

ARTICLE 4: WORKLOAD

4.1 PROFESSIONAL WORK YEAR

YCCD places faculty on one of three salary schedules based on a non-compressed calendar. These salary schedules are: 175 days, 180 days, and 195 days. [Appendix A] Therefore, faculty work year obligations are aligned to their respective salary schedule.

The standard professional work year for all instructional and non-instructional faculty is compressed to 155 days, which equates to 175 duty days under a non-compressed calendar.

4.2 PROFESSIONAL WEEK

Since 2001, YCCD has been under a compressed calendar. As such, the professional week is

42.5 hours for all instructional and non-instructional faculty, which equates to a 40-hour week under a non-compressed calendar.

4.2.1 – INSTRUCTIONAL FACULTY WORKLOAD

- a. The base load for each full-time credit instructional faculty member will be 15 equated hours for credit courses, effective Fall 2019. There may be exceptions as noted below in 4.1.1 b and c. (See Appendix M for YCCD-YFA MOU regarding Non-Credit Adult Education English Language Courses).
- b. 3-unit introductory composition courses (limited to MJC ENGL 101, 102, 103 and Columbia ENGL 1A, 1B, 1C) shall each constitute 25% of a full-time faculty assignment.
- c. In order to evaluate the following courses MJC ENGL 105, 106, 111 and Columbia ENGL: 10, the class size shall not be fewer than 31 and load 25% Fall 2019 and Spring 2020 at which time the parties shall evaluate the data on enrollment and success to set an appropriate class size and load factor up or down. These classes are exempt from the class size capacity determination working group in Spring 2019.
- d. **Equated Hours.** Hours of lecture and laboratory, scheduled as either full-term or short-term courses, count toward the 15 equated hours differently. Laboratory hours are credited as 80% of lecture hours. There may be exceptions as noted in 4.1.1.e.

1 weekly hour of lecture = 6.67% load.

Example: A typical 3-unit lecture is 3/15 or 20% of a fulltime faculty load. A faculty member teaching all lecture will teach 15 units of lecture, or 15 weekly hours in a traditional schedule, to achieve 100% load.

1 weekly hour of laboratory = 80% x 6.67% lecture load = 5.33% lab load.

Example: A typical 1-unit laboratory meets 3 hours per week in a traditional schedule. Applying the 80% laboratory factor, the load is

06/30-2020, 07/01/2020

80% x 3/15 or 16% of a fulltime faculty load. A faculty member teaching all laboratory will teach 18.75 weekly hours in a traditional schedule to achieve 100% load.

The faculty member's total teaching load can be calculated as:

$$\text{Total Teaching Load} = \frac{\text{Weekly Lecture Hours}}{15} + \frac{\text{Weekly Lab Hours}}{18.75}$$

- e. There may be exceptions to the 80% lab load as noted below:
 - 1. Mandate or regulation from an external requirement, accreditation standard, etc.
 - 2. Safety considerations, especially in CTE-related courses
 - 3. Pedagogy (e.g., ability to effectively follow the Course Outline of Record (COR), maintain rigor, maintain effective interaction with students, etc.)
- f. The workload for Work Experience and Independent Study is prorated based upon past practice of 5% load per 8 students supervised, or 0.625% load per student.
- g. To promote equity in compensation between instructional and non-instructional faculty members for reassignments, if reassigned time for a non-instructional faculty member results in an overload, it shall be compensated comparable to that for an instructional faculty member with an instructional load.

Example: A 10% reassignment for both instructional and non-instruction faculty resulting in 10% overload results in payment for 27 hours at the instructional rate.

4.2.2 INSTRUCTIONAL FACULTY DUTIES

Duties for instructional faculty consists of classroom time, office hours as referenced in Article 4.3, lecture/laboratory preparation; grading; record keeping; participatory governance; curriculum development; department/division meetings; program development, review, and promotion; college and district committee participation; student advising; community and student outreach and/or special responsibilities that may be appropriate to a particular faculty assignment such as attendance at advisory committee meetings or contacts with other educational institutions, organizations, businesses or industry, participation in outcomes assessment and analysis, individually and/or in groups, and the equivalent of four seven-hour flex days (28 hours total per year). (Note: Faculty with overload assignments are accountable for additional flex hours associated with each overload course.)

4.2.3 NON-INSTRUCTIONAL FACULTY PROFESSIONAL WORK YEAR (175, 180 or 195 days)

Non-instructional faculty include counselors, librarians, coordinators, lab instructors, specialists, and articulation officers.

06/30-2020, 07/01/2020

For non-instructional faculty, the professional work year is comprised of both accountable (1,007.50 hours = 155 x 6.5) and professional (310 hours = 155 x 2) time for a total of 1,317.50 hours.

Counselors receive an annual stipend for 5 days of additional accountable time. This 5 days is calculated as follows: 5 x 6.5 = 32.50. Therefore, Counselors work year is 160 days of accountable time (1,040 hours), professional time (310 hours = 155 x 2) for a total of 1,350 hours. (Aren't counselors on a 180 days schedule)

In addition, non-instructional full-time faculty must meet the 28-hour FLEX requirement annually.

Non-instructional faculty members who instruct courses as part of their base load may count both the course hours and an appropriate amount of preparation, grading, and record keeping toward their accountable hours.

Based upon mutual agreement with the immediate administrator, non-instructional faculty may annualize these hours.

4.2.4 NON-INSTRUCTIONAL FACULTY DUTIES

As part of their accountable hours, non-instructional faculty perform a wide variety of professional duties that serve students in various ways depending on their assignment. Many non-instructional faculty (counselors and librarians) have direct student contact as part of their assignment, and others perform activities that directly support the academic success of our students.

As part of their professional hours, non-instructional faculty perform a variety of duties based on their assignments. Professional time for non-instructional faculty may include, but is not limited to, study and review of new and revised guidelines in the field; participatory governance; participation in outcomes assessment and analysis, individually and/or in groups; curriculum development; program development, review, and promotion; college and district committee participation; community and student outreach and/or special responsibilities that may be appropriate to a particular faculty assignment

06/30-2020, 07/01/2020

such as attendance at professional, regional or statewide conferences or contacts with other educational institutions, organizations, businesses or industry.

4.3 **ASSIGNMENTS**

Assignments shall not be made in an arbitrary, capricious, or discriminatory manner.

4.3.1 The parties recognize that there may be variations in an individual faculty member's assigned workload within the reasonable limits of normal workload variation.

4.3.2 Any individual faculty member may voluntarily exceed the traditionally accepted ranges, contingent upon Association agreement.

(Outdated language and no such data is maintained – eliminate or replace with: The hours of instruction, instructor load, and agreed-upon standard capacity for each course shall be entered into the district's data system and available to faculty upon request)

4.3.3

4.2.5 Under the compressed calendar, YFA and YCCD agree to a five day work week, Monday through Friday, for faculty employed as of June 30, 2001 unless mutually agreeable to do otherwise. Faculty hired on or after July 1, 2001, may be assigned any five days between Monday and Saturday and are guaranteed two consecutive days off unless mutually agreeable to do otherwise.

4.34 OFFICE HOURS

4.4.1 The instructional faculty member on a 100% contract will select and hold at least 5 office hours per week at times convenient to students in their classes. Office hours may be performed in a variety of methods, including virtual office hours using a mediated format. Faculty may conduct office hours from a remote location in an amount proportional to the percentage of their load attributable to online education courses. Faculty teaching in a live modality may opt to conduct up to 50% of their office hours remotely. Office hours conducted from a remote location must be regularly scheduled and utilize synchronous communication. Office hours are expected to be indicated on course syllabi, posted on faculty members' office doors, and posted on their online faculty directory page.

4.4.2

4.5 LIMITATION OF NUMBER OF PREPARATIONS

The number of regular course preparations per full-time (100%) faculty load will be limited to four wherever it is feasible and educationally sound. The administrator will make a good faith effort to limit the number of preparations to four with the following conditions:

4.5.1 A preparation is defined as follows:

- A. A preparation is a three-unit course or its equivalent.
- B. Same time/same place classes/labs are counted as one (1) prep.
- C. Overlapped classes are considered one (1) preparation unless mutually agreed upon by faculty and administration.
- D. Activity classes are not considered separate preparations.

4.5.2 Exceeding Four (4) Preparations

- A. Faculty shall be allowed to voluntarily exceed four (4) preparations. Written consent by the faculty member shall be provided upon request to the immediate administrator.
- B. If there is a need to assign more than four (4) preparations, the administrator must identify in writing to the instructor why there are no other reasonable options. Copies will be sent to the Vice President of Instruction and the YFA President.
- C. An appeal process shall be established at each college. Committee members shall include two faculty appointed by YFA and two

administrators appointed by YCCD. If there is no agreement regarding an appeal or appeal process, then the committee shall submit the appeal to the president who shall make the final determination.

4.6 **ANNUALIZED LOAD**

The annualized load will be assigned with the approval of the instructor, responsible administrators, and the Vice President of Instruction. Each full-time faculty member is required to fulfill a full load within the fiscal year (July 1-June 30). Duties performed in summer, fall, or spring may be counted toward fulfillment of this annual load requirement under a process referred to as annualizing load. Annualized load may include both instructional and non-instructional assignments.

4.6.1 **Procedures**

1. Request for annualized load may be initiated by the instructor or immediate administrator.
2. Instructor and immediate administrator will:
 - a. Determine total annualized load for the academic year (equivalent to normal load for fall and spring);
 - b. Agree how load is to be distributed over the year (fall, spring, and summer);
 - c. Determine the impact on the program:
 - (1) If a negative impact is anticipated, other staff in the discipline will be consulted
 - (2) Some mitigation of negative impact must be negotiated before approval
3. Proposal for annualized load is submitted for approval to Vice President of Instruction.
 - a. Should proposal be denied, Vice President of Instruction will meet with instructor and appropriate administrator to discuss proposal and a resolution.
 - b. Annualized load will be monitored by immediate administrator and Vice President of Instruction.

4.7 **UNDERLOAD**

In the event a member's full-time load for the academic year (summer, fall and spring) is less than 2.0 (100% base load each semester), it shall be adjusted within the same fiscal year in which the underload occurs through one of the following. Any method used to make load for the semester applies only to that semester. The process shall be followed in this order: :

1. Add late start or early summer sections (ending prior to June 30), given adequate student demand and available funding;
2. Use banked leave hours to cover the deficit (See Article 10.2), with mutual agreement from the faculty member;

3. Completion of other activities which may be assigned by the immediate administrator in consultation with the Vice President. If reassignment activities fall outside of Instructional Faculty Duties (Article 4.1.3) than the assigned activities must be by mutual agreement and with YFA consultation;

4. Bump part-time faculty load (See Article 7.2.a);

5. Reassignment according to Article 13.3.2;

6. Retraining according to Article 21.

- 4.7.1 Bumping part-time faculty loads will occur if it is not feasible to add late start or early summer options, banked leave options are not mutually agreed upon, or it is not feasible to assign a special project to the faculty member.
- 4.7.2 In a timely manner after the start of each fall and spring semester, YFA shall be involved of the methods used to repair underloads of 10% or more for any faculty member. Doing so will keep YFA apprised of potential needs for reassignment or retraining.

4.7.3 If underload occurs two or more times in a two-year period, faculty shall discuss opportunities for reassignment, retraining or program viability with the immediate administrator, the appropriate Vice President, and the YFA.

4.8 **CLASS SIZE BALANCING**

Class size balancing is defined as the mechanism used to support classes that are vulnerable to being cut due to low enrollment and may apply to both full-time and part-time faculty. Class size balancing means that student enrollments above capacity and below 51 students in one section are used to offset student enrollments below the acceptable minimum class size in another.

Example: Class A has 47 enrolled with a capacity of 40. Class B has 16 enrolled and needs 20 to meet college minimum-size guidelines. Four students from Class A may be used to offset the four needed to run Class B.

Class size balancing is primarily used to ensure that a full-time faculty member has a full 100% load for the term, not to maintain a desired overload or total adjunct load, when the college's Minimum Class Size Guidelines (Article 4.9) do not otherwise support maintaining an under-enrolled class.

The terms of this section are subject to approval of the immediate administrator, Vice President, and President prior to implementation of the steps listed below. Class size balancing may occur according to the following criteria:

1. Class size balancing must occur within the same academic term;
2. Class size balancing is usually within the individual instructor's load. Class size balancing may also occur within a department when productivity targets are met or exceeded;
3. Class size balancing shall be determined prior to the census date, or for a 16-week term for the within the first week of class;
4. Class size balancing shall occur in consultation with the faculty member's immediate administrator.
5. For purposes of class size balancing, students may only be counted once.
6. For large classes (Article 4.11), only the ten enrollments above capacity but uncompensated by large class multipliers are available for balancing.

Example: Class C normally has a capacity of 40 but is being taught as a large lecture of 100 students. Ten students, representing enrolled students numbers 41-50, are available for balancing a low-enrolled course within the instructor's load. Starting with the 51st enrollment, the instructor receives additional compensation per Article 4.11.

4.9 OVERLOAD CLASSES

No full-time faculty member shall be required to teach an overload. The immediate administrator shall retain the right of assignment for overload. Faculty shall be compensated for all overload worked.

4.9.1 Regular/Contract members may provide services of up to 67% beyond their regular load in any given semester. **Regular/Contract faculty shall not have their overloads reduced or eliminated as a result of arbitrary or capricious decisions.** Assignments of 168% or above shall be limited to special circumstances as determined by the immediate administrator and shall be approved by the appropriate Vice President. Exceptions to the overload cap shall not be ongoing. Immediate administrators shall retain right of assignment.

4.9.2 Faculty may not be assigned to teach an overload if professional work week obligations are not met.

4.10 CLASS CAPACITY

Class capacities will be set in a manner which honors the pedagogy of individual disciplines, promotes a safe classroom environment, complies with external mandates (e.g., Nursing regulations) and encourages fiscal sustainability. This article is designed to establish consistency **within and** between the colleges regarding class capacities.

4.10.1 **Minimum Class Capacity Guidelines.** Each college shall develop a set of "Guidelines for Minimum Enrollment," delineating the minimum expected class size based on factors appropriate to the institution. Guidelines will be developed in consultation with the YFA and posted on the college website in an appropriate location.

- 4.10.2 **Establishing Standard Class Capacities.** This process is designed to establish consistent class capacities across the district, resulting in comparable courses at both institutions having the same class capacity. The process shall be guided using the Class Capacity Determination Form, see APPENDIX B-1 .
- 4.10.3 **Class Capacity Work Groups.** Class Capacity Work Groups shall be formed for each discipline *or related groups of disciplines* (e.g., Subject Codes) to analyze and determine appropriate class capacities in accordance with the schedule outlined in 4.9.4.. The work groups shall consist of the following representatives for a total of four members: at least one academic dean from the discipline and one other college administrator (Dean or Vice President), two discipline faculty, preferably one from each college if available. The work groups shall convene and conduct reviews on a timely basis and make every attempt to reach consensus. If a majority decision cannot be reached, the decision will return to a negotiations session between the District and the YFA on May 15, 2019. For Class Size Capacity, see APPENDIX B-2.
- 4.10.4 **Schedule.** The work groups shall convene during Spring semester 2019 to determine the class capacities. If a discipline work group does not establish a class capacity by May 10, 2019 then the course will be assigned to a standard class capacity in increments of 5 up to 40 at the negotiations session between the District and the YFA on May 15, 2019. The class capacities will be effective Fall semester 2019.
- 4.10.5 Class capacities may be revisited after the course has been offered for at least four semesters at the determined size, not including summer sessions, or earlier by mutual agreement.
- 4.10.6 **New courses.** Class capacities for new courses shall follow the same process as outlined in section 4.9.3, including a Class Capacity Determination Form, and form an ad-hoc work group to reach consensus on an appropriate class capacity. If consensus cannot be achieved, the District and the YFA shall convene in a timely manner and consider the matter.
- 4.10.7 The Curriculum Committee shall not act to approve the new course until the parties have reached agreement on the appropriate capacity.

4.11 **LARGE CLASS ACCOMMODATIONS**

4.11.1 **Overview**

The provisions are designed to encourage faculty to participate in a large class format, whenever it is educationally sound. The higher productivity of large classes supports other important but smaller course offerings of the colleges. Large classes generate revenue (apportionment) based on the additional students enrolled. Some of this additional apportionment is returned to the faculty member's division through a Block Grant Supplement. (See Article 4.11.5 below).). Large class multipliers begin with the 51st student enrolled, as in Article 4.11.5 below. Student enrollments above capacity and below 51 shall be at the discretion of the instructor to help the college meet its enrollment targets and/or for class size balancing as described in Article 4.7.

4.11.2 Eligibility

The large class accommodation applies to classes with a standard capacity of at least 40 students. It also applies to the lecture component of stacked lecture/lab classes where, for instance, two sections of 30 students each meet separately for laboratory activities but meet concurrently for lecture. The instructor shall receive extra compensation and the department shall receive a block grant supplement for the lecture component, based on the formula.

4.11.3 Conditions

All large lecture classes must be pre-approved and scheduled with mutual agreement with the unit member and the immediate administrator. Class size at census is used to determine load factors.

4.11.4 Large Class Formula

Load factors increase starting with the 51st student enrolled and increase by 0.02 per additional student enrolled as of census. The load factor for the class shall be multiplied by the formula: $[1 + (\text{Enrolled} - 50) \times .02]$

Example: 62 students enrolled as of census in a class with a 20% load.

$$\text{Calculated Load} = 20\% \times [1 + (62-50) \times .02] = 20\% \times 1.24 = 24.8\%$$

Typical Examples: 75 students = 1.5 multiplier. 100 students = 2.0 multiplier.
150 students = 3.0 multiplier. 200 students = 4.0 multiplier.

Hourly pay: Paid hours for large adjunct and overload classes shall be multiplied by the load factor as calculated above.

4.11.5 Block Grant Supplements

A block grants shall be provided to the appropriate division for each large class with at least 75 students. The value of the block grant shall be \$150 multiplied by the load factor. **Example:** A 75-student class would earn $1.5 \times \$150 = \225 . Each Division office shall prepare requests for large class block grant supplements by the end of the third week of the semester and submit them to the Instruction Office. Revenue to fulfill these grants shall come from existing flexible campus allocations and shall be used for professional development, travel, equipment, supplies, or other needs within the department generating the funds.

4.12 WORKLOAD FOR ATHLETICS, PHYSICAL, RECREATION AND HEALTH EDUCATION

The following clarifies the workload agreement as it relates to this division/area, especially to coaching.

- 30 formula hour system remains in effect at Modesto Junior College. At Columbia College, equated hours are used.
- Coaching hour will be equated to activity hour for full-time faculty.

- The District reserves the right of assignment to manage workload variations between non-coaching faculty and faculty with coaching assignments.
- Current maximum class size will increase by 5 students for all activity classes at Modesto Junior College and Columbia.

The current 30 formula hour departmental system at Modesto Junior College allows for coaches to fulfill their full-time load responsibility by a variety of ways: coaching, lecture classes, activity classes and reassigned time. It is possible for all coaches to work a 20-hour workload, if there are available lecture classes and/or reassigned time opportunities.

By this agreement, all coaches at both Columbia College and Modesto Junior College will be able to be within the 20-hour workload agreement.

4.13 **FACULTY ADVISING**

In the interest of uniformity and consistency, immediate administrator shall inform faculty of their obligation to offer advising through one of the following options:

1. Advising be offered during regular office hours.
2. Advising as scheduled and agreed upon by the faculty member for hourly compensation based on the formula described in Article 14, Compensation.
3. Advising as scheduled and agreed upon by the faculty member and District for in lieu credit toward Flex or Institutional Days responsibilities.

Counselors will continue to provide advising services as part of their regular assigned duties during their regular office hours. They also may provide advising during their five (5) additional responsibility days for which they already receive a stipend. While these practices continue, counselors also may participate in additional advising beyond their regular responsibility days as per Items 4.12.2 and 4.12.3. This language does not preclude other options which are agreeable to the faculty and district. It is further assumed that past practice in advising may continue.

4.14 **YFA/DISTRICT WORKLOAD APPEALS COMMITTEE**

The Yosemite Faculty Association (YFA) and Yosemite Community College District (District) will establish a joint committee for the review of workload. The committee will be named the YFA/District Workload Appeals Committee.

4.14.1 The purpose of the YFA/District Workload Appeals Committee is to hear requests regarding workload adjustment for a particular unit or division from the faculty or administrators of that unit or division. Recommendations for adjusting workload of a particular unit or division shall include the potential implications regarding cost and productivity for the unit, division, and college, and may include recommended definitions and calculation of workload. The recommendation for adjusting workload, including all documentation, will be forwarded to the appropriate Vice President and the President of both colleges for review, acceptance, and implementation. Implementation will be structured through a Memorandum of Understanding between the District and the YFA, which will be binding through the remaining term of the contract, unless subsequently amended.

- 4.14.2 The YFA/District Workload Appeals Committee will be composed of six members. The District and College Administration will select three members, and three members will be selected from faculty.
- 4.14.3 The YFA Representative Council will elect the three faculty members, nominated by the YFA Executive Board.
- 4.14.4 All six members of the committee are required to be present for business to take place.
- 4.14.5 The committee shall convene periodically to hear requests for load adjustments. The committee will hear from those requesting the review. The faculty or administrators making the request are responsible for gathering information to document the need for the proposed workload adjustment. If patterns develop in load adjustments, the committee may make a recommendation to the YFA Representative Council that the definition or calculation of workload be evaluated.
- 4.14.6 This committee shall not concern itself with allegations of the misapplication or violation of contractual workload provisions, which are dealt with through out the contractual grievance process. The committee shall not hear requests from one unit or division regarding the workload of another unit or division.
- 4.14.7 The District and the YFA Representative Council may conduct a review of this Committee and its processes as part of the annual cycle of negotiation.