income tax return, per IRS Section 152). This information will only be disclosed to the custodial parent unless written consent is provided by the student and the custodial parent to release the information to other parties. GCC does not allow a student to review the records of other individuals unless these individuals have provided written consent. This includes the parent's information.

If the student is not claimed as a dependent by his or her parents, the parents do not have the right to review the student's financial aid records, not even if they pay the tuition bills.

If a divorce decree, separation agreement, custody agreement, restraining order, or other legally binding agreement or court order revokes a parent's right to see the student's record, GCC will not disclose the record to that parent.

The student's spouse or ex-spouse does not have the right to review the student's financial aid record.

Exceptions to Consent

Disclosure of financial aid records to the following parties without consent is permitted under the "need to know" provision:

- authorized representatives of the U.S. Department of Education as well as state and local education authorities;
- school officials with legitimate educational interest. GCC will not disclose information in the student's financial aid records to the Foundation Office;
- other schools to which a student is transferring;
- specified officials for audit or evaluation purposes;
- appropriate officials in the case of health and safety emergencies. The threat must be imminent and the disclosure must be narrowly tailored to the nature of the emergency;
- to comply with a judicial order or lawfully issued subpoena. All such requests will be turned over to GCC's attorney before disclosure is made;
- accrediting organizations; and
- appropriate parties in connection with financial aid to a student.

Social Security Privacy Act

In 2006, Michigan enacted the Social Security Privacy Act which prohibits the use and display of social security numbers and restricts many business uses of social security numbers. Gogebic Community College does not display social security numbers and uses ID numbers in place of social security numbers for business transactions.

Display of a partial social security number (i.e., no more than 4 consecutive numbers) is allowable under the law, but not advisable. Social Security numbers are only requested when required by law.

Consensual Relationships

Consensual relationships between faculty and students are strongly discouraged. Employees and faculty should not participate in any consensual romantic or sexual relationship with another employee whom they supervise. Similarly, no employee or faculty member should participate in a consensual relationship with a student about whom the employee or faculty member makes academic, employment, or other decisions.

Non-Discrimination

Affirmative Action Statement

Policy of Compliance with Federal Law

1. It shall continue to be the policy of Gogebic Community College not to discriminate on the basis of religion, race, national origin, sex, disability, age or marital status in educational programs, activities, or services and to comply with all requirements and regulations of the U. S. Department of Education.

All students shall have an equal opportunity to participate in and benefit from all academic and extra-curricular activities and services.

2. It shall continue to be the policy of this school district to make all employment decisions in a nondiscriminatory manner. No decision as to hiring, assignment, promotion, transfer, layoff, termination, or reinstatement shall be made on the basis of religion, race, national origin, sex, disability, age or marital status. Equal pay shall be given for the performance of jobs requiring equal skill, effort and responsibilities.

Nondiscrimination Policy

It is the policy of Gogebic Community College that no person shall, on the basis of race, color, national origin, sex, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity and in employment.

Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, should be directed to:

Dean of Student Services

Gogebic Community College

E-4946 Jackson Road

Ironwood, MI 49938

Telephone: (906) 932-4231, Ext. 211

Inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to:

Same as above

Sexual Harassment Policy

It is the policy of Gogebic Community that no employee, staff member, or student shall be subject to sexual harassment while on college premises or in connection with or related to his/her education or employment at Gogebic. Sexual harassment has absolutely no place in an academic environment and will not be tolerated by the college.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or
2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decision affecting that individual, or
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive education or employment environment.

Any employee, staff member, or student engaging in such prohibited activity shall be subject to disciplinary action up to and including termination from this institution, as determined by administrative or Board action.

This policy applies to acts of sexual harassment of any member of one sex against a member of the opposite, or the same sex, at all levels of the college community.

Complaints of sexual harassment should be promptly reported to the Dean of Student Services who will conduct a full investigation. Persons will be asked, but not required, to sign a written statement as part of the investigation, which may be used in any disciplinary proceedings which result from the investigation.

Anyone who believes that sexual harassment has occurred is expected to report such conduct promptly under appropriate operational procedures.

For more information, contact the Dean of Student Services, or call (906) 307-1211.

Americans with Disabilities Act (ADA) as Amended (ADAAA) and Section 504

GCC is committed to ensuring that no otherwise qualified individual with a disability shall, be either excluded from or denied access to participation in academics, employment or any program, service or activity offered by the college.

Furthermore, no qualified individual shall be discriminated against on the basis of disability with regard to employment application procedures, hiring or discharge of employment, compensation, advancement, job training and other terms, conditions, and privileges of employment.

Qualified individuals with disabilities have the right to request and will receive reasonable accommodations based on their needs in order to fully participate in or benefit from academic instruction, employment or any other program, service or activity offered by the college.

No GCC employee shall coerce, intimidate, threaten or interfere with any individual for exercising a right under this policy or for assisting or supporting another to exercise a right under this policy. The college will not tolerate any form of retaliation against any person for bringing charges of discrimination or for participating in an investigation.

The Americans with Disabilities Act (ADA) as Amended (ADAAA), and Section 504 of the Rehabilitation Act of 1973 require GCC to provide appropriate academic, programmatic, and employment accommodations to employees and students with disabilities unless doing so would create an undue hardship, compromise the health and safety of members of the campus community, or fundamentally alter the nature of the college's employment or academic mission.

Employee Benefits

Insurance Plans

The College provides Medical, Dental, Vision, coverage to employees on a prorated basis and their eligible dependents. Employees are responsible for paying any amount in excess of the amount the College makes available.

- **Medical** coverage is provided by MESSA Blue Cross Blue Shield. *(Employees currently contribute 20% towards the premium for this coverage on a bi-weekly basis)*
 - Available Plan is MESSA ABC Plan 1

- **Dental** coverage is provided by Delta Dental.
(The College pays the full cost of this coverage for Faculty, Support Staff and Maintenance. Non Affiliated employees pay the difference between \$2,000 and \$3,000 of coverage.)

- **Vision** coverage is provided by VSP.
(The College pays the full cost of this coverage)

Employees on leave without pay are to submit payment for all insurances to the Office of the Dean of Business Services.

For more information on insurance plans please refer to your insurance plans online or contact Human Resources at 906-307-1324.

COBRA (Consolidated Omnibus Budget Reconciliation Act)

COBRA provides certain former employees, retirees, spouses, former spouses, and dependent children the right to temporary continuation of health coverage at group rates. This coverage, however, is only available when coverage is lost due to certain specific events, such as voluntary or involuntary job loss, reduction in the hours work, transition between jobs, death, divorce, and other life events. Those who are qualified for coverage under COBRA are required to pay the entire premium themselves.

Continuation coverage will be identical to the coverage you are presently receiving under the Plan. If coverage is modified for active employees covered under the group Plan, your coverage will likewise be modified and the premium payment will be adjusted to reflect any increase or decrease in cost.

For more information on COBRA, please contact the Dean of Business Services office at 906-307-1205.

Retirement Programs

The College makes available two retirement plans.

The State plan, provided by the *Michigan Public School Employees Retirement System (MPERS)*, is available to all full and part time hourly employees. The standard contribution to the MPERS plan is paid in full by the College. Additional employee contributions may be deducted as required under the MPERS retirement plan guidelines, as amended from time to time. Both contribution levels are set by the Michigan Legislature annually.

403(b)

As an employee of Gogebic Community College, you are eligible to participate in a 403(b) tax deferred retirement program. The College's contribution to the Optional Retirement Plan is set by its Board of Trustees. The current plan is administered by TIAA-CREF and the College contributes 13% and employees contribute a minimum of 4% of the employee's biweekly pay.

A 403(b) plan is a tax-deferred retirement plan available to employees of educational institutions and certain non-profit organizations. In this plan, you can make pre-tax contributions for retirement savings. Distributions generally are only available when you reach age 59 ½ or experience a severance of employment. However, distributions can also be available in the event of financial hardship, death, or disability. Short-term needs also can sometimes be met by non-taxable loans.

Vacation Days

Faculty members do not receive vacation hours.

Personal Days

Faculty receive personal time based on their respective contracts. Faculty can carry over personal days to future contracts up to a maximum of seven personal days. Unused personal leave shall not be paid upon termination or retirement. Employee's current available balance of personal time can be found on employees biweekly pay stub.

Holidays

The College is closed on the following holidays:

- The College is closed between Christmas Eve and New Year's Day.
- Good Friday and Easter Monday
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day and the following Friday

Holiday schedule is subject to change year to year.

Employee Assistance Program: Northstar EAP

The welfare and success of Gogebic Community College depends on the physical and psychological health of its employees. Employees and their families who may be faced with challenges have access to assistance through an employee assistance program (EAP).

Today you are one step closer to a new you where you feel empowered and on a positive path to growth and well-being.

Our goal at Northstar EAP, is to help you uncover your true potential and lead a life that is worth celebrating. While we can't change difficult situations of the past, we can work together to better understand and resolve challenges in your life. By applying individualized approaches and techniques, we will unearth long-standing behavior patterns or negative perceptions that may be holding you back from experiencing a more fulfilling and meaningful life.

If you're looking for extra support and guidance through a challenging situation or you're just ready to move in a new direction in your life, our counselors look forward to working with you to achieve your goals.

Northstar EAP's mission is to be advocates of wellness and strive to increase awareness on how to improve one's overall well-being.

Services Provided

Providing individual, couples and family counseling. Treatment specialization includes:

- Problems in the Workplace
- Counseling for Depression and Anxiety
- Couples Counseling
- Family Counseling
- Parenting Support
- Grief Counseling
- Work and Career issues
- Stress Management
- Addiction & Recovery
- Conflict Resolution

We work with a wide range of emotional and behavioral issues providing services that span from counseling for depression and grief to parenting support, couples counseling and beyond. In a comfortable and supportive atmosphere, we offer a highly personalized approach tailored to each of our clients individual needs to help attain the personal growth they're striving for.

Northstar EAP is confidential and absolutely free to full-time and regular part-time employees and their families. Northstar EAP provides personal counseling to each employee and their household members. Northstar EAP provides eight free counseling sessions to each member of employees

families per year. If additional counseling is needed they will work with employees to find a provider. For additional information call Northstar EAP at (906) 225-3145.

Leaves of Absence

**Gogebic Community College
FMLA Policy and Procedure
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Title: **Personnel – Family Medical Leave Act (Cont'd)****1. Purpose and History of FMLA**

In 1993, the federal government passed the Family and Medical Leave Act (FMLA). This law was enacted because many employers had not been sensitive to work/family situations.

FMLA enables eligible employees (see #2 below) to take **unpaid** leaves for certain family and medical events. The law provides these eligible employees with up to 12 weeks of unpaid leave and allows them to return to their job or an equivalent position after the leave has expired. This document covers all of Gogebic Community College's (the "College") FMLA policies and procedures **and should be read in conjunction with pertinent provisions of applicable collective bargaining agreements.**

This policy and procedure is a summary of the FMLA law and regulations and how they are administered at Gogebic and is not intended to be a substitute for the FMLA, subsequent amendments, or the regulations. Nothing in this policy statement is intended to supersede or contradict relevant Federal or State laws.

2. Employees Eligible to Take FMLA

To be eligible, **all** of the following criteria must be met:

- A) You have been employed with the College at least 12 months prior to the commencement of the leave (12 months need not be consecutive), *and*
- B) You have worked at least 1250 hours during the 12 month period prior to the commencement of the leave (unpaid leaves do not count toward this 1250 hour requirement, only time worked is counted), *and*
- C) You are employed at a worksite at which 50 or more employees are employed within 75 miles (*all College employees fulfill this requirement*).

3. Situations Covered by FMLA

- A) **Family Leave** – Used for the birth of a son or daughter, and to care for the newborn child, or the placement with the employee of a son or daughter for adoption or foster care. These leave types must be completed within 12 months of the birth. Adoption or foster placement and supporting documentation must be given to the College (see Section 9(A)(3) below). For purposes of confirmation of family relationship, Gogebic may require the employee giving notice of the need for leave to provide reasonable documentation or statement of family relationship.

Title: **Personnel – Family Medical Leave Act (Cont'd)**

B) **Medical Leave** – Used for serious health conditions (as defined in C below) that are considered qualifying events under FMLA. The College will require a completed Certification of Health Care Provider Form for the serious health condition (see Section 9(A)(1) below). It may be used for:

- 1) Your **own** serious health condition that makes you unable to perform the functions of your job.
- 2) The care of one of the following individuals with a serious health condition: (The College will require reasonable documentation and/or statement of family relationship to verify legitimacy).
 - **Spouse** - A husband or wife for purposes of marriage as defined by Michigan law, including common law marriage to the extent permitted by Michigan law.
 - **Son or daughter** – A biological, adopted, foster child, stepchild, legal ward, or a child of a person standing in place of a parent, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability.
 - **Parent** - A biological parent or an individual who stands or stood in place of a parent to you when you were a son or daughter. The term does not include parents “in law.”

C) **Serious Health Conditions that Qualify Under FMLA** – The following is a summary of medical situations which **might** qualify for a medical leave under FMLA

- 1) **Inpatient Care**
 - Hospital or any residential medical care facility (i.e., an overnight stay)
 - Includes any period of incapacity or subsequent treatment in connection with the inpatient treatment
- 2) **Absence plus treatment**
 - A period of incapacity of more than three consecutive calendar days due to serious illness or injury
 - Includes two visits to a health care provider. These visits must occur within 30 days of the beginning of the period of incapacity and the first visit to the health care provider must take place within seven days of the first day of incapacity.
- 3) **Pregnancy**
 - Any period of incapacity due to pregnancy or prenatal care
- 4) **Chronic conditions requiring treatment**
 - Requires periodic visits (at least two visits to a health care provider per year) for treatment
 - Continues over an extended period of time
 - May cause episodic rather than a continuing period of incapacity
 - Examples: asthma, diabetes, epilepsy
- 5) **Permanent/long-term conditions requiring supervision**
 - Period of incapacity which is permanent or long-term
 - Individual must be under the continuing supervision of a health care provider
 - Individual need not be receiving active treatment
 - Examples: Alzheimer’s disease, severe stroke, terminal stages of a disease

Title: **Personnel – Family Medical Leave Act (Cont’d)****6) Multiple treatments for non-chronic conditions**

- Periods of absence to receive multiple treatments (including recovery) for restorative surgery after an accident or injury, or conditions that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment.
- Examples: chemotherapy, radiation treatment, physical therapy for severe arthritis, kidney dialysis

7) Other examples of serious health conditions *(Provided the conditions of this section are met. This list is not meant to be inclusive)*

- Heart attacks or heart conditions requiring bypass surgery
- Most forms of cancer
- Back conditions requiring extensive therapy or surgery
- Severe nervous disorders
- Pregnancy, miscarriages, complications or illnesses related to pregnancy (*e.g.*, severe morning sickness), and need for prenatal care
- Childbirth and recovery from childbirth
- Appendicitis
- Pneumonia
- Severe arthritis
- Certain serious injuries caused by accidents on or off the job
- Treatment for substance abuse (but not absences caused by use of substance)

D) Non-Qualifying Health Conditions - The following is a non-exhaustive summary of medical situations (see Appendix A for detail) that would **not** ordinarily meet the FMLA definition of “serious health condition,” unless complications arise or inpatient hospital care is required:

1) Short-term illnesses

- Common cold
- Upset stomach
- Flu
- Ear aches
- Minor ulcers
- Headaches other than migraine
- Routine dental or orthodontic problems including periodontal disease

2) Other health conditions or medical reasons generally not considered serious

- Cosmetic treatments (unless inpatient care is required or unless complications develop)
- Routine physical examinations
- A regimen of treatment that can be initiated without a visit to a health care provider

E) Active Duty Family Leave –Used by an employee whose spouse, son, daughter, or parent is on active military duty, or has been notified of an impending call to active military duty to deal with any “qualifying exigency” arising from the call to active military duty with the National Guard and Reserves. Qualifying exigencies are the need to make necessary arrangements related to the departure of the service person. *The College may require that a request for the Active Duty Leave be supported by a certification stating the call to active duty.*

Title: **Personnel – Family Medical Leave Act (Cont'd)**

- F) **Injured Service Member Family Leave** – Used by the spouse, son, daughter, parent or “next of kin” (defined as “nearest blood relative”) of a member of the Armed Forces (including a member of the National Guard or Reserves) so the employee can care for the service member who is undergoing inpatient or outpatient medical treatment, recuperation, therapy, or is otherwise on the temporary disability retired list, because of a “serious illness or injury” incurred during active duty.
- 1) “Serious Illness or Injury” under a Service Member Family Leave is defined as any condition arising “in the line of duty” which makes the service member medically unfit to perform the duties of the member’s office, grade, rank, or rating.
 - 2) The College may require that a certification issued by the health care provider of the service member be provided.
 - 3) Qualifying employees are entitled to a combined total of 26 weeks of leave (including traditional FMLA leave) in a 12-month period, as opposed to the usual 12 weeks.

4. How Leave May be Taken

You may take up to 12 weeks of FMLA leave per plan year - July 1 through June 30 of each year, (with the exception of an Injured Service Member Family Leave which is up to 26 weeks) in the following forms:

- A) As twelve (12) consecutive weeks.
- B) On an intermittent basis when medically necessary. While not required by law, the College may allow you to take FMLA leave on an intermittent basis for the birth, adoption or placement of a child. You must attempt to schedule intermittent leave so as to not disrupt normal College operations.
- C) On a part-time work schedule when medically necessary or when mutually agreed upon by the College and the employee for the birth adoption or placement of a child.
- D) An employee on an FMLA leave will not have time counted against their FMLA allowance when the employer’s activities temporarily cease for one or more weeks and employees are generally not expected to report for work (i.e. winter break).

5. Continuation of Pay During FMLA Leave

FMLA was designed to allow employees the minimum benefit of taking an unpaid leave while having their job protected. The College goes further than this law by allowing and requiring you to be paid for certain FMLA qualifying events, when you have accrued paid leave time available for use.

- a. **Paid FMLA** - The College allows and requires you to be paid during an FMLA leave if you have any time in your paid leave banks, and the FMLA event qualifies for paid leave under the terms of your Collective Bargaining Agreement or other College policy (please note, if you are eligible for long term disability benefits, see B below as other rules apply). While you are on FMLA and using paid leave time, you will continue to accrue time in your leave banks.

Title: **Personnel – Family Medical Leave Act (Cont'd)**

- b. **Unpaid FMLA** - If you do not have time in your leave banks, or your FMLA event does not qualify for paid leave under your Collective Bargaining Agreement or other College policy, you will go unpaid during the FMLA leave. While on an unpaid FMLA leave you will **not** accrue time in your leave banks.

6. Benefits During FMLA Leave

- a. **Paid FMLA** – The College will continue benefits as defined in your collective bargaining agreement or employment agreement.
- b. **Unpaid FMLA** - The College will maintain employer paid medical, dental and vision benefits while you are on an unpaid FMLA leave. Cash-in-lieu of medical insurance will not be continued during an unpaid FMLA leave. Other benefits are **not** maintained at the College's expense during unpaid FMLA leaves unless otherwise specified in your collective bargaining agreement. Optional/supplemental insurance benefits fully paid by you may continue to be maintained at your expense provided advanced arrangements are made with Human Resources.

If you do not return from FMLA or return for less than thirty (30) calendar days, you will be responsible for reimbursing the College for all fringe benefit expenses the College incurred while you were on FMLA, except as noted in 2 below.

- 1) If payment arrangements are not made in advance, the College will withhold the premiums from your last check and/or your termination pay if you are due any. Any remaining balances will be your responsibility to reimburse to the College.
- 2) The College will not recover any premiums paid on your behalf if:
 - The continuation, recurrence or onset of a serious health condition which would otherwise entitle you to leave under the FMLA.
 - Circumstances beyond your control (at discretion of the College) prevent you from returning to work.

C) Employee Share of Premiums - If you pay a share of the cost of your health insurance premiums, you will be responsible for maintaining those payments while you are on an FMLA leave.

1. **Paid FMLA Leaves** - The College will continue to deduct your share of your health insurance premiums from your paycheck, in the same manner as if you were still working.
2. **Unpaid FMLA Leaves** - Please contact the Human Resources Office to make arrangements for paying your share of your health insurance premiums while on leave.

Title: **Personnel – Family Medical Leave Act (Cont'd)****7. Concurrent Leaves**

- A) Workers' Compensation will run concurrently with the twelve (12) week FMLA entitlement if a work related injury meets the FMLA "serious health condition" requirement. If you will be paid by workers' compensation insurance during a work-related injury leave, the College will not require you to use accrued paid leave.
- B) Any leave of absence or benefit clause (i.e. Long Term Disability Insurance) in your collective bargaining agreement will run concurrently with the twelve (12) week FMLA entitlement, if you are eligible and otherwise meet the FMLA "serious health condition" requirement. If you will be paid by the College's Long Term Disability Insurance during your FMLA leave, you may not choose to substitute or supplement your LTD payments with accrued paid leave.

8. Designation of Leave**A) General**

- 1) In all circumstances, it is the College's responsibility and right to designate a leave of absence as qualifying under the FMLA. If during a leave of absence the College learns you are off for a reason that qualifies for FMLA, the College's policy is to designate FMLA retroactively to the earliest possible date when the need for the leave began, provided you are still on leave.
- 2) Designation will be based on information received from you or your spokesperson and/or the medical certification. The College will act upon letters and forms filed and processed in conjunction with leaves, workers compensation and disability in making FMLA designations. Designation can occur the following two ways:
 - **By Employee Request** - If you request FMLA by submitting the FMLA Application (see Appendix B for this form) along with appropriate supporting documentation, the College will designate the leave as FMLA or non-FMLA as soon as possible, but generally within two (2) business days after receiving such a request. When the College designates FMLA retroactively, your leave banks will be charged for work time missed back to the earliest possible date.
 - **Without Employee Request** - The College, absent a specific request, may designate a leave of absence as FMLA based on available information.
- 3) The College will attempt to notify employees of the designation of their leave orally and will provide written confirmation of the leave designation by hand delivery or by mail to the employee's last known address. You are responsible for providing the College with your current mailing address at all times.
- 4) If you disagree with the administration of this FMLA Policy, you should contact the Compensation & Benefits Administrator. If the matter is not resolved to your satisfaction, you may appeal the matter to the Chief Human Resources Officer. If you still feel that the matter is not resolved after appealing to the Chief Human Resources Officer, then you may contact the Wage and Hour Division of the U.S. Department of Labor.

B) Preliminary Designation

A preliminary designation of FMLA leave may be made by the Human Resources Office based upon information provided by you or otherwise available to the Human Resource Office.

Title: **Personnel – Family Medical Leave Act (Cont'd)**

- 1) All supporting documentation that you are required to submit to the Human Resource Office must be received within 15 calendar days after the preliminary designation is made.
- 2) If the proper documentation has not been received within 15 calendar days from the start of the preliminary designation, the leave may be delayed until the required certification is provided.
- 3) If Human Resources require a second or third opinion, the leave may be left as a preliminary designation until all medical opinions have been received.
- 4) If information or medical certification fails to confirm that the leave falls under the FMLA guidelines, Human Resources will notify the employee within two (2) business days after receipt of all documentation.

9. Certification of Medical Condition For Purposes of FMLA

A) Certification

- 1) **For Your Own Serious Health Condition** - Human Resources will require you, at your expense, to submit a Certification of Health Care Provider form (Appendix D) from the attending health care provider to substantiate a medical leave.
 - All required medical certification documents must be submitted to Human Resources no later than 15 calendar days after the College has requested such documentation.
 - If you don't provide the requested medical certification and other documentation to Human Resources in the time frame indicated above and there are no extenuating circumstances – the request for FMLA may be denied.
 - If extenuating circumstances arise to prevent submission of certification, it is your responsibility to notify Human Resources in writing prior to the end of the 15 calendar day period.
- 2) **For Serious Health Condition of Child, Spouse or Parent** - You will be required to submit a Certification of Health Care Provider form (Appendix C) from the attending health care provider if the request is for the medical care of a son, daughter, spouse or parent. The same time requirements for submitting this exist as for #1 above.
- 3) **For Family Leave** - Human Resources will not require *medical* certification if you are requesting Family Leave, however, supporting documentation will be required when you are requesting such leave for the birth of a child, adoption of a child, or placement of a child for foster care. Please call Human Resources to determine what type of documentation is needed for your specific situation. Again, the same time requirements for submitting the documentation exist as for #1 above.

B) Inadequacy of certification

- 1) Human Resources will notify you in writing whenever the medical certification and/or other documentation is incomplete. You will have an extension of seven (7) calendar days from the receipt of notification to correct the problem.
- 2) If Human Resources has reason to question the medical certification, you will be required to obtain a second opinion from a doctor selected by the College. The second opinion will be fully paid by the College.
- 3) If the first and second opinions conflict, the College reserves the right to obtain a third opinion. The health care provider giving the third opinion will be approved by both parties in good faith. The third opinion will be fully paid by the College.
- 4) The third opinion shall be final and binding.

Title: **Personnel – Family Medical Leave Act (Cont'd)****Re-certification**

- 1) If the leave is extended past the first medical certification and there is remaining FMLA leave time available for you to use, the College will require you to re-certify by submitting another medical certification form.
- 2) The College may request a new medical certification form for an ongoing condition every six months in conjunction with an absence.
- 3) The College may request a new medical certification form each leave year for medical conditions that last longer than one year.
- 4) The re-certification will be at your expense.

10. The Employee's Responsibilities

- A) You are required to notify the Human Resources Office and your supervisor as soon as you become aware of your need to take FMLA by completing the regular leave request forms. When you intend to take family or medical leave because of an expected birth, placement for adoption or foster care, or because of a planned medical treatment that qualifies for leave under the FMLA, you must submit an application for leave at least thirty (30) calendar days before the leave is to begin.
- B) You are responsible to make certain that all required medical certifications and other documentation as described in this policy are completed and have been received by Human Resources. You must also adhere to the policies and procedures of the College related to this procedure, such as, the terms of your Collective Bargaining Agreement and the provisions of the Board Policies.
- C) If you pay a share of the cost of your health insurance premiums, you will be responsible for maintaining those payments while you are on an FMLA leave.
 1. **Paid FMLA Leaves** - The College will continue to deduct your share of your health insurance premiums from your paycheck, in the same manner as if you were still working.
 2. **Unpaid FMLA Leaves** - Please contact the Human Resources Office to make arrangements for paying your share of your health insurance premiums while on leave.

11. Returning to Work

- A) Before you return to work from FMLA for reason of your own serious health condition, you are required to provide to the Human Resources Office a doctor's statement documenting that you are medically able to return to work.
- B) For intermittent leaves, if job safety concerns exist, the College may require a fitness-for-duty certification before you may return to work.
- C) The College will comply with FMLA requirements regarding your reinstatement either to the same position you held when your FMLA leave began or to a position with equivalent pay, benefits and other terms and conditions of employment. Under this FMLA policy, the College cannot guarantee that you will be returned to your original job, however the terms of your collective bargaining agreement may grant you the right to return to your former position.

Title: **Personnel – Family Medical Leave Act (Cont’d)**

In cases where you cannot be returned to your former position, the determination as to whether a position is an “equivalent position” will be made by the College.

- D) You are entitled to return to work from an FMLA leave prior to the original date you requested for the leave to end. To do so, you must provide written notification of intent to return to work a minimum of two (2) working days prior to returning and must provide evidence of fitness for duty, if applicable.

12. Miscellaneous

Collective Bargaining Agreement - This FMLA procedure will be administered consistent with the terms of the applicable Collective Bargaining Agreement. Since leaves provided in the labor agreements are usually more generous than the 12-week FMLA limit, the time provided by labor agreements is simultaneously counted as FMLA leave; FMLA leave cannot be added to other leaves to extend the employee’s absence.

Title: **Personnel – Family Medical Leave Act (Cont'd)**

Appendix A
Definition of a Serious Health Condition from the FMLA Regulations
(Section 114 of 29 CFR 825)

A. For purposes of FMLA, "serious health condition" entitling an employee to FMLA leave means an illness, injury, impairment, or physical or mental condition that involves:

(1) Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity (for purposes of this section, defined to mean inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefore, or recovery there from), or any subsequent treatment in connection with such inpatient care; or

(2) Continuing treatment by a health care provider. A serious health condition involving continuing treatment by a health care provider includes any one or more of the following:

(i) A period of incapacity (i.e., inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefore, or recovery there from) of more than three consecutive calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves:

(a) Treatment two or more times by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or

(b) Treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of the health care provider.

(ii) Any period of incapacity due to pregnancy, or for prenatal care.

(iii) Any period of incapacity or treatment for such incapacity due to a chronic serious health condition. A chronic serious health condition is one which:

(a) Requires periodic visits (at least two visits to a health care provider per year) for treatment by a health care provider, or by a nurse or physician's assistant under direct supervision of a health care provider;

(b) Continues over an extended period of time (including recurring episodes of a single underlying condition); and

(c) May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

(iv) A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

(v) Any period of absence to receive multiple treatments (including any period of recovery there from) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical

Title: Personnel – Family Medical Leave Act (Cont'd)

intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).

B. Treatment for purposes of Paragraph A includes (but is not limited to) examinations to determine if a serious health condition exists and evaluations of the condition. Treatment does not include routine physical examinations, eye examinations, or dental examinations. Under Paragraph (A)(2)(i)(b), a regimen of continuing treatment includes, for example, a course of prescription medication (e.g., an antibiotic) or therapy requiring special equipment to resolve or alleviate the health condition (e.g., oxygen). A regimen of continuing treatment that includes the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed-rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a health care provider, is not, by itself, sufficient to constitute a regimen of continuing treatment for purposes of FMLA leave.

C. Conditions for which cosmetic treatments are administered (such as most treatments for acne or plastic surgery) are not “serious health conditions” unless inpatient hospital care is required or unless complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc., are examples of conditions that do not meet the definition of a serious health condition and do not qualify for FMLA leave. Restorative dental or plastic surgery after an injury or removal of cancerous growths are serious health conditions provided all the other conditions of this regulation are met. Mental illness resulting from stress or allergies may be serious health conditions, but only if all the conditions of this section are met.

D. Substance abuse may be a serious health condition if the conditions of this section are met. However, FMLA leave may only be taken for treatment for substance abuse by a health care provider or by a provider of health care services on referral by a health care provider. On the other hand, absence because of the employee's use of the substance, rather than for treatment, does not qualify for FMLA leave.

E. Absences attributable to incapacity under Paragraphs (A)(2) (ii) or (iii) qualify for FMLA leave even though the employee or the immediate family member does not receive treatment from a health care provider during the absence, and even if the absence does not last more than three days. For example, an employee with asthma may be unable to report for work due to the onset of an asthma attack or because the employee's health care provider has advised the employee to stay home when the pollen count exceeds a certain level. An employee who is pregnant may be unable to report to work because of severe morning sickness.

Title: Personnel – Family Medical Leave Act (Cont'd)

Appendix B

**Gogebic Community College
Family and Medical Leave (FMLA) Application**

A leave request based on an employee's serious health condition or the serious health condition of an employee's spouse, child or parent must be accompanied by a verifying medical certification from a physician.

Name _____ Department _____

Home Address _____

Start Date of Anticipated Leave _____

Expected Date of Return to Work _____

Reason for Leave (Please explain): _____

I hereby authorize Gogebic Community College to contact my health care provider to verify the reason for my requested leave or for any other information concerning my request for family and medical leave.

I understand that failure to return to work at the end of my leave period may be treated as a resignation unless an extension has been agreed upon and approved in writing by Gogebic Community College.

If I do not return to work after an unpaid FMLA leave, or return for less than 30 calendar days after an unpaid FMLA leave, I understand that I am responsible for reimbursing the College for all the fringe benefit expenses the College incurred while I was on FMLA leave. In this event, I authorize the College to withhold from my last paycheck the amount of any fringe benefit expenses I owe.

Employee Signature _____ Date _____

Supervisor Date

Human Resources Representative Date

Title: Personnel – Family Medical Leave Act (Cont'd)

Appendix C
Gogebic Community College
Certification of Health Care Provider
(Family and Medical Leave Act of 1993)

Employee Name: _____

Patient Name (if different from employee): _____

1. The attached sheet describes “serious health conditions” under the Family and Medical Leave Act (FMLA). Does the patient’s condition qualify under any of the categories described? (Please check the applicable category.)

- (1) (2) (3) (4) (5) (6) (7) None

2. Describe the medical facts that support your certification, including a brief statement as to how the medical facts meet the criteria of one of these six (6) categories.

3 a) *Approximate date the condition commenced, probable duration of the condition, and probable duration of the patient’s present incapacity, if different:*

b) Will it be necessary for the employee to be off work only intermittently or to work on a less than full schedule as a result of the condition (including for treatment described in Item 4 below)?

- No Yes – Probable duration: _____

c) If the condition is chronic (Condition #4) or pregnancy, state whether the patient is presently incapacitated and the likely duration and frequency of episodes of incapacity.

4 a) If additional treatments will be required for the condition, provide an estimate of probable _____ treatments.

b) If the patient will be absent from work or other daily activities because of treatment on an intermittent or part-time basis, also provide an estimate of the probable number and interval between such treatments, actual or estimated dates of treatment, if known, and period required for recovery, if any.

c) If any of these treatments will be provided by another health service provider (e.g., physical therapist), please state the nature of the treatments.

Title: Personnel – Family Medical Leave Act (Cont'd)

d) If a regimen of continuing treatment by the patient is required under your supervision, provide a general description of such regimen (e.g., prescription drugs, physical therapy requiring special equipment):

5 a) If medical leave is required for the employee’s absence from work because of the employee’s own condition (including absences due to pregnancy or a chronic condition), is the employee unable to perform work of any kind?

No Yes

b) If able to perform some work, is the employee unable to perform any one or more of the essential functions of the employee’s job? (Employee or employer should supply you with information about the essential job functions.)

No Yes – List essential functions the employee is unable to perform:

c) If neither a) nor b) applies, is it necessary for the employee to be absent from work for treatment?

No Yes

d) If so, what are the expected dates that the employee will be absent from work?

6 a) If leave is required to care for a family member of the employee with a serious health condition, does the patient require assistance for basic medical or personal needs or safety or for transportation?

No Yes

b) If no, would the employee’s presence to provide psychological comfort be beneficial to the patient or assist in the patient’s recovery?

No Yes

c) If the patient will need care only intermittently on a part-time basis, please indicate the probable duration of this need:

Signature of Health Care Provider

Type of Practice

Address

Telephone number

To be completed by the employee needing Family Leave to care for a family member:

State the care you will provide and an estimate of the period during which care will be provided, including a schedule if leave is to be taken intermittently or if it will be necessary for you to work less than a full schedule:

Employee Signature

Date

Title: Personnel – Family Medical Leave Act (Cont'd)

“Serious Health Conditions”

A “serious health condition” means an illness, injury, impairment, or physical or mental condition that involves one of the following:

1. **Hospital Care:** Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical facility, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care.
2. **Absence Plus Treatment:** A period of incapacity of more than three (3) consecutive calendar days (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:
 - a. Treatment two times by a health care provider, a nurse or physician’s assistant under direct supervision of a health care provider, or a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider; These visits must occur within 30 days of the beginning of the period of incapacity and the first visit to the health care provider must take place within seven days of the first day of incapacity or
 - b. Treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of the health care provider.
3. **Pregnancy:** Any period of incapacity due to pregnancy, or for prenatal care.
4. **Chronic Conditions Requiring Treatments:** A chronic condition which:
 - a. Requires periodic visits (at least two visits to a health care provider per year) for treatment by a health care provider, or a nurse or physician’s assistant under direct supervision of a health care provider;
 - b. Continues over an extended period of time (including recurring episodes of a single underlying condition); and
 - c. May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).
5. **Permanent/Long-term Conditions Requiring Supervision:** A period of incapacity, which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer’s, a severe stroke, or the terminal stages of a disease.
6. **Multiple Treatments (Non-Chronic Conditions):** Any period of absence to receive multiple treatments (including any period of recovery there from) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.) severe arthritis (physical therapy), kidney disease dialysis).
7. **Injured Service Member Family Leave:** Any condition arising “in the line of duty” which makes the service member medically unfit to perform the duties of the member’s office, grade, rank or rating.

Interaction with Accrued Paid Time Off. FMLA leave, and paid vacation or sick time will run concurrently as provided under college policy except where prohibited by state law.

Job Protection. An employee's job, or an equivalent job, is protected while the employee is on leave. Both federal and applicable state laws require that employees be returned to their positions or to another job of like pay and status at the end of FMLA leave.

If an employee is unable to return to work after the expiration of federal or state FMLA, an extension may be granted if the condition constitutes a disability under the Americans with Disabilities Act (ADA) or in certain workers' compensation cases.

Return-to-Work Policy. When such work is available, the company will attempt to provide an employee with a temporary modified or light-duty assignment in accordance with documented medical restrictions.

Bereavement

In the case of a death of a father, mother, son, daughter, wife, husband, domestic partner, brother or sister, father-in-law, mother-in-law, son-in-law, daughter-in-law, the faculty member may be granted three (3) days of bereavement leave.

See Faculty Contract for details.

Additional leave days may be approved at the discretion of the appropriate Dean.

Sick Leave

Sick leave will accrue each contract year at the rate of 77 hours for full-time faculty. Faculty working less than full-time will be prorated according to the percentage of yearly contract time. Sick leave shall accumulate from year to year up to a maximum of 1,120 hours.

Sick leave may be used for:

- personal illness or injury of the employee or direct family member.
- the employee's parent, spouse, child, stepchild, or relative living in the immediate household where such person suffers a FMLA qualifying event.

If an employee comes in to work and goes home sick part of the way through the day, they must turn in sick time for the remainder of the hours they are scheduled to work that day.

Unused sick leave shall not be paid upon termination, expiration or appointment or retirement.

Personal Leave

Personal leave will accrue each contract year at the rate of 14 hours for full-time faculty. Faculty working less than full-time will be prorated according to the percentage of yearly contract time. Personal leave shall accumulate from year to year up to a maximum of 35hours.

Unused personal leave shall not be paid upon termination, expiration or appointment or retirement.

Jury Duty

Any regular employee who is called for and reports for jury duty shall be paid their regular wages after they have provided the jury duty documentation and turn their check they received for serving on jury duty to the Business office. The College will keep the check and the employee will be paid their regular wages.

Temporary Military Leave

Leave shall be granted to a full-time staff member called for temporary military duty according to federal statutes.

When an employee is notified of a temporary military duty, he/she will notify his/her supervisor **in writing** of the dates of such duty. The supervisor will forward this written notice to the office of Human Resources.

If the employee chooses, he/she may take earned vacation or personal time for his/her military duty. If this option is taken, there will be no adjustment to the employee's bi-weekly pay.

Workers' Compensation

The Workers' Disability Compensation Act is a state law providing for medical payments and income when injuries and accidents, including disease, arise out of, and in the course of, employment. An employee who is injured must report it promptly to his/her supervisor and have them complete a Basic Report of Injury form. The completed form must be submitted to the Dean of Business Services office. Any delay in reporting a job-related accident, injury, or disease may make it difficult to validate the claim at a later date.

Workers' compensation is administered by the Dean of Business Services office. The department provides injured employees with resources and assistance, helping them to return to work as soon as possible.

Wage and Hour Information

Pay Periods and Paydays

Paychecks are issued on a bi-weekly payment schedule of every other Friday (26 pays per year). Paychecks may be direct-deposited to your bank account or a check.

If you wish to make changes in payroll information, contact the Payroll Specialist at 906-307-1277 or Human Resources at 906-307-1324. Direct deposit forms may be completed at any time throughout the year and are available in

Online Payroll Reporting System

All employees can access their pay statements, withholdings, deductions, and accruals through *ICS*.

Work Conditions

Severe Weather and Closing Announcements

In the event that Gogebic Community College classes must be canceled due to heavy snow or other inclement weather, local radio stations throughout Iron, Gogebic and Houghton Counties in Michigan will carry the announcement. Closing announcements can also be found in most instances on the home page on the GCC web site. The stations carrying the announcement are as follows:

FM Stations

WIMI 99.7

WUPM 106.9

TV Stations

TV6 Marquette, MI

Emergency Notification System

Emergency Notification System utilizes cell phone text messaging, email, and voice mail notifications to inform Gogebic Community College employees and students of College emergencies and severe weather. Once you are enrolled in the Emergency Notification System database, you are immediately informed when College emergencies occur. You can even decide how you would like to be informed.

Employee Identification Badges

Gogebic Community College requires all employees to have an identification badge.

Issuance

All regular full-time and part-time staff and faculty, including part-time faculty, are required to obtain a badge. Employee identification badges will be issued by Human Resources during new employee orientation or within the first 30 days of employment. Badges should contain the following information:

1. Employee photo.
2. Employee name. Full name or first name and first initial of last name are acceptable.

Nicknames are not permitted unless it is the name by which you are commonly called at work.

Employee identification badges are also used to gain access to all exterior doors and the campus mailroom.

Replacement

If a badge is lost or destroyed, a new one may be obtained by notifying Human Resources.

This identification badge is the property of Gogebic Community College. Lost or stolen badges should be reported immediately to the Human Resources. Badges must be turned in upon termination of employment.

Employee Contributions

Gogebic Community College Foundation

The Mission of the GCC Foundation is to promote, encourage and aid Gogebic Community College in the development of educational programs and the expansion of facilities.

With community support, the Foundation works to:

- Fund special projects that benefit students and the community
- Award scholarships to students
- Assist the College with building construction and renovation projects
- Communicate with the many GCC Alumni and Friends through the quarterly newsletter
- Organize Alumni and Friends social events
- Provide cultural opportunities that enhance the educational experience

As an employee of GCC, our college community is created by you and the work that you do. The Faculty & Staff Campaign offers all employees an opportunity to support the Foundation and our students. You can tell us where to direct your support -- student scholarships, a specific program, department, student emergency assistance (SEA) fund, facilities, or unrestricted. Your gifts go directly to the area or areas that you choose, and will help carry on our mission of providing students with the education they need to have successful futures. You can elect to give a gift of any amount at any time or you can sign up for payroll deduction to have your gift automatically directed to the Foundation.

For more information, please contact Kelly Marczak, Foundation Director, at 906-307-1202 or kellym@gogebic.edu.

Campus Services

Courtside Cafe

The Courtside Cafe is located on the first floor of the Ironwood Campus in The Lindquist Student Conference Center. The snack bar is open Monday-Thursday, 8:00 a.m. - 3:00 p.m. and Friday 8:00 a.m. - 12:30 p.m. during the fall and winter semesters, serving both ready-made and made-to-order items such as soups, sandwiches, salads, snack items, and beverages. Items are available for both carry-out and dining-in.

GCCBookstore

The GCC Bookstore is located on the first floor of the technical building on the Ironwood Campus, in room T-101.

The bookstore offers new and used textbooks, college apparel and memorabilia, study aids, school supplies, reference books, and a large selection of convenience items.

Hours:

Monday through Friday – 8:00 a.m. to 4:30 p.m.

The Lindquist Student Conference Center

The Lindquist Student Conference Center is home to GCC's recreation areas, conference center and the student lounge. The recreation area includes a 1/11th mile indoor walking track, aerobics studio and weight rooms all located above the arena which seats 1,000 spectators overlooking a freshly refinished wood floor. GCC's Samson Athletics also call the Lindquist Center home with the men's and women's basketball teams, volleyball team and baseball and softball teams practicing and competing there nearly every day of the year. Recreational areas of the Lindquist Student Center are also open to the public when spaces are not reserved for scheduled campus use. Guests 18 and up may use any of the spaces provided they follow all posted rules. Guests under the age of 18 are allowed to use the facility when accompanied by an adult.

The student lounge provides space for students to study, socialize and play with a variety of seating options as well as a game room, pool table and televisions. Between the lounge and the arena is the Snack Bar.

The conference center above the lounge provides the campus and community space to host meetings, workshops, seminars, wedding receptions and other special events for up to 200 guests. The portable walls within the conference center allows guests to have wide-open spaces

or up to four separate rooms depending on their needs while boasting a full commercial kitchen to allow for food preparation for catered events.

While the primary users of the facility are GCC students, staff and faculty the Lindquist Center hosts outside events on campus nearly every week. College staff are encouraged to schedule their campus events in the Lindquist Center at least one month in advance ensuring ample time exists to prepare spaces for each event and to allow other to book spaces when areas are not in use. To make reservation or to learn more about using the Lindquist center contact The Director of the Lindquist Student Center.

Library

The Library is located on the second floor of the Academic Building is a location for all faculty, students, staff and the public to come in and relax, research or study with a book, magazine, newspaper, cruise the internet with our computers (we have both Windows and Macs) or your own. We also have plugins, comfy seating, individual or group study rooms, DVD's and CD's are also available and of course we have coffee, tea, and hot chocolate.

At the Library, the Director can help you find materials for your class or just something you are interested in. The Director can show you the College databases and how to use them. The Director can help to schedule a time when you would like to bring in your class for a visit.

The Library hours are Monday thru Thursday 8 – 5:30 and Friday 8 – 12 – when classes are in session. If you have a class that meets at other times, please contact the Director.

Copper Country Center

**Copper Country Center
47420 Hwy M-26 Suite 107
Houghton, MI 49931**

Gogebic Community College provides courses throughout the day and evening at the Copper Country Center in Houghton, MI located on Hwy M-26. Classes are offered in general classrooms, lecture style rooms, computer lab, state of the art science and nursing lab. The GCC office is open Monday-Friday from 8am-4:30pm. The office is staffed by 3 full-time employees who are available to assist students. Full-time instructors in Mathematics, English, Biology, Chemistry and Nursing along with a valuable mix of adjunct instructors provide high-quality instruction. Off-campus staff and faculty can be reached at 906-483-0070.

Students can enroll in general studies, program specific or self-enrichment courses. In addition to a growing variety of certificate programs available, programs offered at the center include Associate Degree Nursing, Early Childhood Education, Criminal Justice, Business, as well as general education Associate of Arts and Associate of Science degrees. Early College and dual enrollment options are also available to high-school students. GCC continues to expand offerings off-campus to meet the community needs at an affordable rate.

At the complex, off-campus students have access to a computer lab, student lounge, study space, tutoring services and an on-site advisor. Individual faculty offices, shared adjunct office space and a lounge/conference room provide instructors with secluded work areas. Interactive television is available for a multitude of meetings and classes in coordination with the main campus. Outreach services are aimed at removing barriers to admission, assisting students with the completion of educational goals and providing information on skills assessment, admissions, financial aid, course registration, orientation and academic advising.

Gogebic Community College Board of Trustees

Membership

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Mr. William Malloy, Vice Chair
Ms. Susan Beals, Secretary
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Mr. Erik Fitting, Trustee
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The Regular Monthly Meetings of the Gogebic Community College Board of Trustees will be held on the last Tuesday of each month, beginning at 4:30 p.m. in Room B22 of the Solin Center for Business Education on the campus of the college in Ironwood, Michigan, with the exception of the October and December meetings which will be held on October 22, 2019 and December 18, 2019.

**January 29, 2019
February 26, 2019
March 26, 2019
April 30, 2019
May 28, 2019
June 25, 2019
July 30, 2019
August 27, 2019
September 24, 2019
October 22, 2019 **
November 26, 2019
December 17, 2019****

****Early date to avoid holidays and scheduling conflicts**