

FACULTY FORUM PROPOSAL – May 28, 2026

ARTICLE 8-- ARTICLE 11 - TEACHING ASSIGNMENT, COMPENSATION, AND AGREEMENTS

~~Faculty members, regardless of teaching mode, will be regularly available to students and colleagues on the COCC campus(es) in person.~~

8.4. 11.1 Equitable Workload Expectations and Working Conditions

- (a) The College and the Forum agree that faculty members have a right to a fair and equitable annual workload. While a full-time faculty member's primary assignment may include teaching requirements, advising, assessment, and curriculum development, the College will strive to keep each individual faculty member's workload in these areas reasonable and appropriate. When the responsibilities of a faculty member in any of these areas exceeds standard expectations, the College has a responsibility to work with that faculty member, their department chair, and their Instructional Dean to determine appropriate release time or compensation for that additional work.
- (b) The College and the Forum will cooperate in making reasonable accommodations for faculty members with disabilities.
- (c) The College agrees not to make substantive changes to faculty workload expectations or working conditions during the life of this Agreement without written notice and approval by the Forum in association with Faculty Senate or through any other mutually agreed upon process.
- (d) The Artificial Intelligence (AI) committee will be responsible for reviewing the impact of AI on faculty workload to ensure adoption of technologies or development of College policies do not lead to unreasonable increases in workload, in alignment with the values and provisions in this Article.

8.2. 11.2 Assignment for Loads

As defined here, a full load will normally be 45 load units per academic year with a minimum of 44 load units scheduled each academic year. ~~Load may be provided for teaching (see 11.4, 11.7, and 11.8) or similar duties (such as those performed by Faculty Librarians); regular non-instructional work (see 11.5[b], [c], [d], and [g]); and excessive or unusual primary assignment duties (see 11.5[a], [e], and [f]).~~ Loads are analyzed on a quarterly basis by the College for planning and scheduling procedures but shall be computed for obligation purposes at the end of each academic year, or in accordance with Article ~~8.8(b)~~ **11.9(b)** for faculty on an alternate contract year. ~~Faculty members, regardless of teaching mode, will be regularly available to students and colleagues on the COCC campus(es) in person.~~

8.3. 11.3 Full-Time Faculty Teaching ~~Load~~ Assignment

- (a) Full-time faculty can be assigned to teach in all areas of the district and across all time blocks. ~~Faculty may decline an assignment to teach on multiple campuses on the same day or with a break of more than six (6) hours between classes without prejudice.~~
- (b) The College will provide ~~a minimum of one~~ two terms notice of scheduling outside ~~and~~ a faculty member's home campus or in early morning (start time before 8 am) or evening (start time after 5 pm) time blocks, unless mutually agreed upon by the faculty member and the College.

- (c) Full-time faculty may appeal an assignment to teach outside of their home campus or in the early morning or evening if doing so presents a particular hardship. Such appeals should be submitted in writing to the ~~Vice President of Academic Affairs and the~~ faculty member's Instructional Dean, ~~with a copy going to their department chair and the Faculty Forum President.~~ If the appeal is not granted by the Instructional Dean, the faculty member may appeal to the Vice President of Academic Affairs. The VPAA's decision will be distributed to all interested parties in writing within ten (10) business days.

~~The College will determine the instructional mode and assign teaching load units as described in 8.3.~~

8.4. 11.4 Credit Classes

For the purposes of assigning load units (LU) for credit classes, unless expressly stated otherwise in Article 11.4, the enrollment report at the end of the second week will be used to determine applicable class size. The College will determine the instructional mode of classes and assign teaching load units for credit classes as follows:

- (a) Standard Modes: ~~Lecture, Lecture-Lab, Lab.~~ One (1) student contact hour per week for a term equals ~~one (1) LU.~~ The College utilizes the standard descriptions for instructional modes, as defined by the Office of Community and Workforce Development (CCWD).
- i. Lecture Mode: ~~An instructional setting in which the instructor delivers information with limited student discussion (CCWD). One (1) credit of Lecture equals ten (10) contact hours of lecture (e.g. one hour per week for ten [10] weeks), assumes an additional twenty (20) hours of study for students (e.g. two hours per week for ten [10] weeks), and equals one (1.0) load unit.~~
 - ii. Lecture-Lab Mode: ~~An instructional setting in which the instructor gives short presentations and supervises student application of content (CCWD). One (1) credit of Lec-Lab equals point eight-five (0.85) load unit. twenty (20) contact hours of lecture (e.g. two [2] hours per week for ten [10] weeks), assumes an additional ten (10) hours of study for students (e.g. one hour per week for ten [10] weeks), and equals three fourths (0.75) load unit.~~
 - iii. Lab Mode: ~~An instructional setting in which students work independently with the instructor available and in the instructional area for assistance and supervision (CCWD). One (1) credit of Lab equals point eight-five (0.85) load unit. thirty (30) contact hours of lab (e.g. three hours per week for ten [10] weeks), assumes all learning occurs in the lab itself. Lab Mode B: One (1) hour per week for a term equals seven tenths (0.7) load unit. Lab Mode A (Physical Activity/HPPA): One (1) hour per week for a term equals six tenths (0.6) load unit.~~
- (b) Nursing Health Careers Clinical Instruction: One (1) hour per week for a term equals point nine (0.9) load unit. ~~eight tenths (0.8) load unit one (1) LU.~~ The courses that this load unit rate applies to are only the following courses:

~~NUR 103 and 104~~

~~NUR 106, 107 and 108~~

~~NUR 206, 207 and 208~~

- i. The College will be responsible for the cost of any required licensure for ~~clinical~~ instructors' primary assignment duties, including needed continuing education (i.e. an Oregon RN license for Registered Nurses in a clinical setting); these funds shall not be deducted from an instructor's regular department professional development or PIP accounts.

(c) Writing: Teaching Assignments in ~~select~~ the following Writing courses with enrollments of ten (10) or more students receive an additional .75 LU: {WR121Z, WR 121Z + seminar{(combined enrollment total of linked section)}, WR 122Z, and WR 227Z}~~receive an additional .75 LU when the fourth week enrollment shows ten (10) or more students.~~

~~(d) Math: Teaching assignments in the following gateway Math courses will receive one (1) LU per student contact hour per week with a maximum class size of twenty-five (25) students per section:- MTH 105Z, MTH 111Z, MTH 112Z, MTH 251Z, MTH 252Z, and STAT 243Z.~~

(d) Music Loads:

- Lecture/~~discussion~~ classes, & major ensembles, and small ensembles are compensated at one (1) LU per ~~4~~ contact hour per week
- ~~Small ensembles at 0.67 LU per 1 contact hour per week~~
- Private lessons: ~~This load will be computed~~ are compensated at 0.2 LU per private lesson, plus the amount equal to the current ~~lesson~~ fee assessed for private lessons.

(e) CWE practicums: All CWE practicums (except those listed below in ~~8.3 [h] and [i]~~ 11.4[g] and [h]) will be compensated at 0.25 LU per student enrolled ~~(based on fourth week enrollment).~~

(f) Allied Health: : Required off-campus CWE practicums in Dental Assisting, Medical Assistant, Veterinary Technician, Health Information Management, ~~and~~ Pharmacy Technician, ~~and~~ Paramedicine will be compensated at 0.5 LU per student enrolled ~~(based on fourth week enrollment).~~

(g) Early Childhood Education: ECE classes that are a combination of lecture and practicum/CWE will be compensated as follows:

- i. Four (4) credit lecture class: three (3) ~~load units~~ LU for lecture and 0.25 per student per practicum. The amount of compensation for the practicum will not exceed ~~3.75~~ 5 LU.
- ii. Three (3) credit lecture class: two (2) ~~load units~~ LU for lecture and 0.25 per student per practicum. The amount of compensation for the practicum will not exceed ~~3.75~~ 5 LU.

~~Upper Division: Upper division courses of 3 credits or more carry one (1) additional load unit over the load otherwise calculated in 8.3. Normally, no more than 15 load units of upper division courses per year may be taught by a full-time faculty member per contract year.~~

(h) Large Class Size: ~~Faculty members of non-lab courses in science, and of courses in all other disciplines receive additional load~~ Load for large class sizes will be increased according to the following schedule ~~(based on fourth week enrollment):~~

~~i. Non-lab courses in science and courses in all other disciplines:~~

~~36-50 students Base LU X 1.125~~

~~Over 50 students Base LU X 1.25~~

~~ii. Science classes with labs attached to the lecture section:~~

~~51-60 students Base LU X 1.125~~

~~61-70 students Base LU X 1.25~~

~~71-80 students Base LU X 1.375~~

~~81-90 students Base LU X 1.5~~

~~Over 91 students Base LU X 1.625~~

~~41-50 students .5 LU added to base load for course~~

~~Over 50 students 1 LU added to base load for course~~

~~Faculty members of science classes with labs attached to the lecture sections receive additional load according to the following schedule (based on fourth week enrollment):~~

~~51-60 students .5 LU added to base load for course~~

~~61-70 students 1 LU added to base load for course~~

~~71-80 students 1.5 LU added to base load for course~~

~~81-90 students 2 LU added to base load for course~~

~~Over 91 2.5 LU added to base load for course~~

- (i) Assignment(s) Off Home Campus: faculty teaching off their home campus will receive an additional 0.5 LU when the enrollment of at least one class is ten (10) or more students. This additional load is calculated per ~~travel~~ weekly in-person class day(s) rather than per course/section.
- (j) Deer Ridge Correctional Institution (DRCI): all courses taught at DRCI will receive an additional 1 LU. These courses are excluded from the additional load specified in 11.4(i).

~~8-5-~~ 11.5 Non-instructional Load

The calculation of a faculty member's total load should not only consider teaching credit courses, but also non-instructional duties and responsibilities that contribute to an individual's overall workload. The College and the Forum are committed to ensuring an equitable, reasonable total workload for every faculty member and will assign non-instructional load, either on a recurring or occasional basis, in recognition of duties beyond standard workload expectations. The College will provide a projected report of non-instructional load totals to the FFEC and Faculty Senate at the beginning of each academic year and an actual report at the end of each term.

- (a) Advising: The College recognizes that faculty provide guidance for students in their academic and career planning, both in regards to progressing in their programs at COCC and beyond. Tenured, Probationary, and Temporary faculty shall be expected to participate in student advising throughout their time at the College. Faculty who engage with students on a reoccurring and sustained basis beyond a minimum of thirty-five (35) ~~registered~~ advisees ~~may request up to three (3) load units per academic year with approval from the Vice President of Academic Affairs. The College will make every effort to keep advising loads for individual faculty under thirty-five (35) registered students;~~

~~efforts will include training additional faculty to advise in areas with high advising loads, assigning students to CAP Services advisors trained in specific disciplines, or other strategies, when appropriate. The College reserves the right to not assign more than thirty-five (35) advisees to any individual faculty member. Note that advising may also change as the College explores new ways of addressing student success and progression (this may include Guided Pathways, for instance).~~ will be assigned non-instructional LU according to the following schedule:

Average Number of Advisees over 35	Load Units Assigned
105+	3 LU
89-104	2.5 LU
71-88	2 LU
53-70	1.5 LU
36-52	1 LU

- i. A reasonable load prediction will be used for scheduling purposes but the actual amount a faculty member receives will be based on the totals at the end of the academic year. If a faculty member's total load goes above the overload limit specified in 11.9(c) because of advising, they shall receive compensation for that additional load.
 - ii. The College will make every effort to keep advising loads for individual faculty under thirty-five (35) students; efforts will include training additional faculty to advise in areas with high advising loads, assigning students to CAP Services advisors trained in specific disciplines, or other strategies, when appropriate. The College reserves the right to not assign more than thirty-five (35) advisees to any individual faculty member.
- (b) ~~Department Chair and Program Director Load: The compensation model for chairs and program directors is published in the chair and program director manuals and reviewed annually at chair/program director work days for discussion and input before Vice President of Academic Affairs approval. Upon request, the VPAA will share the compensation model with FFEC. Alterations to the model would be made via normal shared governance procedures (i.e. work group would be convened to propose changes to the VPAA) and shared with Chairmoot, CTE Council, and Faculty Senate for information and comment. The role of faculty Department Chairs is to provide academic and administrative leadership within established departments. This role includes:~~
- Class scheduling
 - Working with faculty to assign classes
 - Department budget oversight and signing authority
 - Curriculum leadership
 - Assessment leadership
 - Communication and networking with other departments as needed
 - Department advocacy and primary point of contact for communication with Instruction
 - Attendance at Chairmoot meetings and 1:1 meetings with Instructional Dean
 - Coordination with Program Directors or Discipline Coordinators within the department

- Coordination with department Administrative Assistant for departmental support work
 - Planning and leading regular department meetings
 - Recommending new part-time faculty for hire
 - Part-time faculty observations
 - Mentoring new full-time faculty
 - Serving on full-time faculty peer teams and writing faculty peer team letters
 - Serving on full-time faculty hiring committees
- i. This role does not include any formal supervision or evaluation of faculty in the bargaining unit, including Designated Evaluator duties (i.e. writing DE letters, ARA comments, etc.), which would be a violation of **Article 1.3**. Department chairs may act as peer evaluators.
 - ii. To be eligible to serve as Department Chair, a faculty member must be tenured. Faculty already serving as Department Chair who are untenured but are eligible to stand for tenure in the first year of this Agreement may continue in their role. By the second year of this Agreement, all Department Chairs must be tenured faculty.
 - iii. The base load for all Chair work is a minimum of 33 LU/contract year. Additional non-instructional load may be available by working with the Instructional Deans to determine what is reasonable for additional duties.
- (c) Program Director: The role of faculty Program Directors is to provide academic and administrative leadership to a program. This role includes:
- Assisting Department Chairs with class scheduling
 - Working with faculty to assign classes
 - Curriculum leadership
 - Assessment leadership
 - Attendance at CTE Council meetings and 1:1 meetings with Department Chair
 - Mentoring new full-time faculty
 - Serving on full-time faculty peer teams
 - Serving on full-time faculty hiring committees
 - Part-time faculty observations
- i. This role does not include any formal supervision or evaluation of faculty in the bargaining unit, including Designated Evaluator duties (i.e. writing DE letters, ARA comments, etc.), which would be a violation of **Article 1.3**. Program directors may act as peer evaluators.
 - ii. The base load for all Program Director work is a minimum of eleven (11)42 LU/contract year. Additional non-instructional load will be available by working with the Instructional Deans to determine what is reasonable for additional duties
- (d) Recurring Non-instructional Load: The College will assign Load Units for the following recurring positions/activities according to this schedule, subject to completion of the activity or duties associated with the position:

Position/Activity	Load Units Assigned
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Cadaver Coordinator	2 LU
Chemical Hygiene Officer	2 LU
CIS – Pioneer Data Center Administrator	2 LU
Coordinator - CAFE	22.5 LU
Coordinator - Composition	4 LU
Coordinator - Developmental Literacy	4 LU
Coordinator - Developmental Math	4 LU
Coordinator – DRCI Program	12 LU
Coordinator – Engineering Program	4 LU
Coordinator - Gateway Math	4 LU
Coordinator - HD Program	6 LU
Coordinator - Medical Assistant Lab	1 LU/term, up to three (3) terms
Coordinator – Pinckney Gallery and Other Display Spaces	3 LU/term
Dental Lab Coordinator	1 LU/term, up to three (3) terms
Dental Clinic Coordinator	6 LU total*
Dental Clinic Facilitator	3 LU/term, up to three (3) terms
Equipment Maintenance	1 LU/term, up to three (3) terms
LMT Clinic Scheduling	4 LU total*
Music – Band Administrator	2 LU/term, up to three (3) terms
Music – Chorale Administrator	2 LU/term, up to three (3) terms
Music – Symphony Administrator	2 LU/term, up to three (3) terms
New FT Faculty Orientation	1 LU/term, up to three (3) terms
Nursing Coordinator – 1 st Year	3 LU total*
Nursing Coordinator – 2 nd Year	3 LU total*
Nursing ACE & Clinical Coordination – 1 st Year	5 LU total*
Nursing ACE & Clinical Coordination – 2 nd Year	5 LU total*
Nursing LRC Coordinator	22.5 LU total*
Nursing LRC Curriculum Coordination – 1 st Year	3 LU total*
Nursing LRC Curriculum Coordination – 2 nd Year	1 LU total*
Physiology Lab Testing	2 LU/term, up to three (3) terms

Chair of Faculty Senate	12 LU
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**total load can be distributed among multiple faculty members*

- i. This chart does not include regular non-instructional load for faculty librarians, as such work is part of their primary assignment.
 - ii. When necessary, written descriptions of positions duties should be on file with both the department and FFEC. These descriptions may not be changed during the life of this Agreement without notice and without the approval of FFEC.
 - iii. When necessary, Department Chairs or Program Directors may work with their Instructional Deans to create new recurring positions that meet the workload needs of the Department or Program.
- (e) Higher Education Coordinating Commission (HECC) Administrative Work: The College recognizes the labor inherent in statewide administrative work conducted through the HECC, such as but not limited to participation in statewide workgroups mandated by the legislature. The College will assign load units or provide a stipend for this work according to the following schedule, subject to completion of the activity or duties associated with the position:

Committee	Load or Stipend for General Member	Load or Stipend for Chair/Co-Chair
Common Course Numbering (CCN) – New	1.5 LU or \$1,225	2 LU or \$1,400
Common Course Numbering (CCN) – Maintenance	\$210	\$350
Major Transfer Map (MTM) – New	1.5 LU or \$1,225	2 LU or \$1,400
Major Transfer Map (MTM) – Maintenance	\$210	\$350
Non-curricular Subcommittees (General Education, Systems & Operations, or Outcomes Assessment)	1.5 LU or \$1,225	2.5 LU or \$1,890

- i. Maintenance work will be compensated by stipend only.
 - ii. Faculty in new CCN or MTM groups or Non-curricular Subcommittees must be compensated by load units if they are underloaded (fewer than 45 LU for the year), after which point they may be compensated by a partial stipend.
 - iii. Faculty participating in similar work not specifically mentioned here should receive a similar amount of compensation commensurate with the task(s).
- (f) Special Assignments of Non-Instructional Load or Stipend: Special assignments or projects may be given a load unit equivalent or stipend. Individual faculty, Department Chairs, Program Directors, or Instructional Deans may request such load or stipends and the Vice President of Academic Affairs

will approve all awarding of stipends or assignments of release time, non-teaching, administrative, or planning duties, or the like.

- i. Faculty may appeal the denial of a request for non-instructional load or stipend within seven (7) days of notice of the VPAA's decision. In such cases, an ad hoc committee will convene within seven (7) days of written notice of an appeal. This committee shall consist of one faculty member and one administrator selected by the VPAA and one faculty member and one administrator selected by the Faculty Forum President. The committee shall review the faculty member's appeal along with any relevant information or data and make a decision within fourteen (14) days. Ties will be broken by the President of the College.
- ii. Load for special assignments or projects will be shared with FFEC at the beginning and end of each academic year.

~~No faculty member shall be assigned release time, non-teaching, administrative, or planning duties, or the like without approval of the Vice President of Academic Affairs. Load for special assignment will be shared with FFEC at the beginning and end of each academic year.~~

~~The College recognizes the labor inherent in required administrative work, such as but not limited to participation in statewide workgroups mandated by the legislature (such as Major Transfer Map or Common Course Numbering groups.) Faculty participating in this work may receive load release appropriate to the task; specific amounts should be determined in consultation with relevant faculty, their chairs, and Instructional Deans, and approved by the Vice President of Academic Affairs. Load for such work will be shared with FFEC at the beginning and end of each academic year.~~

~~The Chair of Faculty Senate shall be awarded four (4) load units of release time (or overload at the discretion of the Chair) during their year of service.~~

- (g) The President of the Faculty Forum shall be awarded ~~twenty-four (24)~~ up to thirty-two (32) load units of release time (or overload at the discretion of the Faculty Forum President) to be distributed over a two-year term, subject to payment for the released time by the Faculty Forum. A minimum of eight (8) ~~and no more than sixteen (16)~~ load units of release time may be taken in a single year ~~academic year must be taken each of the two years~~ of the term. ~~The College and the Forum will pay in equal parts for the release time;~~ Payment shall be at the relevant overload rate.

8.6. 11.6 Distance Instruction Education

The College and the Forum recognize the dynamic nature of instructional modalities and that new technologies can result in new pedagogies quickly. The College acknowledges that developing and maintaining quality instruction in distance formats can require additional labor on the part of faculty.

- (a) Definition of Distance Instruction: Distance Instruction, as defined by the **State Authorization Reciprocity Agreement (SARA)** Policy Manual, is instruction offered by any means where the student and faculty member are in separate physical locations. It includes, but is not limited to, online, interactive video, and correspondence courses or programs. ~~This definition allows for up to six hours of in-person interaction per term.~~ Furthermore, the following student-facing definitions shall

apply:

- i. Online courses: primarily asynchronous courses with up to six (6) hours of in-person interaction per term.
 - ii. Remote courses: primarily synchronous courses mediated through a video conferencing system, such as Zoom or Microsoft Teams, with up to six (6) hours of in-person interaction per term.
 - iii. Hybrid courses: a combination of synchronous and asynchronous instruction (either online or remote) where no more than half of the student-facing time for the term is in person (i.e. one day a week in person, one day online.)
 - iv. Streaming courses: primarily synchronous courses where a significant portion of registered students attend class in a different location from the instructor and other students, and course content/lecture is delivered via streaming technology.
 - v. HyFlex courses: a flexible model where instructors deliver the same content in-person, synchronously online (live via a video conferencing system), and asynchronously (recorded/on-demand), letting students choose their participation mode for each class session.
- (b) Support for Distance Education: The College recognizes that there are four components of quality distance instruction: content, design, technology, and pedagogy. While ~~faculty instructors have the~~ ~~bring disciplinary~~ content expertise, the College agrees to support ~~instructors~~ ~~faculty in instructional design, technology integration, pedagogical best practices, and means of maintaining accessibility and regular and substantive interaction (RSI) compliance design (including accessibility), technology, and pedagogy.~~ No member of the faculty shall be required to participate in distance education courses or programs without adequate preparation, training, and support. The College agrees to maintain support in the following areas:
1. The College will continue to provide a well-equipped physical work and training space for distance instructional support. This space will provide equipment faculty can check out for use outside of the studio space that includes but is not limited to: laptops with appropriate software pre-installed, microphones, cameras, and tripods. The space will also include a production studio where faculty can create materials for their distance education courses. Qualified assistance will also be available to help faculty use the provided resources.
 2. The College will continue to maintain a collection of best practices for distance teaching. This collection should include significant resources on distance pedagogy as well as technological support. These best practices should be developed and updated on an ongoing basis by qualified faculty and staff and supported by data and analytics supported by the College. Access to this collection should be centralized and easily accessible to faculty (e.g. in the Instructional Resources area of the intranet ~~or in physical form in the Center for the Advancement of Faculty Excellence [CAFE]~~).
 3. The College will continue to provide orientation and technical support for both faculty and students. For faculty, distance education training should include LMS training, design and

accessibility support, a pedagogical orientation, and ongoing quality review beyond the initial course (including both peer and external review as needed). The College will continue to provide a more robust preparation for distance education students, **including an orientation that requires quality-control checks**, and ongoing support for students taking these courses, such as but not limited to, technological troubleshooting, advising, and other support services.

4. ~~Within the first year of this Agreement, the College will establish a Distance Education work group (which may take the form of a standalone committee or a branch of an existing committee, such as the Teaching and Learning Committee.) This group will be charged with advising on best practices for distance education and for reviewing and recommending faculty applications for Distance Education Overhaul Grants to the Vice President of Academic Affairs for approval (see 8.5(f).)~~ Before faculty members are eligible to teach distance education courses, they must successfully complete the **College's** Online Teaching Certification course or meet the exception criteria. **Full-time and Adjunct faculty shall be compensated for completing the OTC course at the current College hourly rate for non-contract work.**
- (c) Timely notice: In order to provide sufficient time to prepare and utilize resources in developing a distance education course, faculty shall be given a minimum of nine (9) months' notice of the assignment of a distance education class. Upon mutual consent of the faculty member and the College, the nine-month notice period may be waived.
- (d) In the case where there is a particular disagreement between faculty and the Instructional Dean in the matter of whether a course is appropriate for a distance format, the situation shall be referred to the Vice President of Academic Affairs for further consideration. The final decision as to whether a course will be taught as a distance education class rests with the VPAA.
- (e) Assignment to teach a class in a distance format may be declined without prejudice **and without any meaningful impact to a significant set of courses (see Article 18.5[b]iii)** by a faculty member when the distance mode of instruction is inconsistent with the faculty member's teaching style or pedagogy.
- (f) Compensation for Distance Education Courses Development: ~~The College will assign load units or provide a stipend for distance education teaching, course development, and course maintenance, according to the following schedule:~~

Distance Education Development Stipend 1 Faculty member teaching a distance education course for first time ever at COCC	Distance Education Development Stipend 2 Faculty member has taught a distance education course before, but is teaching a new to them distance education class	Distance Education Major Overhaul Grant Faculty member making major changes to previously taught distance education course
\$400/weekly contact hour	\$300/weekly contact hour	\$200/weekly contact hour

Type of Course	Load Unit Equivalent
First-time ever Online, Remote, Hybrid, Streaming, or HyFlex course	1.5 times base load of course
New Online or Remote course after the first	1.3 times base load of course
Repeated Online or Remote course	1.2 times base load of course
New Hybrid, Streaming, or HyFlex course	1.15 times base load of course
Repeated Hybrid, Streaming, or HyFlex course	1.1 times base load of course

- i. Adjunct faculty may be compensated by stipend rather than load units for up to 2 LU above 37.9 for the academic year, when the additional load is a result of an online teaching assignment. Stipends will be calculated at the faculty member's hourly rate.
- ii. In cases where faculty need to make significant changes to an existing online course beyond regular maintenance (i.e. to account for substantial changes in the content of a field or discipline, or significant changes in course outcomes or accreditation requirements, etc.), they may request the New Online or Remote or New Hybrid, Streaming, or HyFlex load rate for such instances. Such requests should be submitted to the Distance Education Committee at least one (1) contracted term before the updated course will be taught, although reasonable exceptions should be made when courses are assigned within a shorter time frame by mutual agreement.

(g) Distance Education Committee (DEC): The DEC is charged with advising on best practices for distance education, including quality and accessibility review standards, and for reviewing and approving faculty requests for additional load for significant course changes (see 11.6[f]ii.)

~~(g) Timing of stipend requests and payment: Faculty members applying for Distance Education Stipends (1 or 2) must complete and submit the Distance Education Development Request Form to their department chair at least one (1) week prior to the start of the term in which they are teaching the class for which they are requesting the stipend. The department chair must submit the form to the Vice President of Academic Affairs at least four (4) days prior to the start of the term. Compensation via stipend will be paid once the class has been taught.~~

~~(h) Timing of grant requests and payment: Faculty members applying for the Distance Education Major Overhaul Grant should allow reasonable time to update their courses and for the Distance Education work group to review their requests and provide their recommendation to the Vice President of Academic Affairs (see Article 8.5(b)4.) For this reason, grant requests should be submitted a minimum of two (2) contracted terms before the updated course will be taught. Compensation will be granted once the overhauled class has been taught.~~

~~8.7.~~ 11.7 For Noncredit Classes

Load units assigned to full-time faculty to teach non-credit courses not specifically addressed in the Contracted Training Section (Article ~~8-8~~ 11.10) will be determined by the College as above. A range

between ~~75~~ seventy-five percent (75%) and one hundred percent (100%) of normal load will be paid for those load units.

~~8.8.~~ 11.8 Overloads

- (a) A load of greater than forty-five (45) load units is an overload by the number and fraction of load units in excess of forty-five (45).
- (b) Overloads will be computed at the end of each academic year. Under exceptional circumstances, up to two-thirds (2/3) of the anticipated overload may be paid at the end of the quarter in which it is earned.
- (c) Normally, no more than eight (8) LUs of overload in a contract year will be assigned or compensated. ~~N to any faculty member, and no~~ faculty member shall be required to teach a class that would result in ~~three (3)~~ one (1) or more load units of overload in a single academic year.
- (d) By the third week of Spring term, the College will provide a list of all overloaded faculty members to FFEC, including names and number of overloaded LUs.
- (e) A faculty member who believes their workload to be excessive for any reason, including but not limited to excessive course development or preparation responsibilities in a given term or academic year; coordination and self-studies for accreditation, assessment, or Department and Program Review; or additional administrative work, may request an administrative review by their Instructional Dean or appropriate management supervisor. This review shall be completed within a reasonable period of time (no more than fourteen [14] business days), and a written summary with recommendations shall be furnished to the faculty member, the College, and FFEC.

~~8.9.~~ 11.9 Contract Year

- (a) Members of the Faculty Forum contracted with the College serve a total of ~~479~~ 173 days each academic year. These ~~479~~ 173 days include administrative or preparation days, instructional days, commencement, and five (5) regularly observed holidays: Veteran's Day, Thanksgiving (two[2] days), Martin Luther King's birthday, and Memorial Day.
- (b) The ~~479~~173-day faculty contract year, unless otherwise specified in an alternative contract, will be from September to June. The College will consider requests from full-time faculty members to enter into an agreement to employ a full-time faculty member for some other period of time. Examples would be a contract covering the Winter, Spring, and Summer quarters; one covering the Fall, Spring, and Summer quarters; or one covering a full load distributed over all four quarters, so long as the ~~479~~173-day contract equivalence is maintained. The College is supportive of such contracts when they meet the instructional goals of the institution, but the renewal of any individual alternative contract depends on the College's assessment of staffing and operating requirements for the following academic year. Notice of intent to renew the special contract will be given by the beginning of Spring quarter, for the following academic year.
- (c) Full-time Aviation faculty who perform primary assignment duties year-round (i.e. during summer term or winter or spring break) shall be compensated at their regular academic year pay rates. These are calculated by dividing their current base annual salary by 173 contract days to determine

a daily rate, then multiplying by the number of working days in the term or break. Service and professional development requirements remain in place throughout the summer term for these faculty members.

- (d) Department Chairs or Program Directors who are expected to perform the duties of their positions during off-contract time (i.e. during summer term or winter or spring break) shall be compensated at their regular academic year pay rates. These are calculated by dividing their current base annual salary by 173 contract days to determine a daily rate, then multiplying by the number of working days in the term or break.

~~8.40-~~ 11.10 Contracted Training and Short-Term Training

The designation "contracted training" applies only when the College contracts through accepted College channels with an outside client or clients to provide a particular instructional event or series of events.

- (a) For contracted training events, ten (10) classroom hours equal one (1) load unit.
- (b) The department chair may include in the budget for a contracted training event up to \$300 to be paid to the faculty member for development of instructional materials, following guidelines issued by the Vice President of Academic Affairs. For events which require an exceptional amount of materials preparation, the department chair may designate a load unit equivalent to be counted in the faculty member's load report, with the approval of the appropriate Vice President or their designee.
- (c) For short-term training events with differential pricing and a curriculum specialized for a particular audience, whether credit or non-credit, additional load for curriculum development or other work associated with the event may be assigned at the discretion of the department chair, with the approval of the appropriate Vice President or their designee. The Vice President of Academic Affairs will ensure that guidelines for assigning this additional load are available to all department chairs. Load assigned under this provision will be included in the event budget.
- (d) Full-time faculty teaching contracted training events shall receive a portion of the amount paid to the College by the contracted training client, in addition to the load units and compensation outlined in sections ~~8.9~~ 11.10 (a), (b), and (c). This portion shall be determined by subtracting all faculty compensation and benefits for load units and materials preparation from the total price being charged to the outside client(s), and calculating ten percent (10%) of the difference. If more than one full-time faculty member is teaching the contracted training event(s), this portion shall be divided among them in proportion to the number of contact hours taught by each participating full-time faculty member.