**ARTICLE 4 WORKLOAD AND TERMS OF EMPLOYMENT (TA 1/15/15)**

**Section 1 Assignment**

The appropriate administrator will make workload assignments consistent with the terms of this article.

**Section 2 Student Centered Scheduling**

The parties have mutual interest in scheduling courses, services and programs in a manner which most effectively meets student demand and needs, including weekend and evening programming. Student centered scheduling has been accommodated in this contract through the following sections, and such scheduling should be undertaken consistent with these sections:

**a.** Article 4, Section ~~6~~ 7 – Working Day

**b.** Article 4, Section ~~7~~ 8 – Contractual Day

**c.** Article 4, Section ~~9~~ 10 – Alternate Contract/Summer Quarter

**d.** Article 4, Section ~~10~~ 11 – Alternative Schedules

#. Article 4, Section 13 – Counseling Extended Contracts

**e.** Article 5 – ~~Distance Education~~ Elearning

**Section 3 Workloads for Annually Contracted Academic Employees**

**a.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Program or Discipline** | **Normal Weekly Contact Hours** | **Annual Average Contact Hours F/W/S** | **Min. Weekly Office Hours** | **Other Professional Activities and Responsibilities** | **Total Weekly Responsibilities** |
| A | (See Appendix H for a list of programs and Disciplines in each category)  \* included in weekly hrs. | 15 | 45 | 10 | 10 | 35 |
| B | 18 | 54 | 7 | 10 | 35 |
| C | 20 | 60 | 5 | 10 | 35 |
| D | 22 | 66 | 3 | 10 | 35 |
| E | 23 | 69 | 2 | 10 | 35 |
| F | 25 | 75 | \* | 10 | 35 |
| G | 28 | 84 | \* | 7 | 35 |
| H | 35 | 105 | \* | \* | 35 |
| I | 30 | 90 | \* | 5 | 35 |

Normal weekly contact hours in categories A through G are increased pro rata by the number of weeks in the shortened summer quarter compared with the normal eleven (11) week quarter. For example, the normal weekly contact hours in Category A for an eight week quarter is 20.62, for a six week quarter is 27.50.

The board and the association recognize that class size is a critical component in providing quality education and maintaining standards of excellence and that such component will be given weight by CCS in making class size determinations. Department input shall be included in decisions regarding the size of classes. The determinations should focus on and incorporate student learning, outcomes, quality education in the best interest of the students, and safety and size of classroom area.

Curriculum and program development shall be implemented consistent with NWCCU Accreditation Standard 2 – Educational Program and Its Effectiveness. Academic employees who have developed curriculum proposals or updates according to college curriculum development guidelines are guaran­teed the right to present such proposals to campus curriculum committees.

**Section 4 Academic Employee Responsibilities**

Annually contracted academic employees are expected to be on campus, at a center, or at other off-campus work locations, engaged in professional responsibilities an average of thirty-five (35) hours per week. Professional responsibilities within the thirty-five (35) hour week include, but are not limited to:

* Meets or makes arrangements for all scheduled class/worksite hours;
* Provides reasonable availability and accessibility to students in a manner appropriate to meet student needs (i.e. office hours, e-mail);
* Participates regularly in district, college, division (where reasonable notice has been given) or general ~~faculty~~ academic employee meetings; in-service training; curriculum development; academic consulting; workshops or seminars (including preparation time) (see also Article 5(4g) regarding distance education);
* Shares in the responsibility to serve on district/college/division/department councils, committees or task forces; or other activities. (see also Article 5(4h) regarding distance education);
* Attends departmental meetings where reasonable notice has been given. (see also Article 5(4g) regarding distance education);
* Abides by district non-discrimination policies and is willing to make reasonable accommodations where necessary to give students of disability full access to academic programs/services;
* Engages in instructional/non-instructional professional responsibilities an average of 35 hours per week.
* Non-instructional days shall include at least the same number of hours on campus, at a center, or at other authorized off-campus work locations, as would be required on an instructional day;
* Follows established written procedures that have been clearly communicated~~;~~
* Remains generally aware of and complies with state and federal laws applicable to professional duties;
* Exercises effective stewardship of college assets/equipment as appropriate;
* ~~Faculty~~ Academic employees giving grades are responsible for communicating expectations and establishing clear grading criteria through appropriate instructional means.

Students shall be provided a comprehensive syllabus within the first week of the course term.

**Section 5 Implementation**

**a.** The workload category for all programs and disciplines is defined in Appendix H. An academic employee teaching classes in more than one (1) workload category will have workload computed on a pro rata basis.

**b.** All credit and non-credit classes offered by CCS are defined in the catalogue course listing. The definition is developed as part of the course curriculum approval process including SBCTC approval. AHE will be notified of all approved curriculum revisions.

**c. Supplemental Assignments:** Annualized overload and supplemental contracts carry an additional student accessibility responsibility beyond those required within the normal 35-hour professional responsibility requirement.

**d. Supplemental Contracts:** Primary consideration will be given to student success and instructional quality ~~needs~~ in assignment of supplemental contracts. Tenured ~~faculty~~ academic employees will be given preference to part-time assignments within their respective departments, provided academic qualifications, previous teaching experience of the course(s), department rotation systems, ability to meet professional responsibilities, specialized skill and availability of adjunct ~~faculty~~ academic employees, and budgets are considered.

If an academic employee’s load is 180% for four consecutive quarters, excluding summer, a meeting will be held during the fourth quarter between the academic employee, the dean, and the vice-president to address Article 4 (5c).

Summer session is addressed separately in Section j and k.

**e. Annualized Overload Assignments:** The annual average contact hours define the normal annual teaching workload, or 300%. The percentage of contact hours in excess of 300% shall result in such excess being paid at the adjunct ~~faculty~~ academic employee rate for the applicable workload category, provided that the annual excess is two (2) or more hours.

**f**. Team teaching assignments shall be on a pro rata basis.

**g.** **Prior Learning Assessment:** Academic employees hold the core competency for making prior learning assessments. Regardless of the method of assessment, credit may be granted only upon the recommendation of academic employees who are appropriately qualified and who are on a regular appointment with the college on a continuing basis. Compensation for assessment will be based on the amount of credit requested, not the amount of credit awarded (see Article 19 for compensation).

Academic employees will evaluate and approve all crosswalk resources for their relevance in comparison to college course offerings including the well-established ones such as American Council of Education (ACE) Military Guide.

To implement a portfolio assessment, CCS will collaborate with the appropriately qualified academic employee to determine if a need for a portfolio class exists.

CCS will contract with academic employees to develop challenge exams or consult with an appropriate academic employee to use existing comprehensive final exams. Academic employees will determine if CLEP, DANTES, DSST, Advanced Placement (AP), International Baccalaureate exam (IB), Excelsior College Exams, and others are commensurate with clearly defined learning outcomes.

**h.** College in the High School: College in the high school is a dual credit program located on a high school campus or in a high school environment in which a high school student is able to earn both high school and postsecondary credit. Decisions to participate will be made at the department level and the following will be incorporated:

* The college provides a mentor (a college academic employee who is a subject matter expert in the discipline being taught at the high school) to work with the CHS instructor on matters specific, but not limited to course curriculum, assessment criteria, pedagogy, course philosophy, and appropriate rigor to meet the learning outcomes of the college course. Mentors will meet with the CHS instructor no fewer than twice during a high school semester and schedule at least one classroom observation.
* Although college mentors do not teach the CHS course, they are the listed instructor of record who oversees quality assurance and will assist the CHS instructor to submit student grades.
* Concurrent enrollment courses offered in the high school are the equivalent to courses offered on-campus at the sponsoring college.
* Students enrolled in concurrent enrollment courses are held to the same standards of achievement, which includes the same prerequisite requirements and grading standards, as students in on-campus courses.
* The Northwest Commission on College and Universities states, “Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.” Therefore, CCS academic employees are solely responsible for curriculum and learning outcomes.
* Professional Development activities including discipline-specific training for course curriculum and assessment criteria, pedagogy, course philosophy and administrative responsibilities will be provided to any faculty participating in such programs to maintain collegial interaction to address content, course delivery, assessment and evaluation of course offerings.
* Instructors teaching college courses through the concurrent enrollment program must meet the academic department’s requirements for teaching college courses.
* Annually contracted and adjunct faculty at CCS are eligible to teach as well as mentor College in High School program courses.
* High school instructors must comply with the college’s expectations as communicated by the college mentor for CHS courses in order to continue participation.

**i.** The workload for a one hundred percent (100%) assignment in the cooperative education program is defined as sixty (60) students for work experience and is in Category A for overload purposes. The workload for co-op seminar will be the same as the predominant category for the discipline or program in Appendix H. Cooperative education includes those programs with activities defined as community based learning and includes internships or practicums; the same workload guide- lines apply.

The typical minimum responsibilities for cooperative education include advising and selecting students, placing students in work experience sites, improving student adjustment to the work environment, improving on the job training, coordinating classroom instruction with on the job training, assisting students with personal adjustments, promoting the program among employers and students, and contacting each student in both seminars or conferences and supervised work experience.

**j.** Academic employees shall not be required to substitute as part of their normal assignments.

Substitute assignments will be paid at the substitute rate, provided such activities are assigned and authorized in advance by the appropriate administrator. Nothing herein shall be construed to preclude voluntary substitution or to require the use of substitutes by CCS (see Article 7(1c) regarding unpaid substitute limitations).

**k.** Summer course offerings shall be based on student needs and sound scheduling practices. Summer school assignments shall normally be less than a full load, except in block programs.

**l.** Annually contracted academic employees will be given preference for part-time assignments in summer within their respective departments, provided academic qualifications, previous teaching experience of the course(s), department rotation systems, and budgets are considered. The appropriate administrator shall make the final selection based upon these criteria.

**Section 6 Reassignment**

**a.** Academic employees shall normally perform the responsibilities of their position, but occasionally partial reassignment of normal responsibility is necessary and desirable to accomplish special projects, research, curriculum projects, ~~staff~~ professional development, and other activities.

**b.** All reassignments require the written approval, in advance, of the college president ~~or the IEL CEO~~.

**c.** Academic employees authorized for partial reassignment will be selected based on qualifications, program need, and impact on normal department activities. The department chair and the AHE will be informed prior to ~~of~~ all reassignments.

**d.** Partial reassignments are for one (1) quarter duration only and may be renewed if appropriate.

**e.** The time available for reassignments will be based pro rata on the total weekly responsibility. For example, one third (1/3) reassignment will be one third (1/3) of thirty five (35) or eleven and seven tenths (11.7) hours per week and shall be prorated among the weekly contact hours, office hours, and other responsibility hours.

**f.** ~~An average of one third (1/3) reassigned time shall be provided for a nursing program director, who shall be appointed by the appropriate administrator. The nursing program director may request additional release time under Sect. 6a., which will not count against the one-third (1/3) average.~~

**g.** Full and/or partial reassignment and release from the normal responsibilities lasting one (1) quarter or more will be accomplished in the following manner:

**1.** Potential job reassignments of two or more quarters will be posted in the college president’s office and generally announced to college ~~faculty~~ academic employees. Interested college ~~faculty~~ academic employees will be given an opportunity to submit a letter of interest as application for the reassignment. Following consideration of those applications the appointing authority retains right to select and assign. Exempted are those reassignments made for non-project based reasons (i.e. medical accommodation, personal, disciplinary).

**2.** An annual list will be made available to ~~faculty~~ academic employees and the AHE by college administration listing all college reassignments or granted releases for that academic year. Exempted are those reassignments made for non-project based reasons (i.e. medical accommodation, personal, disciplinary).

**3.** The academic employee offered the full reassignment will, with acceptance, be appointed to a temporary one hundred seventy five (175) day ~~faculty~~ academic employee position at the annual contract rate in workload Category H. Extensions to this assignment, when authorized, will be at the non-instructional hourly rate.

**4.** The full reassignment is for a maximum of one (1) year and may be renewed if appropriate.

**5.** At the conclusion of the reassignment, the academic employee will return to her/his regular position or an equivalent position.

**Section 7 Working Day**

For instructional employees, morning, afternoon, and evening shall each be considered a time block. Such academic employees will not be assigned to more than two (2) consecutive time blocks in any one (1) day unless required to maintain a full load. When such scheduling is required, assignments shall be given to those academic employees with least seniority, provided qualifications are equal as determined by the appropriate administrator. Any dispute regarding such assignment shall be referred to the Joint Executive Committee.

When courses are canceled after the schedule is published, the affected academic employee may be assigned a split shift to complete the employee’s workload.

This section does not preclude voluntary assignments.

**Section 8 Contractual Days**

The number of contracted days for annually contracted academic employees shall be one hundred seventy five (175) as scheduled in the approved college calendar. Scheduling of such days shall be approved by the board of trustees. Additional calendars may be approved for non-traditional pro­grams. The one hundred seventy five (175) day assignment for academic employees may be different than those days in the academic calendar upon mutual agreement between the academic employee and the college president ~~or the IEL CEO~~. In departments such as nursing where state legislation, pro­fessional licensing, or curriculum requirements require a four (4) quarter curriculum, the one hundred seventy five (175) days may be assigned to include the summer quarter. In such instances, each sum­mer day shall be counted on a prorated basis, for example for a 5 credit lecture course over four days per week, the class times would be: for 6 week schedules, 92 minutes per class; for 7 week schedules, 80 minutes per class; and for 8 weeks schedules, 70 minutes per class. Such assignments shall be made on a case by case basis by mutual agreement of the annually contracted academic employee and the college president ~~or the IEL CEO~~.

**Section 9 Academic Calendar**

The academic calendar will be developed by mutual agreement between CCS and the AHE provided that the days of instruction range from one hundred sixty five (165) to one hundred sixty-seven (167), that the legal holidays be observed, and that all parties agree that all classes must meet according to the official final exam schedule. The parties must agree on the calendar no later than December 1, two (2) years in advance and any adjustments are subject to final approval by the board of trustees.

**Section 10 Alternate Contract/Summer Quarter**

Upon mutual agreement between a tenured academic employee and the appropriate administrator(s), summer quarter may be worked in lieu of a regular quarter. In such instances, weekly contact hours shall be adjusted to reflect the summer schedule, and compensation shall be the same as if the regu­lar quarter had been worked. The academic year begins with the summer quarter; thus, the academic employee would be assigned to work the summer quarter of that year plus two more quarters.

**Section 11 Alternative Schedules**

The one hundred seventy five (175) day assignment for those academic employees with primary as­signments as counselors or librarians, may be scheduled for days different from the academic calen­dar between the start of fall quarter and the end of spring quarter. This requires that the department chair coordinate the work schedule for administrative approval and that there be mutual agreement between the academic employee and the appropriate administrator.

**Section 12 Summer Quarter, Counselors and Librarians**

Summer quarter for those academic employees with primary assignments as counselors or librarians is defined by the completion of 280 hours between the last day of spring quarter and the first day of fall quarter up to a maximum of forty (40) days upon mutual agreement between the academic em­ployees and the appropriate administrator. Time worked in addition to the seven (7)-hour day or the two hundred eighty (280) hours will be at the hourly rate, unless otherwise accounted for in an ap­proved extended contract.

**Section 13 Counseling Extended Contract**

The option of an extended contract to cover non-contractual periods exclusive of the normal academ­ic year or for days in excess of the summer contract defined in Section 11 above, will be available to full-time academic counselors. This contract option will be an extension of the normal 175 academic calendar day contract.

An administrator may offer and each counselor may~~, with administrative approval,~~ accept an extended day contract in addition to the normal 175-day contract at the current rate of pay. The contract exten­sion load authorization must be submitted to the Human Resources Office in full days. The total num­ber of days for this extended contract plus the 175 academic calendar days contract will not exceed 200 contract days.

The department chair will develop, in consultation with his/her department colleagues, proposed schedules for the following quarter and will submit proposed schedules to the appropriate administra­tor as follows:

**Quarter Being Scheduled Schedule Due to Appropriate Administrator**

Fall 14 calendar days after the start of Fall quarter

Winter 14 calendar days prior to the end of Fall quarter

Spring 14 calendar days prior to the end of Winter quarter

Summer 14 calendar days prior to the end of Spring quarter

Hours may be combined to total full workdays when in the best interest of student needs. Every effort will be made to ensure counselor availability during all periods outside of the summer quarter neces­sary to meet student and college needs. The final schedule will be developed in consultation with the appropriate administrator, who will have final approval and shall give notice to the department chair of that approval within five (5) working days.

Scheduling and extended contracts will occur initially within the appropriate organizational unit only. Remaining available extended contract days may be offered to counselors from other organizational units, after final approval of schedules has been made by the appropriate administrator, by contacting the other unit’s department chair(s). Those remaining days will be assigned by seniority basis of those counselors having expressed interest.