



**CONTRACT**

**BETWEEN THE OAKTON COMMUNITY  
COLLEGE FACULTY ASSOCIATION  
(OCCFA-IEA-NEA)**



**AND  
THE BOARD OF TRUSTEES  
OF COMMUNITY COLLEGE DISTRICT 535  
OAKTON COMMUNITY COLLEGE**

**FOR**

**2020 through 2024**



## **PREAMBLE**

The Board of Trustees, Administration, and Faculty of Oakton Community College District 535, having negotiated this contract through a process of interest based bargaining, recognize that:

- a. reasonable people acting in all good faith, may disagree as to the precise meaning and/or application of the terms of this contract, and
- b. under such circumstances the grievance procedure may be the only way that such differences can be resolved.

The Board and the Association recognize our shared responsibility for the well-being of Oakton Community College. In the spirit of collegiality and collaboration, we affirm the values of Oakton Community College:

- We exercise responsibility through accountability to each other, our community, and the environment.
- We embrace the diversity of the Oakton community and honor it as one of our college's primary strengths.
- We advance equity by acknowledging the effects of systemic social injustices and intentionally designing the Oakton experience to foster success for all students.
- We uphold integrity through a commitment to trust, transparency, and honesty by all members of the Oakton community.
- We cultivate compassion within a caring community that appreciates that personal fulfillment and well-being are central to our mission.
- We foster collaboration within the college and the larger community and recognize our interdependence and ability to achieve more together.

To put into practice these values, the Board and the Association pledge our commitment to engage in shared governance and constructive communication on institutional initiatives. As initiatives are begun, we agree to identify the participants and their respective roles and define the process by which they will complete their charge and communicate decisions and outcomes. This collaborative process is documented in Oakton Board Procedure P2006: Shared Governance.

Further, when changes in accepted practices are needed or differences of interpretation may arise, in good faith and with mutual respect, we agree to employ the practices of interest-based bargaining to make needed changes and resolve any differences.

Committing ourselves to deal with one another in such a manner during the life of this contract, we hereby sign our names to it.

Martha Burns  
Gail Bush  
Edwin Chandrasekar  
Will Crawford  
Tracy Fulce  
Greg Hamill  
Colette Hands  
Cheryl Joseph

Linda Korbel  
Paul Kotowski  
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John Stryker  
Marie Lynn Toussaint  
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Wendy Yanow

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**AGREEMENT BETWEEN THE BOARD OF TRUSTEES OF  
COMMUNITY COLLEGE DISTRICT 535  
AND THE OAKTON COMMUNITY COLLEGE FACULTY ASSOCIATION (OCCFA)  
ACADEMIC YEARS OF 2020-2024**

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**ARTICLE I: RECOGNITION**

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**1.1 Recognition and Representation**

The Board of Trustees (Board) recognizes the Oakton Community College Faculty Association/Illinois Education Association/National Education Association (OCCFA/IEA-NEA), hereinafter the "Association," as the sole and exclusive bargaining agent for all full-time faculty at Oakton Community College in matters of wages, hours and terms and conditions of employment. "Faculty" or "faculty member" as used herein refers to full-time teaching personnel, and library faculty members employed by Oakton Community College. "Full-time-" as used herein shall be defined as being under contract as either tenured, tenure-track, or one-year, and assigned a workload of 30 LHEs for the academic year.

**1.2 Check-Off of OCCFA Membership Dues**

Upon receipt of written authorization by a full-time faculty member to withhold from the compensation of such employee any dues payments or contributions payable by such employee to OCCFA, there shall be withheld by the Board from such employee's compensation for each of the regular payroll periods during the academic year, an amount equal to such employee's pro-rata share of the annual dues payments and contributions due from such employee to OCCFA. The amount so withheld shall be transmitted by the College to OCCFA within ten college days from the time of the withholding. This authorization shall remain in effect according to its terms; provided such may be revoked by giving fifteen calendar days written notice to the Board. Such authorization shall be deemed to be automatically revoked upon termination of employment. All such dues authorizations shall be effective no later than fifteen calendar days following their receipt by the Board. The Board shall not be responsible for the failure or refusal of any full-time faculty member to furnish such written authorization. The Association shall, in accepting such dues, agree to hold harmless and indemnify the Board for all actions taken pursuant to this article, provided the Board shall have complied therewith.

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**ARTICLE II: NEGOTIATIONS AND IMPASSE PROCEDURES**

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**2.1 Procedures for Negotiations**

Procedures for negotiations and for resolving impasses shall proceed according to the Illinois Educational Labor Relations Act (IELRA). Normally the parties agree to use the Federal Mediation and Conciliation Service as mediators of any negotiations impasse, or if a mediator is deemed necessary by the parties, in accordance with the Illinois Educational Labor Relations Board (IELRB) impasses and Mediation Rules, or if mediation is invoked by the IELRB. If a Federal mediator is not readily available, or if the parties mutually

agree, a third party not in the Federal Mediation and Conciliation Service may be sought as mediator as allowed under the IELRB using its roster or others such as ones provided by the American Arbitration Association or using an appropriately acceptable person as mediator within the scope of the IELRB.

## **2.2 Costs of Mediation**

Costs of mediation, if any, shall be equally borne by the parties.

## **2.3 Good Faith Bargaining Obligation**

The Association recognizes and acknowledges that the Board of Trustees is entrusted by law with managerial responsibility of administering the affairs and operation of Oakton Community College and of making and adopting Board policies relating to the operation of the College. The Board recognizes its obligation to notify the Association and bargain in good faith upon request prior to implementing any revisions to this agreement, including any changes to Deans Guideline referenced in the Agreement which directly affect faculty members' wages, hours, or terms or conditions of employment. Both the Board of Trustees and Association affirm and accept the principle of good faith collective bargaining. The Board and the Association recognize each other for the purposes of good faith negotiations as interpreted by the Illinois Educational Labor Relations Act.

## **2.4 Management Rights**

Nothing contained herein shall require the Board of Trustees to bargain over matters of inherent managerial policy, which includes such areas of discretion or policy as the functions of the employer as defined through the Illinois Educational Labor Relations Act. However, the Board shall be required to bargain collectively with regard to policy matters directly affecting wages, hours and terms and conditions of employment as well as the impact thereof upon request by the Association.

## **2.5 No Strike**

The Association agrees that it will not during the term of this Agreement, initiate, sanction or encourage its members to engage in any unlawful strike or work stoppage on the part of its members.

## **2.6 Review of Memorandums of Understanding**

During successor negotiations the parties will review all Memorandums of Understanding (MOUs) stored on the HR intranet that were adopted during the period of the contract to determine potential changes to contract language.

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## **ARTICLE III: ASSOCIATION RIGHTS**

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### **3.1 Agenda Items for Board Meetings**

The Association may suggest items for inclusion on the agenda of regular meetings of the Board of Trustees by submitting the same in writing to the President at least one (1) week prior to such meeting.

### **3.2 Schedule of Board Meetings**

The Board shall make available to the Association President or designee a schedule of its regular meetings and any amendment thereof and a copy of any notice of a special meeting of the Board of Trustees as soon as feasible following the posting of the notice of such special meeting.

### **3.3 Copy of Board Agenda**

The Board shall make available to the Association President or designee a copy of its agenda, if any, for regular meetings at the same time that such is made available to the media. Typically this transmittal shall occur at least twenty-four hours in advance of the regular Board meeting.

### **3.4 Board Minutes**

A copy of the Board minutes shall be made available to the Association President or designee.

### **3.5 Proposals to Alter Conditions of Employment**

Proposals to alter wages, hours or terms and conditions of employment of faculty shall be made known in writing to the Association President, or designee, who shall promptly acknowledge whether the Association acquiesces to such changes.

### **3.6 Access to Public Financial Records**

The Board shall make available to the Association President or designee current public financial and other data necessary for the Association to negotiate on behalf of faculty.

### **3.7 Association Office**

The Board shall provide the Association with an office at least equivalent to room 2532.

### **3.8 Access to Meeting Rooms**

The Board shall allow the Association to use meeting rooms for the conducting of Association business as long as such use is not otherwise required for other College activities. Such use shall not be pursuant to this paragraph but shall be pursuant to other

appropriate Board policies if more than twenty-five percent of those attending shall be non-College employees or their spouses.

### **3.9 Mail Access**

The Board shall allow the Association to use inter-campus and electronic mail. The Association shall reimburse the Board for the costs which may be assessed by the United States Postal Service or other delivery services for Association mailings.

### **3.10 Bulletin Boards**

The Board shall allow the Association to display a bulletin board outside its office for Association announcements, providing such announcements are identified as originating with the Association.

### **3.11 Duplicating Equipment**

The Board shall permit the Association to utilize for appropriate faculty business College duplicating equipment if such is not otherwise required for the conducting of College business affairs, provided the College may direct that such equipment be operated by a qualified employee, and provided further that the Association shall reimburse the College for any supplies furnished or machine damages, if such equipment is operated directly by the Association, and to reimburse the College for any damage done thereby and not caused by normal wear and tear.

### **3.12 Leave for Association President**

The Board shall grant a leave of absence without loss of salary or benefits to the Association President or designee to attend the annual convention of an Association affiliated with OCCFA. Such leave shall not exceed four days in any fiscal year. Leave shall be requested in writing of the College President or designee at least ten college days in advance, and shall not conflict with any obligations to students, such as mid-term or final examinations or the timely submission of grades.

### **3.13 Association LHEs**

The Board shall grant the Association thirty-two LHEs per college year, commencing with the fall semester, to attend to Association (28), Council of Chairs and Coordinators leadership (2), and Curriculum Committee leadership (2) responsibilities.

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## **ARTICLE IV: GRIEVANCE PROCEDURE**

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### **4.1 Definitions**

Any claim by the Association or a full-time faculty member that there has been a violation, misinterpretation, misapplication, or misconstruction of the terms of the Collective Bargaining Agreement, shall be a grievance.

## 4.2 Procedures

The parties acknowledge that it is usually most desirable for a faculty member and a faculty member's immediately involved supervisor to resolve problems through free and informal communications. When requested by the faculty member, an Association representative may accompany the faculty member to assist in the informal resolution of the grievance. If, however, the informal process fails to satisfy the faculty member or the Association, a grievance may be processed as follows:

- A. Step One:** The faculty member or the Association may present the grievance in writing to the immediately involved supervisor, who will arrange for a meeting to take place within ten college days after receipt of the grievance. The grievance shall be submitted within fifteen college days of when the occurrence might reasonably have been ascertained. If the grievant requests, he/she may be accompanied to the meeting by a member of the full-time faculty. If the Association is not the grievant, and if the faculty member accompanying the grievant is not a full member of the Association, the Association may have one of its full members as a representative at the meeting. Within ten college days of the meeting, the grievant and the Association shall be provided with the supervisor's written response, including the reason(s) for the decision.
- B. Step Two:** If the grievance is not resolved at Step One, then the Association may refer the grievance to the President of the College or designee within five college days after receipt of the Step One answer. The President, or his/her designee, shall arrange with the Association representative for a meeting to take place within ten college days of receipt of the appeal. Within ten college days of the meeting, the Association shall be provided with a written response from the President or designee, including the reason(s) for the decision.
- C. Step Three:** If the Association is not satisfied with the disposition of the grievance at Step Two or the time limits expire without the issuance of the President's or designee's written reply, the Association may submit the grievance to binding arbitration. The arbitrator shall be selected from a panel or panels to be secured from the American Arbitration Association (AAA). The arbitrator's award shall be binding. If a demand for arbitration is not filed within twenty college days after the date for the Step Two answer, then the grievance shall be considered withdrawn.

In connection with any such arbitration, it is agreed as follows:

1. That the arbitrator shall have no power to alter or enlarge the terms of this Agreement;
2. Each party shall bear the full costs for its representation in the arbitration. The cost of the arbitrator and the AAA shall be divided equally between the parties;
3. If either party requests a transcript of the proceedings that party shall bear the full costs of that transcript. If both parties order a transcript the cost shall be divided equally between the parties.

### **4.3 General Provisions**

- A. If the Association and the President of the College agree, Step One of the grievance procedure may be bypassed and the grievance brought directly to Step Two.
- B. A faculty member may elect to be represented at any step of the grievance procedure according to the terms specified in Sections 4.1 and 4.2. If the Association is neither the grievant nor the grievant's representative, the Association shall have the right to be represented at all formal steps of the grievance procedure.
- C. No reprisals shall be taken by the Board against any faculty member because of the faculty member's participation in a grievance.
- D. If a grievance meeting is scheduled at a time when the faculty member or his/her representative, or the Association representative, is otherwise assigned, such faculty member and/or representative shall be permitted to attend such meeting without loss of pay or benefits.
- E. All records relating to a grievance shall be filed separately from the personnel file of the faculty member.
- F. A grievance may be withdrawn at any level without establishing precedent, provided that, if withdrawn, the grievance shall be treated as though never filed.
- G. Time limits may be extended upon written mutual consent.
- H. Upon failure of the grievant or the Association, where appropriate, to file an appeal within the time limits provided in this Article, the grievance shall be deemed to have been resolved by the decision at the prior step.
- I. Upon the failure of the grievant's supervisor to meet the time limits as prescribed in any given step, the grievance shall be advanced to the next step, short of arbitration.

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## **ARTICLE V: PERSONNEL FILES**

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### **5.1 Maintenance of Files**

The Administration shall keep one official personnel file in the Office of Academic Affairs for each faculty member. No other official file shall be kept on faculty members except a file containing any medical or workers compensation claim documents.

### **5.2 Placing Materials in the Personnel File**

- A. No material may become a part of a faculty member's personnel file until the faculty member has been sent a copy of the material and had the opportunity to sign a form acknowledging receipt of it.

- B. Materials of a negative nature may be placed in the file by the appropriate supervisor whose name shall be noted on the material placed in the file.
- C. Materials of a negative nature or adverse material placed in a faculty member's file may be responded to, in writing, within ten working days of its being placed in the file. Such written responses will be placed in the faculty member's file.

### **5.3 Viewing the File**

- A. A faculty member shall have the right to inspect his/her official personnel, medical, and/or grievance file by appointment at any reasonable time. Requests to review these files are to be made through the Human Resources office.
- B. The faculty member may be accompanied by an Association representative when reviewing his/her file.
- C. An association representative shall have the right, with the written consent of the faculty member, to inspect the faculty member's personnel, and/or grievance file.
- D. A Board employee may be present during such review.
- E. A faculty member shall be able to copy materials from his/her personnel and/or grievance file.

### **5.4 Document Retention/Removal**

- A. Nothing shall be permanently removed from the personnel file except by mutual consent of the Board and the faculty member, by grievance resolution, and/or as a result of a legal action.

Documents related to Skills and /or Subject Knowledge deficiencies (as provided in 6.8A) shall be expunged from the file upon the completion of each post-tenure five-year faculty evaluation. Faculty may request such items be removed from their personnel file prior to the post-tenure faculty evaluation.

For disciplinary records not covered by 6.8A, the Chief HR Officer or designee can determine whether or not to retain that record in the personnel file.

If the faculty member disagrees with the decision of the Chief HR Officer or designee to retain a document in their personnel file, he or she may appeal the decision to the President by submitting a written request to the President within 14 days of receiving the Chief HR Officer's decision. The President will review the decision and other pertinent information and will issue their decision with supporting reasons within 14 days of the appeal. The decision of the President shall be final.

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## ARTICLE VI: PROFESSIONAL RESPONSIBILITY

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### 6.1 Instructional Responsibility

The primary role of faculty is to meet their teaching obligations in a professional manner, with integrity and respect. Faculty are appointed to one or more departments. (See [Deans Guideline on dual appointments](#) for more information.) Faculty shall be qualified to teach their particular subject matter. They shall satisfy the requirements of the appropriate generic course syllabi, meet scheduled classes, keep posted office hours, conduct classroom, course, program and, when applicable, general education assessment activities, and fulfill scholarly obligations. Faculty will submit enrollment and grade reports to the office of Registration and Records by the established deadlines. Faculty will be informed of these deadlines at the start of each semester. Library faculty will also carry out the professional duties and responsibilities assigned to them.

### 6.2 Institutional Responsibility

Faculty responsibility for curriculum development is a collaborative process involving departmental faculty and approval by the appropriate dean. New and revised curriculum must be approved by the Curriculum Committee, a standing committee of the Faculty Senate, co-chaired by two full-time faculty members.

Faculty will comply with institutional and external reporting requirements.

In order to ensure an equitable distribution of institutional service, all full-time faculty members are expected to participate in department and division activities during each academic year. This includes participation on appropriate standing and/or ad hoc committees within their department and division.

Each full-time tenured faculty member will serve on college-wide committees. Ordinarily, faculty members will perform a minimum of two years of service on college-wide committees that shall coincide with the five-year evaluation period. To ensure an equitable distribution of institutional service, faculty members should try to avoid serving in more than one major committee position at a time. Exceptions may be made if the faculty member is invited to serve on more than one such committee because of individual skill or knowledge. A list of college-wide committees (including teams and task forces) is maintained on the OCCFA website

[https://www.oakton.edu/facstaff/entrenous/internal\\_pages/OCCFA\\_Faculty\\_Senate/index.php](https://www.oakton.edu/facstaff/entrenous/internal_pages/OCCFA_Faculty_Senate/index.php)

Faculty members in their first year will not be asked to serve on college-wide committees unless they have expertise that no other faculty member possesses. If the administration is interested in assigning a faculty member to a college-wide committee in his/her first year, the Association will be consulted and its views considered before making the assignment. Faculty members in their first year may volunteer for college-wide committees, but they will ordinarily be expected to focus only upon divisional and departmental responsibilities.

In each year after the first year, each faculty member is normally expected to provide other service to the institution, in addition to fulfilling divisional and departmental responsibilities. This service can be fulfilled by participating in one or more college-wide activities. These activities include, but are not limited to:

- Faculty governance
- Accreditation studies
- Student activities, including advising student clubs and organizations
- College-related community activities, as mutually agreed upon by the faculty member and dean
- Planning and/or implementation of College-wide professional development activities, including workshops, conferences, courses, seminars, etc.
- College-related external professional meetings and activities, as mutually agreed upon by the faculty member and dean
- Search committees
- Peer Review Teams
- Planning and/or implementation of College-related social or fund-raising functions
- Other activities related to the educational process that are of substantive benefit to constituencies within the College community

Frequency and quality of institutional service activities shall be documented for purposes of evaluation.

### **6.3 Outside Commitments**

Full-time employment by the College requires professional commitment from faculty members. Normally, full-time employment outside of the College during the nine month contractual period will not be permitted. Any exceptions require approval by the Board of trustees. Although outside part-time employment and other outside commitments are at the discretion of the faculty member, such employment or commitments must not interfere or conflict with a faculty member's performance of contractual obligations.

### **6.4 Faculty Office Hours**

Faculty shall notify deans of faculty office hours before the end of the first instructional week of each term and shall make arrangements so that office hours and class schedules are on the appropriate office doors before the end of the second teaching week. If office hours are offered in a virtual format (e.g., BigBlueButton, Zoom, phone, Google hangouts, etc.), the means to access faculty during these hours will be made available to students and College employees. Faculty members will notify their dean of any subsequent modifications to this schedule and post the corrected version on their office door. It is understood that an office hour is the 50-minute academic hour. Faculty members are not expected to hold office hours on days when they have no instructional and/or institutional responsibilities.

#### **A. Academic Year**

Teaching faculty members will maintain ten regular office hours per week, primarily so that they may be available to students. Up to five of those office hours can be accounted

for by regularly scheduled college activities, such as division, department, and committee meetings, voluntary study groups, task forces, institutional committees, or professional development workshops.

Normally, at least five office hours will be maintained in the office and posted for meeting with students. Faculty members teaching Online/Hybrid courses may schedule office hours to be spent on-line for students enrolled in these courses, with the number to be proportional to the percent of teaching load that is on-line. Instructional time on-line may not be counted as on-line office hours. Faculty who do not teach on-line may schedule up to two of their office hours on-line to provide additional options for students.

If a faculty member's teaching load includes courses that do not meet over the full semester, the actual number of office hours may vary in some weeks, but will average out to ten per week over the course of the semester.

Office hours for faculty teaching overload will be 16.67 minutes per week per LHE in a 16- week term.

The work week for library faculty is defined in the Workload Policy (4107); their scheduled hours include office hours.

When student demand permits, scheduled office hours may also be used by the faculty member for teaching preparation, evaluation of students' work, review and development of instructional methodology, and professional reading.

## **B. Summer Office Hours**

Office hours for faculty members teaching during the summer term(s) will be 3 hours per instructional LHE. For example, a faculty member teaching 6 LHEs is responsible for a total of 18 office hours for the summer term. However, faculty members teaching Online/Hybrid courses may schedule some of these office hours to be spent online for students enrolled in these courses, with the number to be proportional to the percent of teaching load that is online. Office hours are to be scheduled primarily so that faculty members will be available to students. When student demand permits, scheduled office hours can be used for other on-campus activities as agreed upon by the faculty member and the appropriate dean. Based upon institutional need, a faculty member may request to schedule some hours outside the term of instruction. All such requests must be approved by the appropriate dean. (See also Section 10.2 C)

## **6.5 Professional Development**

It is understood that full-time faculty members engage in professional development activities that enable them to maintain their professional skills and currency in their fields, consistent with the standards of their disciplines and of the academic profession. Faculty members are expected to engage in professional development activities that are intended to improve the quality of their students' learning. These activities may include using technology in discipline-appropriate ways, focusing on teaching methodology to facilitate the learning process, and/or working with a diverse and multi-cultural student population. The organizational structure of faculty development at Oakton and a list of faculty

development options supported by the College and procedures associated with them is compiled in the most recent version of the Faculty Development Program Guidelines, as agreed to by the OCCFA Board and the Office of Academic Affairs (See Appendix F).

#### **A. Oakton Courses/Workshops**

Faculty members participating in Oakton courses/workshops that meet on a regular basis for the equivalent of .5 or more lecture hour equivalents (LHEs) may be compensated with stipends for a maximum of 2.5 LHEs of overload pay per fiscal year, with the following stipulations.

- Faculty who have announced their retirements shall not receive compensation for participating in such courses/workshops.
- Faculty on one-year contracts shall not receive compensation for participating in such courses/workshops.

The limitations shall not apply to the New Faculty Seminar, in which new tenure-track and one-year contract faculty members may participate with compensation.

#### **B. Instructional Professional Competence**

In order to maintain currency in all fields and/or to update certification in certain fields (such as health career and technology programs), full-time faculty are eligible and may apply to Council of Deans for up to 3 LHEs of alternate time from their teaching duties during one semester (including summer) every other year of service in order to enroll in graduate level courses in their fields or special certification training. Approval of such alternate time is subject to budgetary considerations and institutional need.

#### **C. Required Certifications/Licensures**

Faculty members who are required by the College to acquire or to maintain a current license and/or certification identified as a Minimum Qualification in the Oakton Titles and Qualifications in order to perform their responsibilities at the College shall be reimbursed by the College for the pre-approved full costs related to the license or certification, not from the faculty member's individual professional development funds. Reimbursement for appropriate credit and/or Continuing Education Units as required to maintain licensure/certification will be requested by the faculty member to the Dean. Deans may exercise discretion in deciding which of the available options to approve in order to obtain or maintain a current license and/or certification identified in the Minimum Qualification in the Oakton Titles and Qualifications. Should a faculty member's request for reimbursement be denied by the dean, the faculty member may appeal to the Vice President for Academic Affairs.

#### **D. Professional Memberships Tied to Student Testing Material**

If a faculty member must be a member of a professional organization in order to secure testing material for students in their field or discipline, the faculty member shall be reimbursed by the College for the membership. This reimbursement will not come from the faculty member's individual professional development funds. To be eligible, faculty

members must notify Academic Affairs of membership requirements by December 1 each year.

### **E. Online Certification Training**

The College will allot up to \$5000 annually to be used to reimburse faculty to take online certification training.

### **F. The High Impact Practice (HIP) Awards**

Each year, one faculty member from Liberal Arts, one faculty member from STEM-HC, and one faculty member from BCT or Library will be recognized for an exemplary HIP implemented in their teaching. A review committee will request applications/nominations each spring and identify the faculty members to be recognized. The review committee consists of the Faculty Professional Development Team Liaison(s), the Coordinator for the Center for Teaching Innovation, one additional full-time faculty member, one OCCFA Board member, the Dean of Curriculum and Instruction, and one academic dean. The prize will be a one-time stipend of \$300 per faculty member.

### **G. Teaching and Learning Enhancement Projects (TLEP)**

Individual faculty, a department, or multiple departments are invited to propose projects that will implement a recognized or new/emerging High Impact Practice (HIP). Proposals will document a process of reflection, planning, action, and observation designed to improve student success. Projects will be developed over one academic year and implemented by the awardees in the year of the award. Proposals will be reviewed by a committee consisting of the Faculty Professional Development Team Liaison(s), the Coordinator for the Center for Teaching Innovation, one additional full-time faculty member, one OCCFA Board member, the Dean of Curriculum and Instruction, and one academic dean.

#### **Compensation for TLEP Award:**

Individual: \$750 per faculty member. Maximum awards per year = 2

Departmental: Award = \$750 per faculty member (maximum faculty per team = 4).

Total available annual pool = \$6000. Total awards per year = 2.

Interdepartmental: Award = \$750 per faculty member across departments (maximum faculty per team = 4). Total available annual pool = \$6000. Total awards per year = 2.

### **H. Funding for approved professional development activities**

Oakton provides financial support for professional travel, memberships in professional organizations, books, periodicals, and instructional materials. Over a two consecutive year period during the term of the contract, each faculty member may be reimbursed for a total pool of \$5500 for Years 1 and 2 of the contract, and \$5500 for Years 3 and 4, for approved professional development activities relevant to his/her area of teaching. Faculty members may use this two-year pool of professional development funds in ways that are appropriate for their disciplines and best support their teaching and other institutional responsibilities.

1. Faculty members may choose to spend up to the entire \$5500 for Years 1 and 2, and \$5500 for Years 3 and 4 of their two-year pool on graduate tuition professional workshops and classes.
2. Faculty members may choose to spend up to \$3850 (i.e., 70% of the total pool) for Years 1 and 2, and \$3850 for Years 3 and 4 of their two-year pool on conference registrations and on [travel](#) expenses for approved conferences.

College procedures for employee travel provide details on forms and documentation to be completed before and after travel. When two or more employees request approval to attend the same out-of-state conference or travel internationally, such travel requires the approval of the president. If a dean denies permission, the faculty member(s) may appeal to the Vice President for Academic Affairs. Such requests require a rationale that directly supports teaching and learning or knowledge in the discipline.

3. Faculty members may spend up to \$900 of each two-year pool on books, software, or other instructional materials that support teaching. Faculty may combine the balance remaining from each two year pool for one technology purchase of up to \$1800. Printer ink may be partially reimbursed on a case by case basis with justification. Faculty will provide written rationale to the dean to indicate how the requested books, technology, software, instructional materials support teaching and learning or knowledge in the discipline.
4. Faculty may use up to \$800 for professional association membership fees over a two year period.
5. In Year 1 of a two-year period, faculty who declare retirement to occur at the end of that first year may expend one half of the two-year pool of professional development funds.
6. Faculty who are hired in Year 2 of a two-year period are entitled to expend one half of the current two-year pool of professional development funds.

**I. Procedures: The approval process for reimbursement will be as follows:**

1. Faculty members will submit requests for professional development support and their deans will respond in a timely manner. [Requests for travel](#), tuition reimbursement, and [professional materials](#)/memberships shall be submitted in writing to the appropriate Dean following College procedures and deadlines.
2. In the event a faculty member's request is denied, upon request, the dean will provide a written explanation detailing the basis for the denial. Should a faculty member's request be denied by the dean, the faculty member may appeal to the Vice President for Academic Affairs.
3. Upon request, faculty members will be provided a statement indicating what has been disbursed and what remains in their professional development fund.

## **J. Faculty Professional Development Rubric**

1. Faculty members will complete the rubric at the end of each academic year to record professional development activity for the next five year evaluation. The rubric will be submitted to the dean following the PAC submission guidelines.
2. Ordinarily, a faculty member will be expected to engage in 7 or more professional development activities over a 5-year period in addition to their required participation in designated Orientation Week activities. Faculty should include a mix of professional development activities internal and external to the college. If a Dean has a concern that a faculty member's engagement in professional development is not meeting these expectations, the Dean will in a timely manner discuss it with the faculty member.
3. **Renewal Activities:** After five years of full-time status, a faculty member may choose to engage in a renewal activity unrelated to his/her discipline/field or general pedagogy in lieu of an identified internal or external professional development activity. Some examples include, but are not limited to: audit a course outside your discipline, participate in a performance or other creative expression, learn a language, study art.... The selected activity is permitted to count towards professional development annually following the initial five years of service.

### **6.6 Academic Rank**

The criteria and procedures for designation of academic rank other than for Distinguished Professor rank (see section 6.7) for new full-time faculty members and for promotion of current faculty are detailed in Procedure P4108, Academic Rank. Professional Advancement Credits (PAC) are the units used in this process and documented each year through faculty submission of their PAC form by May 1. All full-time faculty are required to submit a [PAC form](#), regardless of their academic rank, as documentation of their institutional service and professional development activities during the preceding year.

### **6.7 Distinguished Professor Rank**

All faculty members who were in M Lane under the previous contract retain the title of Distinguished Professor.

Please see section 13.2 regarding compensation for promotion to Distinguished Professor.

#### *Eligibility to Apply:*

Faculty in any salary lane who meet the agreed upon academic and length of service requirements described below, and who establish a clear pattern of excellence in teaching and exemplary service to the College and community:

- Hold the rank of Professor
- Have completed a total of 10 years at Oakton as full-time faculty.

*Procedures:*

- Distinguished Professor candidates' submissions are evaluated by the Lane Change Committee using the [Distinguished Professor Rubric](#), with appropriate documentation, as part of the annual promotion in rank process.
- Faculty members have the option of submitting a Distinguished Professor rubric and evidence each year. This rubric may include relevant activities/accomplishments from just that year or from up to the previous ten years of the faculty member's work at Oakton.
- Academic Affairs will maintain folders to collect annual Distinguished Professor rubrics and evidence that faculty have submitted in anticipation of applying for Distinguished Professor status in the future.
- A faculty member declaring an intent to apply will notify the VPAA by May 1, who will verify eligibility through HR. The rubric and evidence will be evaluated by the Lane Change Committee.
- Distinguished Professors provide documentation of continued engagement on the Academic Rank Questionnaire ([PAC Form](#)) each year and as part of the five-year evaluation cycle.

*Minimum Standard for the Promotion to Distinguished Professor:*

- Faculty member has earned a minimum of 250 points on the Distinguished Professor Rubric.

## **6.8 Faculty Evaluation**

All full-time faculty members, both non-tenured and tenured, will be formally evaluated as mandated by and in accordance with Board Policy 4113 and Procedure P4113, and Policy 4115 (which governs the related area of Probation, Job Security and Non-Retention). The Board and Association agree that Board Policies 4113 and 4115 and Procedure P4113 shall not be changed during the contract without mutual agreement. They also agree that Procedure P4113 is the document referred to in Policy 4113 as the "evaluation procedure manual."

The Board and Association agree that, if Policies 4113 and 4115 and Procedure P4113 have been properly followed and executed, the supervisor's final judgment of the faculty member's performance rating resulting from the evaluation is not subject to the grievance procedures in Article IV of this agreement. Violations of Policies 4115 or 4113 or Procedure P4113 that are made during the process of making the evaluation are subject to the grievance procedures in Article IV of this agreement.

## **6.9 Administrative Interventions**

The Faculty Association will be notified when an administrative intervention occurs.

### **A. Skills and/or Subject Knowledge–Remediation**

If the dean determines, as a result of either a full evaluation or an administrative intervention as provided for in the current Board Policy 4115, that a faculty member's skills

and/or subject knowledge is deficient, and paragraph B below does not apply, the dean, in consultation with the faculty member, will prepare a plan and a timetable for remediation.

In those cases where the skills in question are classroom/teaching skills, the dean and the faculty member can immediately develop a remediation plan that may include working with a mentor, sitting in on classes to observe the teaching techniques of veteran faculty members, and/or registering for classes and/or staff development workshops that focus on teaching skills.

In those cases where the skills in question relate to subject knowledge and/or skills, within the first ten college days of the faculty member's being notified that remediation is required, the dean or faculty member may request the department/program chair or a mutually agreeable outside consultant appointed by the dean, after consultation with the department chair, to participate in the formulation of the plan. If the dean and the faculty member cannot agree on a consultant, the dean will provide the faculty member with a list of three acceptable consultants, from which the faculty member shall choose one. Consultant fees and expenses will be paid by the institution at no cost to the faculty member or the Association.

The plan will be presented by the dean, in writing, to the faculty member within six instructional weeks of the faculty member's being notified that remediation is necessary. Faculty will be provided 30 days advance notice prior to the implementation of the plan. The faculty member may not be required to engage in the remediation plan during the summer. However, should a faculty member who has been notified of the need to remediate request a summer load, such load, if assigned, will involve in part or in whole remediation activities.

If the dean and the faculty member mutually agree that extraordinary circumstances require deferral of implementation, the conditions of such deferral and a new date for implementation must be recorded in writing. Should a faculty member request a deferral and the dean not agree, the faculty member may appeal to the Vice President for Academic Affairs.

Courses will be taken at state colleges and universities, unless it can be proven that appropriate remediation courses are available only at a private institution or the faculty member requests otherwise. Remediation activities requiring travel shall take place at locations within a radius of 75 miles from his/her assigned campus. Online courses may be used as a part of the remediation process. Exceptions must be mutually agreed upon by the dean and the faculty member. Remediation activities will be assigned as part of load, but not as overload.

The institution will provide support for the faculty member through tuition reimbursement, professional development and professional travel monies available to the faculty, providing the College procedures for allocating such monies are observed.

The faculty member has the right to refuse the remediation plan. In this case, or should subsequent evaluation reveal continuing deficiency, the dean may initiate probation procedures, according to the Probation, Job Security and Non Retention Policy (4115).

However, as long as the faculty member is actively carrying out the remediation plan according to the established schedule, he/she may not be placed on probation.

## **B. Personal and/or Professional Behavior–Diminished Capacity**

In instances where there are compelling indications of diminished capacity of a faculty member in one or more areas of professional responsibility, as evidenced by personal and/or professional behavior, the administrator/supervisor will intervene.

The primary goals of the intervention will be to assure the continued, ongoing delivery of high quality instructional service to students and the recovery of the faculty member to the fullest extent possible.

The initial intervention will occur in a meeting with the faculty member. In advance of that meeting, the administrator will inform the faculty member of the reason for the meeting and of the faculty member's right to choose a personal advisor. When mutually agreed upon, an additional advisor may also be present during that and subsequent joint meetings. In all cases the individuals involved will maintain the confidentiality of the persons, processes, and plans discussed in this and in all subsequent meetings.

The purpose of the meeting will be to discuss with the faculty member the circumstances and concerns that have prompted the intervention. In addition, the administrator will describe the behaviors that have been documented, review and clarify administrative expectations, and provide the faculty member and personal advisor(s) with an opportunity to respond and offer additional information.

Based on the discussion, the administrator, in collaboration with the faculty member and the personal advisor(s), will develop a written plan for addressing/managing the situation. Nothing in that plan may conflict with the provisions of this contract. The faculty member has the right to decline participation in the development of the plan, in which case the administrator will develop the plan independently. In any case, the faculty member will be provided with the plan and a copy will be placed in the faculty member's personnel file. The plan shall be unique in its responsiveness to the circumstances of the individual situation, but consistent in its fairness, sensitivity, and recognition and protection of faculty and administrative rights and responsibilities. In addition, the plan will be consistent with the provisions of the Americans with Disabilities Act and other applicable laws, regulations and college policies.

The plan may include, but will not necessarily be limited to the following components: follow-up discussions; continuing involvement, at the option of the faculty member, of a personal advisor(s); procedures for monitoring the situation for a specified period of time; temporary modification in and/or reassignment of duties, and referral (with the cost of this initial referral to be paid by the College) to a mutually agreed upon external consultant / physician / expert. In case the administrator and the faculty member can't agree on that person, the Vice President for Academic Affairs and the President of the Faculty Association will make the selection according to Board Policy 4106. Reports from the consultant/ physician/ expert of a medical nature will be retained in a confidential file separate from the faculty member's personnel file in the office of the Chief Human Resources Officer (CHRO).

The faculty member has the right to decline to participate in the plan for addressing/managing the situation. In this case, or should subsequent evaluation confirm continuing failure to function effectively in one or more areas of professional responsibility, the administrator may initiate the probation procedures associated with Board Policy 4115.

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## **ARTICLE VII: ACADEMIC FREEDOM**

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### **7.1 Statement of Principles**

Each faculty member shall meet generally accepted standards of professional conduct. Academic Freedom as defined in the following Statement of Principles is derived largely from those established by the American Association of University Professors. It is an expression with which the parties agree as a statement of general objectives and guidelines.

- A. Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other duties; but research for pecuniary return should be based upon an understanding with the Board of Trustees. [See also Article XII]
- B. Faculty members are entitled to freedom in the classroom in discussing their subjects but should be careful not to introduce into their teaching controversial subjects which have no relation to their subject. Limitations of academic freedom because of other aims of the College should be clearly stated in writing at the time of appointment.
- C. Faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special positions in the community impose special obligations. As people of learning and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that they are not institutional spokespersons.

### **7.2 Instructional Materials**

Faculty members shall be free to present instructional materials which are pertinent to the subject and level taught and shall make every effort to present all facets of controversial issues in an unbiased manner. Selection of materials based on methodology is at the discretion of the individual faculty member. Selection of materials based on course content and learning objectives must be the result of departmental consensus. Consistency in course content and learning objectives is required both for compliance with Illinois Community College Board (ICCB) regulations and for appropriate communications in college documents.

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## ARTICLE VIII: COLLEGE YEAR AND FACULTY ATTENDANCE

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### 8.1 College Calendar

The work year for the faculty consists of 169 days during which faculty are expected to be on campus. The work year is allocated as follows:

- A. One hundred fifty-three (153) instructional days (not all faculty members will be teaching a class on each instructional day);
- B. Four (4) days (2 each semester) to be used for instruction or final student evaluations or culminating course activities. Classes not scheduled to meet on these days and classes which do not meet for the duration of a semester will ordinarily use the last class session(s) for instruction or final student evaluations or culminating course activities;
- C. Two (2) grading days: Faculty need not be on campus. (1 each semester);
- D. Commencement: Faculty will attend commencement on a rotation basis every three years. The College will notify faculty who will be required to attend commencement that year by March 15<sup>th</sup>. If the College elects to hold commencement at a larger venue that accommodates more attendance, all faculty will be required to attend.
- E. Nine (9) designated days (during which classes are not scheduled) for such activities as professional development, course preparation, student orientation/ assessment/ advising/registration, and college/department activities.
  1. Four days during each of the Fall and Spring Orientation weeks, Monday through Thursday, and 1 professional development day (Learning Day) during the academic year, to be determined by the College. Learning Day may change from year to year to ensure equitable distribution of course contact hours. Faculty teaching in the evening of Learning Day will participate in Learning Day such that they will not be on campus for more than 8 hours. This allows for faculty teaching in the evening to start Learning Day activities mid-day.
  2. Faculty are required to attend a minimum of 5 hours of College-designated activities during each Orientation Week. The All-College Breakfast and keynote are required and count towards the 5 hours. In addition to the All-College breakfast and keynote address, the retreat and professional development activities approved by the Faculty Professional Development Team will count toward the required hours. Faculty facilitators may count the first offering of an Orientation Week presentation toward their 5 hour PD requirement; repeat offerings would not count.

### 8.2 Holidays

- A. The following holidays shall be scheduled in the College calendar, on which days the faculty is not required to work:

|                        |  |
|------------------------|--|
| Martin Luther King Day | Third Monday in January                                  |
| Presidents' Day        | Third Monday in February                                 |
| Independence Day       | July 4   |
| Labor Day              | First Monday in September                                |
| Veterans' Day          | November 11  |
| Thanksgiving Recess    | Fourth Thursday, Friday, Saturday and Sunday in November |

When Veterans' Day falls on a Saturday or Sunday, the administration shall determine whether it will be observed on the Friday before or the Monday after; if there is no school on Friday, the administration will select Monday. When Independence Day falls on a Friday, Saturday, or Sunday, and the campus is closed on Friday, it shall be observed on the following Monday.

- B. Faculty members wishing to fulfill religious observances will request personal days to do so. In this case, a day may be defined as a 24 hour period, such as from sundown on one day to sundown on the next day. [See also Section 9.1 C]

### **8.3 Faculty Work Week**

#### **A. Standard Work Week**

The work of the College takes place seven days a week. Normally, faculty members work five days a week. Faculty members are expected to be on campus the days their classes meet, as well as the days they have institutional commitments, such as Library assignments, or college meetings and committee work, in addition to the days specified contractually for activities such as orientation week, commencement, and evaluation days, as defined in Section 8.1. For faculty who teach in Alternative Schedule Programs, see Workload Policy 4107 (Appendix II.A.4). It is recognized that faculty members' professional responsibilities may also require them to work off-campus as well as on-campus for class preparation, grading of student work, and/or other professional activities. To meet their committee responsibilities, faculty may need to be on campus on days they are not otherwise scheduled.

#### **B. Committee and Meeting Attendance**

The requirement for in-person attendance will be communicated when the committee is formed or in the call for participation. In-person attendance is required for the All-College breakfast, the keynote, joint division meetings, and chairs & coordinators luncheon meetings, as well as for search committee interviews when the candidate is on campus, unless otherwise directed by the college. Faculty may participate in meetings using interactive technology when approved at the direction of Committee or Meeting Chair, when a faculty member is based at one campus and the meeting is held at the other, in emergency situations, or as approved by the Division Dean. Other meetings, for committees and meetings not specified herein, virtual attendance will be based on mutual agreement between OCC and OCCFA.

## 8.4 Faculty Attendance

Exceptions to on-campus attendance may be made by the dean after consultation with the faculty member. Class cancellation shall require approval by the appropriate dean.

- A. Should a faculty member not be present on one of their scheduled working days, and should such absence not have received prior approval of the dean, the faculty member is responsible for notifying the appropriate division/area office of his or her absence. An exception is an absence associated with a bereavement leave. [See Section 9.1 B]
- B. A faculty member who does not self-report an absence will be considered on unauthorized leave. The following sequence of sanctions may be initiated:
  - 1. Upon the first instance of failure to self-report, a letter will be sent to the faculty member by the dean notifying him/her of the responsibility to report all absences and declare whether sick or personal days should be assessed for this instance. The faculty member will be told that any further unreported absences will be treated as unauthorized leave. The faculty member will then be assessed sick/personal time commensurate with the unauthorized leave.
  - 2. Upon the second instance of failure to self-report, the dean will authorize the deduction of wages from the faculty member's pay commensurate with the length of the unauthorized leave. A second letter will be sent to the faculty member notifying him/her of this action and the reasons for it.
  - 3. A third instance of failure to self-report will be considered to constitute a deliberate disregard for College policy and will be judged sufficient cause for initiating disciplinary probation.
- C. Faculty who are not excused by their dean from attendance at commencement, division meetings, or other official college activities will be charged one half personal day per absence.

Examples of legitimate reasons for an excused absence include teaching or taking an approved class, participating in an approved professional event, such as attendance at a conference, participation in an international exchange, or similar activities. In all cases, the absence must be requested in writing and approved by the dean.

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## ARTICLE IX: LEAVES

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### 9.1 Paid Leaves

#### A. Sick Leave:

At the beginning of each academic year, each faculty member shall be credited with fifteen days of leave for full service for the academic year. Sick leave shall not accumulate to more than 390 days (3120 hours).

Employment for less than the full academic year shall entitle the faculty member to pro rata credit. Sick leave for summer employment will be credited at the rate of .5 sick days per LHE, with a limit of six LHEs. Sick days taken in the summer will be deducted as one sick day for each day used.

Sick leave may be taken for: (1) personal illness; (2) medical treatment or examination which cannot reasonably be scheduled during a faculty member's non-working hours; (3) quarantine at home; (4) serious illness of spouse, domestic partner, civil union spouse, or their parents and eligible dependents; (5) birth of child or adoption.

Sick leave may be taken in half-day increments. Occasionally, with the approval of the appropriate dean, on those times when a full-/or half-day assessment may not be warranted, one quarter sick/personal day may be assessed a faculty member who is unable to attend a scheduled meeting.

Sick pay will be paid at a rate of one hundred percent of base pay at time of illness for the first 180 working days for any one illness. After 180 working days, sick pay will be paid at a rate of eighty percent of base pay.

Absence due to injury or illness incurred in the course of the faculty member's employment shall not be charged against the bargaining unit member's sick leave days provided the faculty member receives worker's compensation disability benefits authorized under the Illinois Workers' Compensation Act for the duration of such absence instead of his/her regular salary.

No one shall collect worker's compensation and sick leave for the same day.

## **B. Bereavement**

In the event of a death in the faculty member's immediate family (spouse, domestic partner, or child), the faculty member shall be entitled to up to five consecutive college days' leave without loss of salary. A faculty member shall be entitled to three days' leave without loss of salary to attend the funeral of his/her parents, or those of his/her spouse, domestic partner, brother, sister, grandparents, step-parents, or a relative living in the faculty member's household. If more days are needed, a faculty member may use any unused personal leave days to which he/she is entitled. If more days are needed, the faculty member's dean, or appropriate administrator, may allow a faculty member to use accumulated sick leave. Personal leave day(s) may be taken to attend other funerals. In the event that a faculty member has previously used his/her personal leave days, or if additional day(s) are needed, the faculty member's dean, or appropriate administrator may allow a faculty member to use accumulated sick leave.

## **C. Personal Days**

During each academic year, including summer, a faculty member is entitled to five College days for personal business. A faculty member may take one religious leave day in observance of a religious holiday in addition to the five (5) personal days. Personal days and religious leave day will be deducted from sick leave. Personal days may be taken in half-day increments. Faculty members will notify their dean no later than 48 hours in

advance of the use of personal days and will assure proper arrangements have been made concerning classes for the day. In an emergency, notice shall be given as soon as possible to the appropriate dean. No approval or justification is required except in the following periods, when approval must be obtained from the appropriate dean or administrator:

1. Orientation week(s)
2. The first week of classes of a new semester
3. The College day before and the first College day after a scheduled holiday period
4. Evaluation days at the end of the semester
5. Two or more consecutive days

#### **D. Witness and Jury Duty**

A faculty member may receive paid leave to appear in court if summoned or subpoenaed as a jury member or as a witness in a criminal court action, provided they submit any jury duty or witness fees to the College.

A faculty member who anticipates such an absence shall inform the dean immediately and, while on leave, keep the school informed as to possible length of absence.

#### **E. Temporary Leaves--Professional Purposes**

The Board recognizes the importance of the continued professional growth of its faculty members. Therefore it may, within budgetary limits, provide for substitute teachers, expenses, and paid leaves of absence, not deducted from sick leave, for attendance at such workshops and professional meetings as the administration determines will further the goals of the College. The granting or denial of any such leave shall be at the sole discretion of the Board and shall be non-precedential.

#### **F. Sabbatical Leaves**

Normally, sabbatical leaves shall number five each academic year. The Board of Trustees will set aside funds to provide for such sabbatical leaves, subject to budgetary considerations. At any time during or after each sixth consecutive year of full-time teaching at Oakton Community College (all FMLA leaves and/or any parental leave are excluded from the count of consecutive years), any faculty member may apply for a sabbatical leave. Faculty members who are approved for a long term discretionary personal or professional leave under section 9.2C must return to Oakton for a minimum 1 academic year period before applying for a sabbatical leave. Teaching abroad on an Illinois Consortium for International Studies and Programs (ICISP), Fulbright, or similar program, is not considered to be a sabbatical leave. However, the faculty member will not be eligible for a sabbatical leave if they participate in any of the above programs until they complete a subsequent period of 6 consecutive years of full-time teaching.

Such a leave may be for one semester at full pay, one year at half pay, or for the summer session at a flat rate equal to current summer school contractual salary. A faculty member awarded a one-year sabbatical at half pay may not earn full-pay through the addition of

overload to the sabbatical. Faculty members on sabbatical may request to be assigned to teach f2f, hybrid, online courses, and any other LHE responsibilities at Oakton while on sabbatical leave according to the following limitations:

1. 4 LHEs without lab per term
2. 6 LHEs with lab per term

During each sabbatical cycle, faculty members may defer their sabbatical by a year if they are unable to conduct the project as proposed due to circumstances outside of their control. Faculty members who defer their sabbatical will go to the top of the queue for the subsequent year's awards in the same rank order. Deferred sabbaticals do not change the normal total number of sabbaticals awarded each year.

The purpose of a sabbatical is to improve the quality of the faculty member's services so that both the faculty member and the institution benefit from the sabbatical experience. Such leave is not intended to provide opportunities for financial gain. Thus, if a faculty member receives income in connection with the work for which he or she is granted the sabbatical, the school's contribution will be reduced and/or refunded if that income, coupled with sabbatical pay, exceeds his or her contracted College salary for that academic period.

The purpose of the sabbatical may be accomplished in any number of ways, singly or in combination, including but not limited to advanced study at an accredited institution in a major or cognate field, professional research and/or writing, development of materials pertinent to a field of study, or academic- or subject-related travel.

The benefit of granted sabbaticals should extend to all areas of Oakton Community College--its procedures and organization, its students, and the community it serves.

Any faculty member who receives a sabbatical leave shall:

1. Return to Oakton Community College for at least one year or repay the money received while on sabbatical leave;
2. Retain all rights and privileges of faculty members, including retirement contributions and insurance, and receive salary increments;
3. Report documenting progress toward fulfilling the requirements of the sabbatical project; and
4. Submit a report to the President within sixty calendar days of returning to work, verifying full compliance with the terms of the sabbatical contract and shall submit a duplicate of this report to the Library. If the report is accepted by the President, salary increments shall be awarded.
5. Present to the college community on their sabbatical project.

Applications are to be made by a date in October, to be designated by the Committee, for any sabbatical leave that is to occur during the following fall, spring, or summer semesters. Reasonable exceptions to this deadline may be made by the Sabbatical Leave Committee to which the application is made. Applicants will receive written notification of the

acceptance or denial of their sabbatical proposal no later than the last day of the semester in which it was submitted.

The Sabbatical Leave Committee shall be composed of three faculty from Liberal Arts, three faculty from STEM-HC, one faculty from Business and Career Technologies, one faculty from the Library, and the Vice President for Academic Affairs. Faculty members will be elected by faculty in their respective divisions. The terms of faculty membership on the committee shall be staggered two-year terms. None of the members of the committee shall themselves be applicants for a sabbatical leave. This committee shall:

1. Choose its own faculty chairperson from among those who have already served a one-year term;
2. Disseminate the established criteria that will be used by the committee in the awarding of sabbatical leaves;
3. Disseminate the established procedure for sabbatical leave proposal applications;
4. Hold informational meetings for prospective applicants/candidates;
5. Receive and review applications;
6. Seek clarification from faculty applicants if their applications are unclear or incomplete;
7. Make recommendations to the President;
8. Provide written notification to those who were denied leave as to the reasons for the committee's decision; the committee chairman will then submit approved sabbatical proposals to the Library.

The following criteria will be used to rate proposals:

1. Benefit to the institution
2. Benefit to the professional development of the individual
3. Completeness and thoroughness of the proposal, including appropriate support from within and/or outside the College. If the proposal requires administrative commitment (e.g., large expenditures, new programs, etc.), support from the appropriate administrator must accompany the proposal.
4. Realistic possibility for completion of stated goals

The Sabbatical Leave Committee shall make its recommendations to the President of the College by the end of November for all sabbatical leaves to occur during the following fall, spring, or summer semesters. The President will report his/her final decision to the Board of Trustees and the successful applicants within thirty calendar days.

## 9.2 Unpaid Leave

### A. Family Medical Leave Act (FMLA):

The FMLA entitles eligible faculty to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the faculty had not taken leave. Eligible faculty are entitled to a maximum of twelve work weeks of leave in a 12-month period for:

- the birth of a child and to care for the newborn child within one year of birth;
- the placement with the faculty member of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- the care for the faculty member's spouse, child, or parent who has a serious health condition;
- a serious health condition that makes the faculty unable to perform the essential functions of his or her job;
- any qualifying exigency arising out of the fact that the faculty member's spouse, son, daughter, or parent is a covered military member on "covered active duty;" or
- Twenty-six work weeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness if the eligible faculty is the service member's spouse, son, daughter, parent, or next of kin (military caregiver leave).
- Faculty are eligible to use any available sick leave while on FMLA

### B. Child Rearing Leave

Any full-time faculty member who meets the contract requirements set forth in 9.2.B.1 shall be granted an unpaid child rearing leave for a child under five years of age. If the faculty member meets the eligibility requirements of an FMLA leave, the FMLA leave shall precede the Child Rearing Leave.

1. The request for child rearing leave shall be made, in writing, to the Vice President for Academic Affairs or designee, with copies to Chief Human Resources Officer (CHRO). no less than ninety calendar days before the estimated onset of the leave. If the faculty member is bearing a child, the leave request shall include appropriate supporting medical documentation, including anticipated date of delivery.

If the faculty member is not bearing a child, the faculty member shall provide the name and age of the child to be cared for.

2. The beginning date of a child rearing leave shall be at the faculty member's choice, either:
  - a. The end of the College semester preceding the estimated leave day; or
  - b. The estimated date of delivery or the actual date of delivery, including the arrival of adoptive or foster children; or

- c. The day immediately following the date at which the faculty member's physician indicates that she is no longer sick and, therefore, no longer eligible to use accumulated sick leave; or
  - d. The date the faculty member has exhausted accumulated sick leave if it is prior to the date determined under item c above; or
  - e. The estimated or actual date of the start of child rearing; or
  - f. The date the faculty member has exhausted FMLA leave (if eligible).
3. The ending date of the child rearing leave shall coincide with the start of a College semester.
  4. The child rearing leave shall not exceed two consecutive academic semesters excluding summer. Faculty must work one full academic year (full time) before being eligible for this leave again.
  5. Faculty on child rearing leave may be permitted to teach on a part time basis in response to College discretionary needs, up to 4 LHEs without lab per term and 6 LHEs with lab per term, at the rate for overload salary.
  6. The faculty member may continue employee benefit coverage at no cost to the College by applying to Human Resources thirty calendar days prior to the requested leave and by paying for the first month of elected coverage. Continued coverage is available upon paying the monthly payment at the start of the month for which coverage is requested.

Tenured Faculty have the alternative option of a flexible plan for the repayment of insurance benefit costs as follows:

- a. Such repayment must begin when a faculty member returns to work after a discretionary unpaid leave or within one academic year, whichever is less;
- b. A faculty member must sign a promissory note or other payment collection vehicle which guarantees repayment;
- c. Repayment must be completed no later than two consecutive semesters following the FMLA leave.

### **C. Long Term Leaves**

The following discretionary leaves shall be reviewed on a case by case basis based on institutional needs. In order to approve discretionary leaves, the dean will consider continuity of institutional service to the College and the proximity of prior leaves.

Long term personal or professional leaves of absence without pay of one to two semesters' duration may be granted to faculty members when submitted through the appropriate administrative office to the President of the College and approved by the Board of Trustees. Except under extraordinary circumstances, no extension of leave beyond two semesters will be considered.

During the last semester of their leave, by March 1<sup>st</sup> of the spring semester or by October 1<sup>st</sup> of the fall semester, faculty members on long-term leave will be required to notify the Vice President for Academic Affairs of their intention to return the following semester.

Faculty on long-term leave may be permitted to teach on a part time basis in response to College discretionary needs, up to 4 LHEs without lab per term and 6 LHEs with lab per term, at the rate for overload salary.

The faculty member will be eligible for fringe benefit coverage at no cost to the College by applying to the Human Resources office, thirty calendar days prior to the requested leave and by paying for the first month of elected coverage. Continued coverage is available upon paying the monthly payment at the start of the month for which coverage is requested.

Nothing herein shall be construed as denying the Board the right to grant an unpaid leave of absence to a faculty member for any purpose or duration.

#### **D. Personal Leave**

Faculty members on personal leave for two semesters of an academic year shall not advance a step. Faculty members on personal leave for one semester will advance when appropriate by other provisions of the contract. A faculty member on personal leave shall not be eligible for tuition reimbursement.

#### **E. Professional Leave**

1. Faculty members on professional leave will advance one step in their lane upon submission, in writing, of a report of their activities to the President verifying compliance with the conditions of their leave. Such faculty members who do not submit this report shall stay in the same step in their lane. This provision will apply only in those years when all faculty members advance a step.
2. A faculty member on professional leave shall be eligible for tuition reimbursement. Any faculty member who receives tuition reimbursement while on professional leave shall return to the College for at least one year or repay the school the tuition reimbursement received while on professional leave.

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## **ARTICLE X: CONDITIONS OF EMPLOYMENT**

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### **10.1 Class Size**

- A. The Board acknowledges the desirability of limiting the enrollment of students in order to promote effective teaching methodologies and student learning. In addition, a reasonable capacity afforded by the physical facilities and safety limitations will be considered. On occasion, a department/program may recommend and the Council of Deans may approve a smaller class size for an instructor or section to encourage the use

of new technologies and/or pedagogically appropriate teaching methods. The Board further acknowledges that where practice has dictated the closure of a class to additional enrollment, the affected faculty member should be contacted and his/her approval sought before admitting any additional students to the class. The [Deans Guideline on Reduced Class Size](#) provides examples of projects and courses for which class size may be reduced and defines the process for requesting such reduction.

- B. For some lab courses, where student enrollment and the nature of the course warrants, the dean, after consulting with the department/program chair and/or appropriate faculty member, may authorize a lecture section with a larger-than-usual allocation requiring two companion laboratory sections. Each laboratory section will carry its own LHEs for the faculty member assigned, even if the same faculty member teaches the lecture and both lab sections.
- C. For courses in the Humanities and Social Sciences (i.e., ANT, ART, ECO, EGL, GEG, HIS, HUM, MUS, PHL, SOC, SSC, PSC, PSY, and THE) with a requirement of 12 or more pages of critical writing, the allocation for face-to-face or hybrid classes will be capped at ADA compliant room limits. All sections of a particular course must be equitably capped.

## 10.2 Teaching Load

[See also Appendix A: Workload Policy 4107; Teaching Load [Deans Guideline: Assignment of Load to Full-time Faculty](#) and [Deans Guideline: Dealing with Underenrolled Classes at Shambles](#)].

### A. Full-Load and Overloads: Definitions

1. Lecture Hour Equivalent (hereinafter LHEs or LHE) determine how loads are calculated.
2. Ordinarily, an individual faculty member's full load shall be thirty LHEs during the regular academic year, which consists of the fall and spring Semesters. The portion of the full load that occurs in (or is assigned to, in the case of interim terms) each semester is called the base load for that semester. Spring Base Load is 30 LHEs minus Fall Base Load. For example, a Fall Base Load of 17 LHEs might be assigned, making the Spring Base Load 13 LHEs.

An individual faculty member who is required by the College to acquire or maintain a license and/or certification in order to perform their responsibilities at the College (e.g., Nursing) may distribute the thirty (30) LHEs of base load among the fall, spring, and summer semesters. Such a distribution will be requested by the faculty member and the Dean at the start of the fall term, specifying the base load in each of the three semesters, with approval from the Vice President for Academic Affairs.

3. Ordinarily, Fall Base Load is 15 LHEs, and, therefore, Spring Base Load is also 15 LHEs. When the needs of the College warrant, a different Fall Base Load, ordinarily consisting of from 12 to 18 LHEs, may be recommended by the Dean

and the faculty member for approval by the Vice President for Academic Affairs, in accordance with the Workload Policy in Appendix A.

During their first Fall semester of full-time employment, the base load of newly hired faculty will include 3LHEs to accommodate participation in required new faculty seminar activities.

4. Faculty overload, other than summer overload, is defined as any LHE or portion thereof, occurring in (or assigned to, in the case of interim terms) the fall or spring semester, beyond the full load of thirty LHEs. Faculty overload as defined above does not include summer overload, which is defined in section 10.2 B3 and 10.2 C4E.

Any portion of the fall faculty load beyond the Fall Base Load is faculty overload. Any portion of the spring faculty load beyond the Spring Base Load is faculty overload. For example, in spring, if a faculty member's Spring Base Load is 13 LHEs, and she has a total load of 20.5 LHEs, her faculty overload is 7.5 LHEs. Overload assignments are voluntary on the part of faculty, except for built-in overload, as described in section 10.2B.5. Overload for faculty teaching in BNAT and Fire Science, or similar programs, will follow the [Deans Guideline: Alternative Scheduled Program Faculty Work Year](#) establishing what constitutes base load and overload for such faculty.

5. Deans have responsibility and authority for assigning faculty loads and schedules. Ordinarily, this will be accomplished in consultation with department/program chairs/coordinators.

## **B. Conditions for Full-Loads, Overloads and LHEs**

1. Full-time faculty members shall have first preference of classes to teach. If any faculty member's class has insufficient enrollment resulting in a load that does not meet base load obligations for the term, the affected faculty member shall be assigned a class of an adjunct or part-time faculty member that the full-time faculty member is appropriately qualified to teach.
2. As part of base load or overload, a full-time faculty member who is qualified, with the concurrence of the dean(s) and chairs of the affected departments or programs, may teach a specific course or courses requested by the faculty member, outside their appointed department. These courses will be selected from among those that would be available to a part-time faculty member. Institutional benefit will be the main criterion according to which the decision will be made.
3. In the fall or spring term, providing all full-time faculty members who are appointed to a department have base loads, faculty members desiring overloads may be assigned up to nine (9) instructional LHEs per term, which, when added to summer overload not to exceed eighteen (18) total instructional LHEs for the academic year and summer. For faculty members having both instructional and institutional overload assignments, other than department/program chairs and

coordinators, and OCCFA officers, the total number of overload LHEs may not exceed twenty for the academic year and summer.

4. Overload assignments are voluntary on the part of the faculty. No faculty member within a discipline will receive two overload courses before other faculty members who want them have one course, in consistency with contractual agreements on departmental seniority. Overload assignments may not conflict with a faculty member's other responsibilities. During their first semester of employment, newly hired faculty may be assigned no more than 19 LHEs total load.
5. Overload assignments consist of class hours, office hours, and preparation time in addition to a faculty member's base load. Office hours for faculty teaching overload will be 16.67 minutes per week per LHE in a 16-week term. This provision does not apply to built-in overload. [In some cases, no schedule can be assigned a faculty member that achieves his or her minimal base load for the spring term without exceeding the LHEs of that base load. In such cases, the required overload is called built-in overload.]
6. During the semester in which the overload is taught, the faculty member receives compensation above that for the base load for the number of LHEs assigned to the overload course(s).
7. A faculty member may agree to teach courses compensated on a headcount basis in order to maintain the viability of a program or to allow students to complete their degree or certificate program in a reasonable period of time.
8. If a faculty member comes within one LHE of full load, but does not reach 30 LHEs, the dean may assign the faculty member to an alternate institutional assignment to make up the deficit.
9. If 75% of a faculty member's load consists of classes that are near or at full enrollment in a given semester, the deans may allow one section to be taught at full LHE allocation and pay, if it has a pedagogically sound minimum number of students (ordinarily, at least 7-9).
10. The deans, in consultation with the faculty member and department chair/coordinator, may allow the first time offering of a new course to be taught at full LHE allocation, if it has a pedagogically sound minimum number of students (ordinarily, at least 7-9).
11. Late-start classes may be used as base load provided that when load is assigned, the faculty member and the dean in consultation with the chair approve a plan to be implemented if the late-start class has insufficient enrollment resulting in a load that does not meet base load obligations for the term.
  - a. If a base load late-start fall semester class has insufficient enrollment, the affected faculty member shall be assigned the late-start class of an adjunct or part-time faculty member that the instructor is appropriately qualified to teach, or section 10.2.A.3 can be used.

- b. If a base load late-start spring semester class has insufficient enrollment, the affected faculty member shall be assigned a class of an adjunct or part-time faculty member that the instructor is appropriately qualified to teach, or the faculty member may be given tutoring responsibilities, departmental projects, or another alternate assignment that would satisfy the base load requirements.
12. Faculty members may teach up to 60% of their annual base load online (excluding Summer term). At the discretion of the dean, more than 60% of a faculty member's annual base load may be online based on enrollment and programmatic needs.

### **C. Summer Teaching Load**

#### **1. Schedule of Classes**

- a. The summer class schedule will allow for the proper number of minutes for instruction, especially as this applies to classes scheduled to occur on College holidays.

#### **2. Office Hours [See Section 6.4B]**

#### **3. Sick Leave [See Section 9.1A]**

#### **4. Assignment**

- a. Where enough sections exist, each faculty member choosing to teach summer term shall be assigned up to six LHEs.

Where enough sections do not exist, faculty members choosing to teach summer term shall be assigned up to six LHEs according to their seniority on the departmental seniority list. No faculty member within a discipline will receive two classes before other faculty members who want them have one class, in consistency with contractual agreements on seniority. Normally, in the event any faculty member is assigned more instructional LHEs than another faculty member based on seniority, the faculty member(s) goes to the bottom of the seniority list in the following summer selection cycle that rotation is necessary.

- b. Seniority is defined in section 11.1. Where disputes may occur in cases between faculty members with the same departmental seniority, the decision on who shall have priority in assignment shall be determined by first, institutional seniority, and secondly, if the tie remains, by academic rank, and final tie breaker decided via coin flip. Dual appointed faculty will work collaboratively with Chair/Coordinator and Dean of their department to construct a summer load.
- c. If any faculty member with dual appointment has selected a portion of their summer load in one department and is unable to be assigned up to six LHEs from all of their appointed departments, the faculty member's load can be completed in the first department from amongst the courses yet to be assigned to an adjunct or part-time faculty member that the instructor is appropriately qualified to teach.

- d. If any faculty member's class has insufficient enrollment and the class is withdrawn, the affected faculty member shall be assigned another class of any adjunct or part-time faculty member that the instructor is appropriately qualified to teach. This provision does not apply to summer overload classes, as defined in the following section.
- e. If classes remain after all who wish classes have been assigned up to six LHEs, those wishing more LHEs shall be assigned additional instructional LHEs, providing they do not cause the Faculty member to exceed the annual overload totals described in section 10.4.B.3 and reviewed below. For non-instructional LHE limits, overall LHE limits, and non-instructional limits for Chairs and Coordinators, see the Teaching Load LHE Minimum / Maximum Limits Grid in Appendix A. All summer LHEs over 6 shall be considered to be summer overload assignments. No faculty member within a discipline will receive two summer overload courses before other faculty members who want them have one such course, in consistency with contractual agreements on seniority. The sum of instructional summer overload LHEs and instructional faculty overload LHEs from the fall and spring semesters shall not exceed 18 LHEs for the academic year and summer, in accordance with section 10.2 B.3. For non-instructional LHE limits, overall LHE limits, and non-instructional limits for Chairs and Coordinators, see the Teaching Load LHE Minimum/Maximum Limits Grid in Appendix A.

#### **D. Interim Classes**

Faculty who teach during an interim term (Winterim, Summer Interim I, or Summer Interim II) may attribute the teaching load as either base load or overload in the following term. If the faculty member decides to count the interim LHEs as overload, the overload pay will be paid in full in the first regular pay period after it has been processed.

Given the intensity of the schedule, faculty may normally be assigned only one course in a given interim term. For the Summer Interim II or Winterim, if any overlap into Orientation Week is necessary, at the time a faculty member selects an interim class, the faculty member must submit a plan for Orientation Week to the dean and department chair that demonstrates how he/she will fulfill Orientation Week obligations.

#### **E. Underenrolled Classes**

[See also 10.2 Teaching Load; and [Deans Guideline: Dealing with Underenrolled Classes at Shambles](#)].

Ordinarily, underenrolled classes (on site or Online/Hybrid) for which students have options will be canceled before the start of the class. It is understood that the College has the option to offer underenrolled class sections and assign the full LHE value when students do not have other reasonable options, and may include, but is not limited to:

- When the class is a required course for program completion
- The course is part of an institutional initiative in its start-up period (e.g. learning communities, among others)

- The course is required for developmental students who cannot otherwise register for other Oakton courses.

This option would not apply when there are other sections of the same course available to students.

This determination lies solely with the Vice President for Academic Affairs in consultation with the Council of Deans.

If an underenrolled section for which students do have other options is offered, it will be paid on a pro-rata basis according to the formula below:

1. For courses that have enrollment capacity greater than 10:

$$\text{Pro-rata LHE} = \# \text{ of students} \times \text{course LHEs} \div 10$$

2. For courses that have enrollment capacity of 10:

Sections with enrollment between 7 and 10 are paid at full LHE value. For enrollments at 6 or below, the following formula is used:

$$\text{Pro-rata LHE} = \# \text{ of students} \times \text{course LHEs} \div 7$$

Ordinarily, underenrolled sections paid at the pro-rata rate will not be assigned as part of load without the consent of the faculty member, unless this is the only option available for a full load.

## **F. Independent Study**

Supervising and instructing students in an existing course on an individual basis, or presenting a special topics course not otherwise offered by the College in a classroom format. All independent study arrangements require the division dean's approval; only in exceptional circumstances will an instructor be assigned more than one INS section.

$$\text{Calculation: } \# \text{ of students} \times \text{course LHEs} \div 10$$

$$\text{(e.g., } 1 \text{ student, } 1 \text{ credit} = .1 \text{ LHE}$$

$$4 \text{ students, } 3 \text{ credits} = 1.2 \text{ LHE}$$

$$3 \text{ students, } 5 \text{ credits} = 1.5 \text{ LHE)}$$

## **G. Applied Courses**

### **1. Applied Music (Private Lessons):**

Maximum number of students per faculty member (sections combined), is 12.

*Calculation:* 1 student, 2 credits = 0.80 per student for base load or overload

## **2. Fitness Center Courses:**

Maximum number of students per section per faculty member is 60.

*Calculation:* 1 section, 1 credit with 2 hours lab = 1.4 LHEs

## **H. Practicum and Field Placement:**

Students are involved in practical work experiences which the instructor supervises in conjunction with personnel in the working location. May or may not include lecture time.

Compensation Calculations: The faculty member will earn 1 LHE times the credit hours scheduled for lecture.

PLUS

BUS Faculty: 0.25 LHE times the number of students for the maximum of the first two years of the new contract. The department shall review the generic syllabus for the courses and collect data on time spent on practicum tasks. When the department has completed the review, the chair will present the data to OCCFA and the College. OCCFA and the College will renegotiate the rate for subsequent contract years based on the data. This process shall be completed by June 30, 2022. If needed, the data collection period could be extended, and the extension rate would be 0.17.

ECE faculty will earn 0.5 LHE times the number of students enrolled for the first year of the new contract. The department shall collect data on time spent on practicum tasks for that year with subsequent years to be renegotiated.

ECE courses with a field placement component: ECE 104 and ECE 255 courses are compensated with 0.5 additional LHE to manage field component, relationships, opportunities, and process.

HIT faculty will earn 0.33 LHE times the number of students enrolled

For HSV Faculty: 0.33 LHE times the number of students for a maximum of the first two years of the new contract.

There will be data gathering by the department on time spent on practicum tasks for up to two years. When the department has completed the review, the chair will present the data to OCCFA and the College. OCCFA and the College will renegotiate the rate based on the data, to be completed by June 30, 2022. If needed, the data collection period could be extended, and the extension rate would be 0.25.

MLT faculty will earn 0.33 LHE times the number of students enrolled, except:

Phlebotomy (MLT 204) faculty will earn 0.17 LHE times the number of students enrolled.

PTA faculty will earn 0.33 LHE times the number of students enrolled.

## **I.PTA and NUR Courses**

For the PTA and NUR courses that have enrollment higher than 24 because of cohort size, faculty teaching the course will receive an additional .1 LHE per student above 24.

For the duration of this contract, nursing courses having both didactic and clinical components that require the instructor to spend an extraordinary amount of time collaborating with the chairperson, mentoring adjunct faculty, and serving as a liaison with numerous clinical facilities will be compensated with overload LHEs (See Team Teaching: Nursing Lead below). A list of the duties and responsibilities for the lead instructor are in a document that shall be kept in the Division One (1) office. Faculty will also be compensated with overload LHEs for preparing regularly scheduled NCLEX Review sessions (See NCLEX Review: Nursing below).

### **OVERLOAD LHE CALCULATION**

#### **Team Teaching: Nursing Lead**

Overload LHEs

# of Weeks x # of Sections x .024

#### **NCLEX Review: Nursing**

Overload LHEs

(# of Days x # of Hours x # of Weeks) ÷ 16

## **10.3 Reduced Load**

There may be times when it is necessary for a faculty member to reduce his/her work load temporarily.

### **A. Procedures and Provisions**

Ordinarily, the following will apply:

1. Prior to February 1st, a tenured faculty member may request in writing a Reduced Load Appointment for the following academic year.
2. The request shall include the reasons such an appointment is being sought, and must be submitted to the Vice President for Academic Affairs.

3. The vice president shall review all requests and make recommendations as appropriate to the President, who shall in turn recommend appointments to the Board.
4. A Reduced Load appointment will be for the following academic year.
5. The faculty member's reduced load shall be at least 15 LHEs (including LHEs for alternate time assignments) during the regular academic year.
6. A faculty member on a reduced load shall have prorated institutional responsibilities as described in Article VI.
7. No more than five such appointments will be recommended for any given year.
8. Appointments are for one year only and not renewable in consecutive years.

## **B. Benefits**

A faculty member with a Reduced Load Appointment shall receive pro-rata pay and pro-rata benefits. The faculty member may continue full employee benefit coverage at no cost to the College by applying to Human Resources thirty calendar days prior to the beginning of the semester in which the Reduced Load is to begin, and by paying for the first month of elected coverage. The amount to be paid is the difference between cost of full coverage, and the pro-rata cost of benefits guaranteed by this provision. Continued coverage is available upon paying the monthly payment at the start of the month for which coverage is requested.

The faculty member approved for a Reduced Load Appointment will be eligible for full SURS service credit providing all other SURS criteria are met. Faculty on reduced load continue to pay 8% of their pro rata salary into SURS. A faculty member approved for a Reduced Load Appointment will be eligible for whatever salary increase/step movement is contractually provided to other faculty members covered by this agreement in the year of, and subsequent year(s) of the appointment.

## **10.4 Deferred Time**

When the needs of the institution warrant, faculty members, with the approval of their dean, may work on a day when they are not normally scheduled. They will be compensated with a day of deferred time which may be taken when it does not conflict with other assigned responsibilities. The specific details of the deferred time arrangement must be agreed upon in writing by both the dean and the faculty member. Faculty members will not be required to accept a deferred time assignment, nor does a faculty member have a right to demand a deferred time assignment.

## **10.5 Alternate Time**

- A. Alternate time assignments may be granted to faculty members for the purpose of performing duties beyond the areas of instructional and institutional responsibilities defined in the Workload Policy (4107). Such duties may include, but are not limited to, administration, coordination of faculty or student activities, special teaching, coaching,

special projects, work during vacation periods, chairing/ coordinating the College's academic programs and departments, and extraordinary curriculum development.

- B. The development of new courses and programs, as well as the modification of existing ones, is normally considered to be the responsibility of the full-time faculty. As a general rule, alternate time or overload is not assigned for these tasks. However, when one or more of the following extraordinary conditions is present, a faculty member may submit a request to the appropriate dean for additional compensation based on the standard formula of 1 LHE per 45 academic hours of work, up to a maximum of the number of LHEs assigned to the course.
  - 1. Extensive transformation to adapt a traditional course to an innovative delivery mode.
  - 2. Course development that necessitates preparation of detailed lesson plans and/or instructional materials to meet accreditation or certification requirements.
  - 3. Course development that requires special training or research for the faculty member.
  - 4. Development of teaching materials to be used by other faculty in the department/program, for example, lab manuals, lab simulations, in-house textbooks, etc.
  - 5. Difficulty of obtaining necessary background to develop the course.
  - 6. Development of a new degree or certificate program, requiring extraordinary time.
  - 7. Extraordinary modification of an existing degree or certificate program.
- C. When a vacancy occurs in the coordination of a new or continuing College-wide project (e.g., Professional Development, OPAL, etc.), the administrator in charge of the project will notify, in writing, all faculty members of the position's availability and the amount of alternate time to be awarded. Any interested faculty member may apply. This paragraph does not apply to projects conceived and initiated by faculty members who agree to coordinate them. In extraordinary circumstances the Vice President for Academic Affairs and the OCCFA President may agree to waive this notification so that an immediate appointment may be made.

Alternate time for the specific project will be documented on the faculty member's load sheet and approved by their supervising dean. Alternate time awarded for the position will remain constant as long as the responsibilities do not demonstrably change. Alternate time, apart from Departmental Alternate Time awarded to Chairs and Coordinators, may be taken as base or overload.

## **10.6 Assignment of Full-time Faculty Members to the Ray Hartstein Campus**

- A. It is understood that faculty members who are assigned their full load at the Ray Hartstein Campus will:
  - 1. Attend all scheduled department/division meetings;

2. Continue to participate in the life of the College;
3. Teach whatever sections are necessary to make a full load should insufficient sections be available at the Ray Hartstein Campus.

**B.** A faculty member who is assigned full-time to the Ray Hartstein Campus will be reimbursed at the IRS-approved mileage expense reimbursement rate for one-way mileage expenses incurred in attending scheduled department/division meetings at the Des Plaines Campus. Should a faculty member be scheduled to teach classes (excluding overload) at the Ray Hartstein Campus prior to and following a department/division meeting, the faculty member will be reimbursed for round trip mileage expenses. Normally, other obligations that require the faculty member's attendance at the Des Plaines Campus will not be eligible for reimbursement; exceptions may be approved by the appropriate dean or designee in advance.

**10.7 Chairs and Coordinators: This section applies to Chairs and Coordinators of Academic Departments, Programs, and Major College-Wide Initiatives and Committees.**

**A.** The responsibilities of academic department/program chairs and coordinators vary depending on department or program needs. A full list of tasks that may be associated with the position are in the most recent issue of the [Deans Guideline: Alternate Time for Department/Program Management](#). A full list of tasks associated with the Special Academic Program/Concentration Coordinator positions are in the [Deans Guideline: Coordination of Major College-Wide Initiatives/Committees](#) (see Appendix C). The chair and/or coordinator(s) of an academic department is responsible for the work of the department/ program, including supervision of adjunct faculty; however, chairs and coordinators are not responsible for supervision of full-time faculty.

**B. Selection, Appointment, and Resignation of Chairs and Coordinators**

1. Every five years, the deans will invite faculty members to apply in writing for the positions of academic department/program chair and coordinator(s), in those departments where coordinators manage designated sub-units of the program, and coordinators of Special Academic Programs/ Concentrations. The application process will take place in the fourth year of the term, to facilitate succession planning. The new chair/coordinator-elect will be assigned selected duties during the fifth year.
2. Normally, a chair/coordinator who has served a five-year term is not eligible to serve a subsequent five-year term, unless there are no other available or eligible applicants.
3. The first five-year term will be implemented in Fall 2022.
4. After applications have been submitted, the deans will invite comments from the faculty in the department/program concerning those who have applied to serve as chair or coordinator.

5. Following a review of all applications, the deans will forward all applications and supporting documents and their recommendations to the Vice President for Academic Affairs, who will appoint the chairs and coordinators. Written notification of appointment will be given by March 1 and will specify the number of LHEs per year assigned to the department/program.
6. Should no faculty member be willing to voluntarily accept the responsibilities of chair/coordinator, the Vice President for Academic Affairs, in consultation with the dean and the department/program faculty members, may appoint a chair/coordinator for one academic year. Under such circumstances, the alternate time given to the chair/ coordinator will be no less than was assigned to the previous chair/ coordinator.
7. Chairs/coordinators may resign the chair/coordinator position by giving due notice to the dean, according to this timetable: for the summer or fall semester, by the prior March 15 and for the spring semester, by the prior October 15. The appointed chair/coordinator will fulfill the remainder of the five-year term and be eligible to apply in the subsequent five-year term.
8. By September of the third year of a five-year term, a review will take place to revisit the department/program five-year goals, the goals of the chair/ coordinator, departmental and Dean feedback, and the Department Alternate Time Allocation Agreement (DATAA) / Special Academic Program Alternate Time Allocation Agreement (SAPATAA). Chairs / coordinators will receive ongoing feedback from their academic dean, including resources and support for making improvements. This feedback shall not be considered part of the faculty member's 5-year evaluation process.

### **C. Coordinators of Major College-Wide Initiatives or Committees**

1. The faculty coordinator of a college-wide initiative or committee is responsible for the leadership or co-leadership of a major initiative at the College. A definition of a major college-wide initiative or committee and a full list of tasks that may be associated with the position are in the [Deans Guideline: Coordination of Major College-Wide Initiatives/ Committees](#) (see Appendix C). Attendance of college-wide program initiative or committee coordinators at COCAC meetings is optional.
2. Every two years, the deans or the Vice President for Academic Affairs will invite faculty members to apply in writing for the positions for coordinator of a major college-wide initiative or committee. Normally, in the case of Co-Chairs, the call will be made annually for one of the Co-Chairs, to serve a two-year term, in order to ensure a staggered transition in leadership. Normally, the applicant will have worked for at least one year in a committee or advisory group related to the initiative. After applications have been submitted the VPAA will invite comments from the members of the college-wide initiative or committee concerning those who have applied to serve as coordinator.
3. Following a review by the Council of Deans, the deans will forward their recommendation to the Vice President for Academic Affairs who will appoint the

coordinator. Normally, written notification of appointment will be given by March 1 and will specify the number of LHEs per year assigned to the coordinator.

4. When the college-wide initiatives or committee leadership process is governed by a charter, such as Academic Policies and Procedures Committee (APPC), the procedure in the charter will supersede the procedure above and be followed.

#### **D. Allocation of LHEs**

1. Alternate time for academic departments/programs is awarded to the department/programs and may be assigned to one or more of its faculty members. The dean and the prospective chair/coordinator will review the duties required to manage a given department/program and will agree on the alternate time and college support required per academic year and in the summer to carry out the duties of managing the department/program. The guiding principle of this review will be that chairs/coordinators should focus on those tasks that demand their academic expertise and that every effort will be made to provide adequate clerical/office, web, and event coordination support for departments/programs. Criteria to be used in determining the alternate time allocation for department/ program management are set forth in the [Deans Guideline: Assigning Alternate Time for Department/Program Management](#).
2. Alternate time for coordinators of Special Academic Programs, major college-wide initiatives or committees is awarded to the coordinator. The coordinator's supervising dean, along with the Vice President for Academic Affairs, will review with the coordinator the duties required to manage a given special academic program, college-wide initiative or committee and will agree on the alternate time and college support required per academic year and in the summer to carry out the duties of managing the program / initiative / committee. The guiding principle of this review will be that coordinators should focus on those tasks that demand their academic and professional expertise and that every effort will be made to provide adequate clerical / office, web, and event coordination support for college-wide programs and committees. Criteria to be used in determining the alternate time allocation for special academic programs, and major college-wide initiatives / committees are set forth in the [Deans Guideline: Coordination of Major College-Wide Initiatives / Committees](#) (see Appendix C).
3. At the request of the chair/coordinator or the dean, the alternate time allocations may be reviewed/revised within this term if circumstances warrant it, as specified in section 10.7 of the faculty contract. The alternate time stipulated will not be reduced by the administration during the term of appointment unless special circumstances require a change. In such circumstances, the chair /coordinator and the president of OCCFA must be notified in writing of such change prior to March 1 for a change scheduled to take effect the following contract year. Copies of the revised Department Alternate Time Allocation Agreement Forms (DATAA) or Special Academic Program Alternate Time Allocation Agreement Forms (SAPATAA) will be sent to the co-chairs of the Council of Chairs and Coordinators, and OCCFA.

4. Appeal Process: If the chair/coordinator cannot agree with the dean on the alternate time allocation and college support, the chair/coordinator can appeal the matter to the Council of Chairs and Coordinators, where a subcommittee of chairs/coordinators chosen by the Council of Chairs and Coordinators will review the allocation and submit a written recommendation to Council of Deans. After review, the Council of Deans will make a decision and provide a written explanation.
5. By April 1, the Office of Academic Affairs will upload copies of the approved allocation forms to a shared drive accessible to the full-time faculty.
6. The alternate time must be taken during the academic year (plus summer) for which it is awarded. Alternate time is applied first to base load. If the alternate time allocation exceeds the base load, it is then applied to overload.

### **E. Summer Schedule**

Ordinarily, chairs and coordinators will be expected to work during one or more of the summer or interim terms. Chairs/Coordinators are allowed to take up to either 40% or 3 LHEs of their portion of departmental alternate time during the summer if available, whichever is larger. In the case where a faculty member's portion is from 14 LHEs to 15 LHEs, inclusive, the 40% limit shall be considered to be 6 LHEs. The Dean may grant exceptions to exceed the limit where appropriate. Should the chair/coordinator choose not to work in the summer, he/she will notify the dean by March 15. Together, the dean and the chair/coordinator will make arrangements for department/program management in the chair's/coordinator's absence.

### **F. Deferred Time**

Chairs/coordinators whose work responsibilities require them to be on campus during vacation periods may use the deferred time provision of Section 10.4 to schedule vacations at other times that do not conflict with other assigned responsibilities.

### **G. Council of Chairs and Coordinators**

The Council of Chairs and Coordinators (COCAC), a committee of the Faculty Senate, is a shared governance body that represents the interests of chairs and coordinators. All academic department/program chairs and coordinators, including the chair of the library faculty and OCCFA President, are members of the Council and are expected to attend COCAC meetings and participate in its work. Coordinators of Student Success Team may participate in COCAC. One responsibility of COCAC is participation in the full-time faculty hiring process. For detailed information on the hiring process, see the current version of the [Deans Guideline - Full-time Faculty Hiring Process](#).

## **10.8 Workload Policy Guarantee**

The Board and Association agree that the Workload Policy 4107 shall not be changed during the contract without mutual agreement.

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## **ARTICLE XI: SENIORITY AND REDUCTION IN FORCE**

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### **11.1 Seniority**

Faculty members shall accrue institutional and departmental seniority as defined below. When the faculty members are on unpaid leaves of absence for professional reasons of at least one semester in duration, faculty members shall accrue institutional and departmental seniority, provided that such faculty members submit, in writing, a report of their activities to the President verifying compliance with the conditions of their leave.

#### **A. Institutional Seniority**

Institutional seniority is defined as priority based upon length of service as a full-time faculty member at Oakton not interrupted by resignation or dismissal.

#### **B. Departmental Seniority**

Departmental seniority is defined as priority based upon length of service not interrupted by resignation or dismissal within the department(s) of appointment. Departmental seniority accrues from the date of departmental appointment(s). Teaching within a department is not the same as being appointed to a department and does not result in accrual of departmental seniority. In cases of alternative institutional appointment where the faculty member has not previously taught in the department, departmental seniority is maintained in the faculty member's original department, provided that the original department is not eliminated. If the faculty member is reappointed to his or her original department, the faculty member's departmental seniority will be the same seniority they had previously accrued in their original department (e.g., if the faculty member is appointed to department B after teaching 10 years in their original department of appointment A, teaches 5 years in department B, and then is reappointed to department A, his/her departmental seniority in department A is 10 years).

When departments merge, a faculty member's departmental seniority within the merged department will equal the years of institutional service during which the faculty member held an appointment in any of the merged departments. If a faculty member's discipline is moved to another department, the faculty member's existing departmental seniority will be retained and transferred to the new, multi-discipline department.

### **11.2 Reduction in Force**

If the Board determines that it is necessary to decrease the number of tenured faculty members employed by the Board or to discontinue or reduce some particular type of teaching service or programs, written notices of honorable dismissal and the reason for dismissal shall be given to all affected faculty members by personal service or by certified mail and the Association no later than ninety calendar days before the end of the preceding school academic year semester, to be effective at the close of that semester.

In instances where a reduction in force is necessary the Board shall first terminate non-tenured faculty and then tenured faculty members with less seniority in the affected

department(s) prior to terminating any tenured faculty member with more seniority in the affected department(s), who is competent to render teaching services assigned to a non-tenured or less senior faculty member as provided in Section 805/3B-5 of the Illinois Public Community College Act and paragraph A below. Tenured faculty members on leave of absence at the time a reduction in force is implemented shall be treated no differently than other tenured faculty members subject to layoff.

#### **A. Retention Layoff Sequence**

For the purpose of retention of employment, in the event of a reduction in the number of tenured full-time faculty members, the faculty member in the affected department with the least amount of departmental seniority shall be the first to be dismissed. For the purposes of this clause, a department shall be defined in accordance with the list of academic departments and their disciplines (i.e. three letter prefixes); lists of faculty members' institutional seniority and departmental seniority will be maintained and updated regularly by the Human Resources Department.

In the event departmental seniority is equal between two or more faculty members in the department subject to the reduction in force, the faculty member with the least amount of institutional seniority shall be the first to be dismissed. Where departmental and institutional seniority are equal, the decision on who shall have priority in assignment shall be determined by first, institutional seniority, and secondly, if the tie remains, by academic rank, and final tie breaker decided via coin flip.

Tenured faculty members in an affected department shall not be subject to layoff if there are part-time and/or overload assignments, which could constitute a full-time load, which the faculty member is fully qualified and competent to teach.

#### **B. Alternate Institutional Appointment**

In the case of a faculty member whose program is terminated or whose position within a department is scheduled to be eliminated as a result of a reduction in force, the College will consider alternate institutional appointments, based on institutional need. This consideration will occur in consultation with the appropriate administrator(s), department chair(s) and coordinator(s), and department faculty. If no alternate institutional appointment occurs, and the faculty member's position is terminated, the faculty member will have the preferred right to appointment to a faculty position vacancy which becomes available within 24 months from the beginning of the academic year in which the faculty member was dismissed pursuant to a reduction in force and for which the faculty member is qualified, pursuant to Section 805/3B-5 of the Illinois Public Community College Act. In this case, the faculty member will be notified of the faculty position vacancy in accordance with the provisions of the law.

#### **C. Retraining**

If provisions can be made for an alternate instructional appointment for a tenured faculty member and retraining is required, the College will provide reasonable support as follows:

1. In those cases where two years' notice is being served, in addition to the support provided through tuition reimbursement, staff development and professional travel monies, a faculty member may include retraining activities as part of load to the

extent possible given institutional need, and not to exceed nine LHEs per semester and six LHEs per summer term. This alternate assignment of load is with respect to instructional responsibilities only.

2. Should only one year's notice be given, of program termination, the College will provide up to a maximum of one full year of base pay and full tuition/fee reimbursement.
3. Each year of the retraining leave shall constitute a full year of service credit. During the time of the leave, full health benefits shall be maintained for the faculty member taking a retraining leave. Other compensation shall be negotiated, including reimbursement to the College, if the conditions of the leave are not fulfilled.
4. Retraining activities shall be carried through completion based upon the collective bargaining agreement in force at the time that such activities are first defined and agreed upon.

#### **D. Summer Employment**

Terminated faculty members shall have rights to summer term employment in the year of their termination. In all cases, the rates of summer compensation shall be commensurate with those of continuing faculty.

#### **E. Voluntary Reduced Load**

To avoid a reduction in force, faculty members not affected by the reduction in force may volunteer to work a reduced load with pro-rata benefits and salary.

Such voluntary reduced loads can be made only in disciplines where they could prevent a faculty member from dismissal and shall be effective at the discretion of the Board in consultation with the chairperson, dean and Vice President for Academic Affairs. Notwithstanding, the Board may grant other requests for partial or full unpaid leave, as stated in Article IX.

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## **ARTICLE XII: INTELLECTUAL PROPERTY**

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### **12.1 Statement of Principles**

The relationship faculty members have with Oakton Community College may, in some cases, involve questions about ownership of intellectual properties or about reasonable shares of income accruing from those properties. The Board of Trustees not only recognizes the value of professional development--which may or may not result in the creation of intellectual properties--but also encourages and supports such development, because of its inherent benefits both to the faculty members and the institution. At the same time, pursuit of professional development in no instance diminishes the responsibilities or commitment faculty members have to the College.

Creating copyrightable works as “works for hire” is voluntary and not a specific employment obligation for faculty. However, faculty members often create copyrightable

scholarly and artistic works; create and use copyrightable teaching materials; and disseminate and distribute such works. Examples of teaching materials are text, images, diagrams, graphs, multimedia presentations, instructors' notes, exercises, quizzes and tests, Internet-ready content, musical materials, computer programs, visual art, multimedia developed for Internet distribution, readings, bibliographies, lectures, exercises, simulations, and group projects. Examples of scholarly works include, but are not limited to: results of scholarly research, journal articles, scholarly presentations, books, reviews, works of art including paintings, sculpture, and musical compositions. The copyright and all other intellectual property rights in copyrightable works created by faculty members with support not exceeding that stipulated in Workload Policy (4107) and relating to their teaching responsibilities shall be owned by the faculty members unless there is a copyright agreement as described in section 12.4 below.

## 12.2 Definition of Intellectual Properties

Intellectual properties may include but are not limited to inventions, software, written materials, techniques, and processes. For exemplification purposes only, the Board provides the following list of definitions of intellectual properties in which questions about ownership or reasonable share of income may exist:

|                                  |   |
|----------------------------------|---|
| <b>Inventions</b>                | Devices, discoveries, processes, methods, uses, products, or combinations of any of these, whether or not patented or patentable at any time under the Federal Patent Act (Act 35 U.S.C. Sec. 1 et. seq.) as now existing or hereafter amended or supplemented; |
| <b>Written/Graphic Materials</b> | Instructional, literary, graphic/visual art, dramatic, and musical materials or works, computer programs, and all other materials, published or unpublished, whether or not copyrighted or copyrightable;   |
| <b>Recorded Materials</b>        | Sound, visual, or audio-visual productions, including without limitation slides, films, tapes, videotapes, compact discs, laserdiscs, or other recordings or transcriptions, published or unpublished, whether or not copyrighted or copyrightable.             |

## 12.3 Faculty Member's Ownership Rights to Intellectual Property

As between Oakton Community College and the creator(s), ownership rights to all intellectual properties produced by Oakton faculty members without support from the College beyond that routinely provided by the Board in accordance with this agreement will belong to the creator(s) of those properties.

## 12.4 College and Faculty Member's Ownership Rights to Intellectual Properties in Works Made for Hire

As between Oakton Community College and the creator(s), Oakton will retain ownership rights to any intellectual properties produced and/or developed by any Oakton faculty member(s) when the College has provided their creator(s) with extra-routine support to develop those properties (works for hire). Oakton's ownership rights are limited to the particular intellectual properties receiving support beyond that stipulated in Policy 4107.

Such extra-routine support, without limitation, may consist of alternate time assignments, paid leaves of absence, stipends, expenses, and such College resources as financial, materials, facilities, and personnel assistance beyond that routinely provided by the Board.

The details of such ownership (description of materials and extra-routine support) will be negotiated to the best common interest of the College and the creator.

As both the College and the creator have an interest in offering appropriately current classes and materials in those classes, the creator or the College may initiate the creation of a derivative work as defined in the Intellectual Property agreement described below in Section 12.5 D. Such derivative work should be done in consultation with the creator. Normally the creator would initiate such derivative works and be the appropriate author of such. If appropriate, the Intellectual Property agreement will be amended to reflect that derivative work.

If at any time, there is a wish to transfer ownership rights and copyright to the creator, that request shall not be denied, provided that the cost of the extra-routine support is recovered by the College and that the College retains license to continue to use the IP in its programs and other operations. If the creator wishes to have his/her name removed from the IP as used under this license that request shall not be denied.

## **12.5 Revenue**

### **A. Faculty Members' Rights to Revenue from Intellectual Properties to Which Faculty Members Retain Ownership Rights**

Revenue from all intellectual properties to which Oakton faculty members retain full ownership rights will belong to the creator(s). The creator(s) will make arrangements independent from the College to collect these revenues directly from the agency providing them, and will be responsible for tax liabilities associated with them. The creator(s) will also assume all copyright and/or patent costs.

### **B. Faculty Member's Rights to Reasonable Shares of Income from Intellectual Properties to Which the College Retains Ownership Rights**

Shares in income, if any, from intellectual properties to which the College retains ownership rights in whole or in part will be negotiated as part of the assignment agreement in accordance with the following procedures relating to intellectual properties. College costs will be recovered for the College's shares of income, unless negotiated otherwise.

If the College discontinues use, for more than thirteen consecutive months, of intellectual properties to which it retains ownership rights, the creator(s) may ask the College to relinquish all rights (ownership rights and income) to the creator(s), provided that the creator(s) pays all costs of transfer.

### **C. College Income Collection and Distribution**

In order to minimize bookkeeping questions or accounting problems or both, the Vice President for Business and Finance will be the collection agent for the creator(s) and the College of all income for all intellectual properties to which the College retains

ownership rights. Promptly following receipt of income, the Vice President (or his or her designee) will disburse it according to the income shares negotiated under provisions of this agreement. This arrangement will free the creator(s) of paying taxes on the portion of income belonging to the College. The creator(s) shall have the rights to full disclosure on all aspects of accounting relating to income from a work-made-for-hire, including but not limited to a right to have an independent audit of the records of income and distribution.

#### **D. Procedures**

Ordinarily, before extra-routine support is awarded or used for the purpose of developing, producing and/or marketing intellectual property, the Vice President for Academic Affairs (or his/her designee) will meet with the creator(s) and if the creator desires, a representative of OCCFA to negotiate the development, production, marketing and the reasonable division of income resulting from the sale of intellectual properties. Normally, the College will use a standard template developed by the administration and OCCFA for all intellectual property agreements, applying standard optional clauses where appropriate and agreed upon.

The Vice President and/or designee and the creator(s) will consider the following conditions in arriving at a reasonable division of income.

1. The origins of the idea(s) upon which the intellectual properties are based.
2. The expertise and investment (time and money) involved in conceptualization and development of the intellectual properties.
3. The extent to which the College supported the development and production of the intellectual properties.
4. Costs that may be incurred in the production, marketing and sale of intellectual property. The parties will pay particular attention to avoid negotiating agreements in which the cost of processing and administering the agreements to the College and the creator(s) may be disproportionate to the proceeds obtained. Furthermore, the parties must include in the agreement specific information about the costs which will be incurred by the College and which must be repaid out of the College's share of revenue, the ways the cost of copyright/patent/licensing of the intellectual property will be shared by the parties involved, and the specific terms under which revenue will be distributed between/among the parties.

The Vice President and creator(s) may consult and involve such experts as they deem necessary in arriving at agreement.

To maintain consistency in negotiations, the agreements that are negotiated should be available for public information.

Unless otherwise mutually agreed, negotiations should be concluded within sixty calendar days from the initial meeting. In the event a satisfactory conclusion cannot be reached, the inquiry will be submitted to a Resolution Committee of three members, one member selected by the President of the College; one, by the

President of the Faculty Association; and one by mutual agreement between the two Presidents. The Resolution Committee will use established mutual gains principles to decide reasonable income division within sixty calendar days from the day of their first meeting. The Resolution Committee will submit their decision in writing, along with the rationale for that decision, to the President of the College. This decision and the accompanying rationale should also be made available for public information.

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## **ARTICLE XIII: COMPENSATION**

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### **13.1 Step System**

Vertical (step) movement on the salary schedule shall occur at the rate of one step per year, for faculty members eligible for step advancement up to the maximum step, except as provided in Article IX of this contract and for faculty members who earn the rank of Distinguished Professor (see section 6.7) during this contract period. Those who earn the rank of Distinguished Professor will advance one step in the contract year after they earn that rank in addition to the normal one step yearly movement.

### **13.2 Top Step Pay Increases**

Full-time faculty members who were in step 22 under the previous contract or who reach step 22 during this contract shall have \$1000 added to their base pay in each subsequent contract year.

### **13.3 Salary Schedule**

Full-time faculty members in lanes A-E and steps 1-21 and those reaching step 22 for the first time shall be paid according to the salary schedules that follow in conjunction with normal step movement (see 13.1 for details).

**2020-21 Salary Schedule**

| <b>STEP</b> | <b>A</b>  | <b>B</b>  | <b>C</b>  | <b>D</b>   | <b>E</b>   |
|-------------|-----------|-----------|-----------|------------|------------|
| <b>1</b>    | \$ 51,927 | \$ 54,786 | \$ 57,491 | \$ 60,344  | \$ 63,463  |
| <b>2</b>    | \$ 52,706 | \$ 55,608 | \$ 58,353 | \$ 61,249  | \$ 64,415  |
| <b>3</b>    | \$ 55,069 | \$ 58,045 | \$ 60,857 | \$ 63,798  | \$ 67,018  |
| <b>4</b>    | \$ 57,448 | \$ 60,479 | \$ 63,377 | \$ 66,382  | \$ 69,670  |
| <b>5</b>    | \$ 59,797 | \$ 62,891 | \$ 65,874 | \$ 68,963  | \$ 72,308  |
| <b>6</b>    | \$ 62,132 | \$ 65,041 | \$ 68,178 | \$ 71,416  | \$ 74,951  |
| <b>7</b>    | \$ 64,284 | \$ 67,269 | \$ 70,507 | \$ 73,870  | \$ 77,538  |
| <b>8</b>    | \$ 66,342 | \$ 69,440 | \$ 72,784 | \$ 76,277  | \$ 80,072  |
| <b>9</b>    | \$ 68,400 | \$ 71,615 | \$ 75,061 | \$ 78,666  | \$ 82,583  |
| <b>10</b>   | \$ 70,696 | \$ 74,076 | \$ 77,699 | \$ 81,508  | \$ 85,631  |
| <b>11</b>   | \$ 72,991 | \$ 76,538 | \$ 80,337 | \$ 84,350  | \$ 88,683  |
| <b>12</b>   | \$ 75,313 | \$ 79,012 | \$ 82,988 | \$ 87,209  | \$ 91,747  |
| <b>13</b>   | \$ 77,635 | \$ 81,496 | \$ 85,644 | \$ 90,070  | \$ 94,814  |
| <b>14</b>   | \$ 79,946 | \$ 83,977 | \$ 88,292 | \$ 92,923  | \$ 97,877  |
| <b>15</b>   | \$ 82,255 | \$ 86,465 | \$ 90,958 | \$ 95,780  | \$ 100,936 |
| <b>16</b>   | \$ 84,581 | \$ 88,959 | \$ 93,622 | \$ 98,639  | \$ 103,990 |
| <b>17</b>   | \$ 86,921 | \$ 91,461 | \$ 96,295 | \$ 101,499 | \$ 107,058 |
| <b>18</b>   | \$ 89,259 | \$ 93,970 | \$ 98,974 | \$ 104,366 | \$ 110,125 |
| <b>19</b>   | \$ 93,357 | \$ 98,463 | \$103,897 | \$ 109,745 | \$ 115,994 |
| <b>20</b>   | \$ 97,325 | \$102,678 | \$108,413 | \$ 114,545 | \$ 121,117 |
| <b>21</b>   | \$ 99,602 | \$105,478 | \$111,774 | \$ 118,505 | \$ 125,711 |
| <b>22</b>   | \$102,377 | \$108,221 | \$114,519 | \$ 121,334 | \$ 128,630 |

**2021-22 Salary Schedule**

| <b>STEP</b> | <b>A</b>  | <b>B</b>  | <b>C</b>  | <b>D</b>   | <b>E</b>   |
|-------------|-----------|-----------|-----------|------------|------------|
| <b>1</b>    | \$ 52,027 | \$ 54,886 | \$ 57,591 | \$ 60,444  | \$ 63,563  |
| <b>2</b>    | \$ 53,455 | \$ 56,393 | \$ 59,172 | \$ 62,103  | \$ 65,308  |
| <b>3</b>    | \$ 54,255 | \$ 57,237 | \$ 60,058 | \$ 63,033  | \$ 66,286  |
| <b>4</b>    | \$ 56,683 | \$ 59,741 | \$ 62,631 | \$ 65,652  | \$ 68,961  |
| <b>5</b>    | \$ 59,128 | \$ 62,242 | \$ 65,220 | \$ 68,308  | \$ 71,686  |
| <b>6</b>    | \$ 61,541 | \$ 64,721 | \$ 67,786 | \$ 70,959  | \$ 74,396  |
| <b>7</b>    | \$ 63,941 | \$ 66,930 | \$ 70,153 | \$ 73,480  | \$ 77,112  |
| <b>8</b>    | \$ 66,152 | \$ 69,219 | \$ 72,546 | \$ 76,001  | \$ 79,770  |
| <b>9</b>    | \$ 68,266 | \$ 71,450 | \$ 74,886 | \$ 78,475  | \$ 82,374  |
| <b>10</b>   | \$ 70,381 | \$ 73,684 | \$ 77,225 | \$ 80,929  | \$ 84,954  |
| <b>11</b>   | \$ 72,740 | \$ 76,213 | \$ 79,936 | \$ 83,849  | \$ 88,086  |
| <b>12</b>   | \$ 75,098 | \$ 78,743 | \$ 82,646 | \$ 86,770  | \$ 91,222  |
| <b>13</b>   | \$ 77,484 | \$ 81,285 | \$ 85,370 | \$ 89,707  | \$ 94,370  |
| <b>14</b>   | \$ 79,870 | \$ 83,837 | \$ 88,099 | \$ 92,647  | \$ 97,521  |
| <b>15</b>   | \$ 82,245 | \$ 86,386 | \$ 90,820 | \$ 95,578  | \$ 100,669 |
| <b>16</b>   | \$ 84,617 | \$ 88,943 | \$ 93,559 | \$ 98,514  | \$ 103,812 |
| <b>17</b>   | \$ 87,007 | \$ 91,505 | \$ 96,297 | \$ 101,452 | \$ 106,950 |
| <b>18</b>   | \$ 89,411 | \$ 94,076 | \$ 99,043 | \$ 104,390 | \$ 110,102 |
| <b>19</b>   | \$ 91,814 | \$ 96,654 | \$101,796 | \$ 107,336 | \$ 113,253 |
| <b>20</b>   | \$ 96,024 | \$101,271 | \$106,854 | \$ 112,863 | \$ 119,284 |
| <b>21</b>   | \$100,101 | \$105,602 | \$111,494 | \$ 117,795 | \$ 124,548 |
| <b>22</b>   | \$102,441 | \$108,479 | \$114,948 | \$ 121,864 | \$ 129,268 |

**2022-23 Salary Schedule**

| <b>STEP</b> | <b>A</b>  | <b>B</b>  | <b>C</b>  | <b>D</b>   | <b>E</b>   |
|-------------|-----------|-----------|-----------|------------|------------|
| <b>1</b>    | \$ 52,627 | \$ 55,486 | \$ 58,191 | \$ 61,044  | \$ 64,163  |
| <b>2</b>    | \$ 54,292 | \$ 57,242 | \$ 60,034 | \$ 62,978  | \$ 66,197  |
| <b>3</b>    | \$ 55,766 | \$ 58,798 | \$ 61,666 | \$ 64,690  | \$ 67,998  |
| <b>4</b>    | \$ 56,591 | \$ 59,669 | \$ 62,580 | \$ 65,650  | \$ 69,007  |
| <b>5</b>    | \$ 59,097 | \$ 62,253 | \$ 65,235 | \$ 68,353  | \$ 71,768  |
| <b>6</b>    | \$ 61,620 | \$ 64,834 | \$ 67,907 | \$ 71,094  | \$ 74,580  |
| <b>7</b>    | \$ 64,110 | \$ 67,392 | \$ 70,555 | \$ 73,830  | \$ 77,377  |
| <b>8</b>    | \$ 66,587 | \$ 69,672 | \$ 72,998 | \$ 76,431  | \$ 80,180  |
| <b>9</b>    | \$ 68,869 | \$ 72,034 | \$ 75,467 | \$ 79,033  | \$ 82,923  |
| <b>10</b>   | \$ 71,051 | \$ 74,336 | \$ 77,882 | \$ 81,586  | \$ 85,610  |
| <b>11</b>   | \$ 73,233 | \$ 76,642 | \$ 80,296 | \$ 84,119  | \$ 88,273  |
| <b>12</b>   | \$ 75,668 | \$ 79,252 | \$ 83,094 | \$ 87,132  | \$ 91,505  |
| <b>13</b>   | \$ 78,101 | \$ 81,863 | \$ 85,891 | \$ 90,147  | \$ 94,741  |
| <b>14</b>   | \$ 80,563 | \$ 84,486 | \$ 88,702 | \$ 93,178  | \$ 97,990  |
| <b>15</b>   | \$ 83,026 | \$ 87,120 | \$ 91,518 | \$ 96,212  | \$ 101,242 |
| <b>16</b>   | \$ 85,477 | \$ 89,750 | \$ 94,326 | \$ 99,236  | \$ 104,490 |
| <b>17</b>   | \$ 87,925 | \$ 92,389 | \$ 97,153 | \$ 102,266 | \$ 107,734 |
| <b>18</b>   | \$ 90,391 | \$ 95,033 | \$ 99,979 | \$ 105,298 | \$ 110,972 |
| <b>19</b>   | \$ 92,872 | \$ 97,686 | \$102,812 | \$ 108,330 | \$ 114,225 |
| <b>20</b>   | \$ 95,352 | \$100,347 | \$105,653 | \$ 111,371 | \$ 117,477 |
| <b>21</b>   | \$ 99,697 | \$105,112 | \$110,873 | \$ 117,075 | \$ 123,701 |
| <b>22</b>   | \$103,904 | \$109,581 | \$115,662 | \$ 122,164 | \$ 129,134 |

**2023-24 Salary Schedule**

| <b>STEP</b> | <b>A</b>  | <b>B</b>  | <b>C</b>  | <b>D</b>   | <b>E</b>   |
|-------------|-----------|-----------|-----------|------------|------------|
| <b>1</b>    | \$ 52,827 | \$ 55,686 | \$ 58,391 | \$ 61,244  | \$ 64,363  |
| <b>2</b>    | \$ 54,827 | \$ 57,794 | \$ 60,602 | \$ 63,564  | \$ 66,801  |
| <b>3</b>    | \$ 56,555 | \$ 59,617 | \$ 62,515 | \$ 65,571  | \$ 68,912  |
| <b>4</b>    | \$ 58,085 | \$ 61,232 | \$ 64,209 | \$ 67,348  | \$ 70,782  |
| <b>5</b>    | \$ 58,941 | \$ 62,136 | \$ 65,158 | \$ 68,345  | \$ 71,829  |
| <b>6</b>    | \$ 61,543 | \$ 64,819 | \$ 67,914 | \$ 71,150  | \$ 74,695  |
| <b>7</b>    | \$ 64,162 | \$ 67,498 | \$ 70,687 | \$ 73,996  | \$ 77,614  |
| <b>8</b>    | \$ 66,746 | \$ 70,153 | \$ 73,436 | \$ 76,836  | \$ 80,517  |
| <b>9</b>    | \$ 69,317 | \$ 72,520 | \$ 75,972 | \$ 79,535  | \$ 83,427  |
| <b>10</b>   | \$ 71,686 | \$ 74,971 | \$ 78,535 | \$ 82,236  | \$ 86,274  |
| <b>11</b>   | \$ 73,951 | \$ 77,361 | \$ 81,042 | \$ 84,886  | \$ 89,463  |
| <b>12</b>   | \$ 76,216 | \$ 79,754 | \$ 83,547 | \$ 87,516  | \$ 92,227  |
| <b>13</b>   | \$ 78,743 | \$ 82,464 | \$ 86,452 | \$ 90,643  | \$ 95,582  |
| <b>14</b>   | \$ 81,269 | \$ 85,174 | \$ 89,355 | \$ 93,773  | \$ 98,941  |
| <b>15</b>   | \$ 83,824 | \$ 87,896 | \$ 92,273 | \$ 96,919  | \$ 102,314 |
| <b>16</b>   | \$ 86,381 | \$ 90,631 | \$ 95,196 | \$ 100,068 | \$ 105,689 |
| <b>17</b>   | \$ 88,925 | \$ 93,361 | \$ 98,110 | \$ 103,207 | \$ 109,061 |
| <b>18</b>   | \$ 91,466 | \$ 96,100 | \$101,045 | \$ 106,352 | \$ 112,428 |
| <b>19</b>   | \$ 94,026 | \$ 98,844 | \$103,978 | \$ 109,499 | \$ 115,789 |
| <b>20</b>   | \$ 96,601 | \$101,598 | \$106,919 | \$ 112,647 | \$ 119,166 |
| <b>21</b>   | \$ 99,175 | \$104,360 | \$109,868 | \$ 115,803 | \$ 122,541 |
| <b>22</b>   | \$103,685 | \$109,306 | \$115,286 | \$ 121,724 | \$ 129,002 |

### 13.4 M-Lane

No new faculty will advance to M-Lane during the life of this contract. Faculty members who were in M-Lane during the previous contract follow the salary schedule below, in conjunction with normal step movement and top-step pay (sections 13.1 and 13.2).

| <b>Step</b> | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|-------------|----------------|----------------|----------------|----------------|
| <b>11</b>   | \$92,855       | \$91,482       | \$90,451       | \$92,227       |
| <b>12</b>   | \$96,118       | \$94,812       | \$93,869       | \$95,582       |
| <b>13</b>   | \$99,390       | \$98,140       | \$97,282       | \$98,941       |
| <b>14</b>   | \$102,657      | \$101,478      | \$100,694      | \$102,314      |
| <b>15</b>   | \$105,923      | \$104,810      | \$104,115      | \$105,689      |
| <b>16</b>   | \$109,188      | \$108,141      | \$107,530      | \$109,061      |
| <b>17</b>   | \$112,464      | \$111,472      | \$110,945      | \$112,428      |
| <b>18</b>   | \$115,740      | \$114,813      | \$114,359      | \$115,789      |
| <b>19</b>   | \$122,080      | \$118,155      | \$117,783      | \$119,166      |
| <b>20</b>   | \$127,508      | \$124,622      | \$121,209      | \$122,541      |
| <b>21</b>   | \$132,765      | \$130,158      | \$127,838      | \$129,002      |
| <b>22</b>   | \$135,765      | \$135,520      | \$133,512      | \$134,000      |

### 13.5 Qualifications for Initial Lane Placement

(See [Deans Guideline: Faculty Salary and Rank Placement](#) in Appendix C)

#### A. Baccalaureate

|               |  |
|---------------|--|
| <b>Lane A</b> | Master's degree in subject area.   |
| <b>Lane B</b> | Master's degree in subject area plus fifteen additional graduate credit hours.*  |
| <b>Lane C</b> | Master's degree in subject area plus thirty additional graduate credit hours.*   |
| <b>Lane D</b> | Master's degree in subject area plus forty-five additional graduate credit hours.*   |
| <b>Lane E</b> | Master's degree in subject area plus sixty additional graduate credit hours, or earned doctorate with at least thirty credit hours in subject area.* |

\* Up to 5 equivalent graduate credits toward lane placement can be awarded for certification(s) or license(s) (see 13.5.D6).

#### B. Career Program

|               |   |
|---------------|---|
| <b>Lane A</b> | Appropriate degrees license, certification, and/or technical experience in subject area plus bachelor's degree.*      |
| <b>Lane B</b> | Lane A plus: fifteen graduate credits.*   |
| <b>Lane C</b> | Lane A plus: thirty graduate credits, or master's degree.*  |
| <b>Lane D</b> | Lane A plus: forty-five graduate credits, or master's degree plus fifteen additional graduate credits.*               |
| <b>Lane E</b> | Lane A plus: sixty graduate credits, or master's degree plus thirty additional graduate credits or earned doctorate.* |

\* Up to 5 equivalent graduate credits toward lane placement can be awarded for certification(s) or license(s) (see 13.5.D6).

#### C. Two Master's Degrees

A faculty member who has two earned master's degrees, at least one of which is in the subject area, which are of unequal graduate semester credit hours (or the equivalent) shall have, upon the faculty member's request, the master's degree with the lesser number of credits counted as the first master's degree. All credits within the second master's shall be counted as credits beyond the master's for the purpose of lane placement or lane advancement. Credits earned outside either master's shall continue to

be counted for lane placement and lane advancement consistent with provisions in this section of the contract.

#### **D. General Criteria and Equivalencies for Lane and Step Placement**

1. Beyond the entry level degree, any additional degrees earned shall be converted to credit hours for the purpose of appropriate placement on the salary schedule.
2. As used in this Article, "course" and "graduate" credit hours shall apply only to instruction received at regionally accredited institutions of higher education. Courses must be completed with a grade of "C" or better. "Graduate hours" refers to graduate semester hours.
3. Graduate credit hours earned on the quarter system will be counted as two-thirds of a graduate credit hour earned on the semester system.
4. For purposes of initial lane and step placement it should be noted that years of experience are not directly equivalent to steps on the salary schedule.
5. Faculty in fields where experience and performance may be legitimately substituted for academic training may be employed at a rate commensurate with their pay in business and industry. The initial step and lane placement of such faculty members shall be within the sole discretion of the Board, but once placed upon the compensation schedule, the faculty member shall advance solely in accordance with the terms of this contract.
6. For initial lane placement, a new faculty member who holds certification or a license in an area directly related to the program or department of hire may be credited with the equivalent of up to 5 graduate credits toward lane placement. The Vice President for Academic Affairs will determine the applicability of the certification and the graduate credit equivalency.
7. When a new faculty member is hired to teach/work in (a) department(s) that offer(s) both baccalaureate and career courses, and is qualified to teach/work in both, the faculty member will be placed in the higher of the two lanes, using the Qualifications tables detailed in Sections 13.3 A and B.

#### **E. Reconsideration of Initial Placement**

A newly hired faculty member may seek reconsideration of initial lane or step placement within 2 months of his or her official beginning date at the college. Reconsideration may be based on additional credentials or certifications which may not have been considered in the initial lane and step placement. Ordinarily the faculty member will appeal to the dean, who will in turn consult with the Vice President for Academic Affairs.

## 13.6 Qualifications for Lane Advancement

### A. Baccalaureate

|               |   |
|---------------|---|
| <b>Lane A</b> | Master's degree in subject area.  |
| <b>Lane B</b> | Master's degree in subject area plus fifteen additional graduate credit hours (up to 50% of which may be earned through alternate credit).  |
| <b>Lane C</b> | Master's degree in subject area plus thirty additional graduate credit hours (up to 50% of which may be earned through alternate credit).   |
| <b>Lane D</b> | Master's degree in subject area plus forty-five additional graduate credit hours (up to 50% of which may be earned through alternate credit).   |
| <b>Lane E</b> | Master's degree in subject area plus sixty additional graduate credit hours (up to 50% of which may be earned through alternate credit), or earned doctorate with at least thirty credit hours in subject area. |

### B. Career

|               |  |
|---------------|--|
| <b>Lane A</b> | Appropriate degrees license, certification, and/or technical experience in subject area plus bachelor's degree.  |
| <b>Lane B</b> | Lane A plus: fifteen graduate credits (up to 50% of which can be earned through alternate credit).   |
| <b>Lane C</b> | Lane A plus: thirty graduate credits (up to 50% of which can be earned through alternate credit), or master's degree.  |
| <b>Lane D</b> | Lane A plus: forty-five graduate credits (up to 50% of which can be earned through alternate credit), or master's degree plus fifteen additional graduate credits (up to 50% of which can be earned through alternate credit).               |
| <b>Lane E</b> | Lane A plus: sixty graduate credits (up to 50% of which can be earned through alternate credit), or master's degree plus thirty additional graduate credits (up to 50% of which can be earned through alternate credit) or earned doctorate. |

### C. General Criteria for Lane Advancement

1. Undergraduate credits earned after the date of initial placement, and contributing directly to the faculty member's professional qualifications, will be counted as two-thirds of a graduate semester credit hour. Such credits will only be awarded when prior approval for the course is granted by the Vice-President for Academic Affairs. Prior approval is not required for College sponsored faculty seminars or topics classes.
2. As used in this Article, "course" and "graduate" credit hours shall apply only to instruction received at regionally accredited institutions of higher education. Courses must be completed with a grade of "C" or better. "Graduate hours" refers to graduate semester hours.
3. Graduate credit hours earned on the quarter system will be counted as two-thirds of a graduate credit hour earned on the semester system.

4. **Courses Eligible for Lane Changes:** Courses that have been approved for tuition reimbursement can be used for lane changes providing they meet the stipulations noted above.
5. Granting of dual appointment after initial hire does not affect lane status.
6. Lane advancement shall take place in the academic year following the successful completion of the course work/alternate credit requirements for the next horizontal lane, provided that.
  - a. Proof of registration has been submitted to the Office of Human Resources by June 30<sup>th</sup>; and
  - b. An official transcript showing successful completion of courses (or documentation showing successful completion of alternate credit activities) has been submitted to the Office of Human Resources no later than July 1<sup>st</sup> for courses or activities completed in the preceding fall and spring semesters. For summer courses, an official notification of completion shall be submitted no later than August 31<sup>st</sup>. The faculty member shall exercise due diligence in obtaining transcripts or documentation of alternate credit activities within a ninety (90) calendar day period thereafter. After receipt of the transcript or documentation, the movement and compensation shall be retroactive to the start of the academic year.

#### **D. Lane Change Committee**

The Vice President for Academic Affairs or designee and a faculty member elected by the Committee shall co-chair a Lane Change Committee composed of a division dean, an elected representative from each division, and two elected faculty-at-large that rotate among the divisions. Every effort will be made to ensure the Committee includes both transfer and career program faculty. Faculty members of the Lane Change Committee must be tenured faculty members. No faculty member who is submitting work for evaluation for Distinguished Professor rank may serve on this committee. (See section 6.7).

The Lane Change Committee will evaluate and recommend faculty proposals for alternate credit for lane change for pre-approved institutional or professional projects or for teaching innovations in accordance with provisions in Section 13.6E. The Vice President for Academic Affairs and Lane Change Committee members will create procedures and a timetable to solicit proposals for such alternate credit.

Additionally, the committee will review any submissions of faculty wishing to be evaluated for promotion to Distinguished Professor (see section 6.7).

#### **E. Alternate Credits for Lane Advancement**

For faculty new to Oakton, alternate credits completed up to 3 years prior to hire can be evaluated and used for lane advancement, but not for initial placement. Please consult the Alternate Activity conversion chart at the end of 13.3E for information on how

activities will be applied to lane advancement. Faculty should consult with their dean in order to prepare a request for lane change. The request will be forwarded to the Vice President for Academic Affairs who will review and provide final approval, in writing, of alternate credits.

After a faculty member starts at the College, new alternate credits to be used for lane changes are contingent upon the recommendation of the dean and prior approval of the Vice President for Academic Affairs in writing. Faculty proposals for alternate credit for lane change must include information about what evidence the faculty member will provide to demonstrate the activity has been completed. Alternate credits for publication do not require prior approval. Prior to going to the dean and vice president, alternate credits for pre-approved institutional or professional projects or for teaching innovations must be evaluated and recommended by the Lane Change Committee.

The faculty member must provide the Vice President for Academic Affairs with evidence of the satisfactory completion of a pre-approved alternate credit for lane change project. The vice president will notify the faculty member, in writing, the number of graduate semester credit hour equivalents awarded for the activity.

Alternate credits can be used in lieu of required graduate study for up to fifty percent of the additional credit hours required for lane movement. Alternate credit may not be used to replace a required graduate degree.

In all cases of alternate credit, the content must be in the faculty member's subject area or related field, except as noted in the description of pre-approved institutional or professional projects. Alternate credit will be awarded on this scale:

| <b>Alternate Activity</b><br><i>(Numbers relate to subsequent numbered paragraphs that describe each alternate activity.)</i> | <b>Equals</b>  |
|---|--|
| Authorship of a book (1)  | 9 graduate semester credits                                |
| Co-authorship of a book (1)   | 5 graduate semester credits                                |
| Author of an article (2)  | 3 graduate semester credits                                |
| First author of a multi-author article (2)  | 3 graduate semester credits                                |
| Co-authorship of an article (other than first author) (2)   | 1.5 graduate semester credits                              |
| Exhibit/performance, etc. (3)   | 5 graduate semester credits                                |
| Workshop, seminar, audit course (4)   | 1 graduate semester credit                                 |
| Editing a book (5)  | 5 graduate semester credits                                |
| Co-editing a book (5)   | 2.5 graduate semester credits                              |
| Authorship of a chapter in book (6)   | 2 graduate semester credits                                |
| Co-authorship of chapter in book (6)  | 1 graduate semester credit                                 |
| Pre-approved institutional leadership or professional project (7)   | variable graduate semester credits *                       |
| Program, course, seminar or workshop For CEU credit (8)   | 4.5 CEU or 45 contact hours = 2/3 graduate semester credit |
| Master class (9)  | 45 contact hours = 2/3 graduate semester credit            |

| <b>Alternate Activity</b><br><i>(Numbers relate to subsequent numbered paragraphs that describe each alternate activity.)</i> | <b>Equals</b>  |
|---|--|
| Professional certification program approved or sanctioned by a recognized professional organization (10)                      | 45 documented contact hours = 2/3 graduate semester credit |
| Third party certification or licensure Credits (10)   | 1-5 graduate semester credits**                            |
| Teaching Innovation (11)  | Variable graduate semester credits<br>***                  |

\* The determination of the number of graduate semester credits will be made by the Vice President for Academic Affairs, based on the recommendation of the dean and the Lane Change Committee. Examples of criteria to be used include: length and number of sessions of professional development presentations; complexity of project; length of term and level of responsibility for office or chairmanship; and professional skills and time devoted to design and execution of project.

\*\* The determination of the number of graduate semester credit hour equivalents will be made by the Vice President for Academic Affairs, based on the recommendation of the dean and faculty member. Examples of criteria to be used include length and number of non-credit, workshop, practicum or other learning experiences for attaining the certification or licensure. Alternate credits for third party certification or licensure shall not duplicate alternate credits already awarded for workshops, seminars, audited courses, pre-approved institutional or professional projects, program, course, seminar or workshops for CEU credits, specialist certification within a specific occupation, or for undergraduate or graduate credit courses. An individual who receives or has received lane advancement credit for credit, non-credit and/or other activities related to preparing for the examination or meeting third party criteria may be awarded one additional graduate semester credit equivalency upon the award of the certification or license.

\*\*\* The determination of the number of graduate semester credit hour equivalents will be made by the Vice President for Academic Affairs, based on the recommendation of the dean and the Lane Change committee.

Alternate credit will be awarded for:

1. Authorship or co-authorship of a book in the faculty member's subject field or a related field. The book cannot be published by a vanity press.
2. Authorship or co-authorship of an article, story, or poetic work in the faculty member's subject field or a related field. The piece must appear in a refereed journal.
3. Exhibit/performance/recital/directing for faculty members in fine or performing arts. Such activities must be subject to evaluation or review by outside experts in

the field, who validate that the activity has artistic merit; require substantial individual efforts; and be recognized as demonstrating professional competence according to the accepted standards of the discipline. Examples of qualified activities include a juried, one-person exhibit at an art gallery or a solo performance with a recognized symphony that is reviewed by a music critic. Examples of activities that are not qualified include playing an instrument as background music at a conference or exhibiting and selling paintings at a community art fair. A publication, exhibit, performance, etc. may count only once for alternate credit.

4. Participation in professional workshops, seminars, non-credit courses, and audited courses. Such workshops, seminars, and courses will be used as alternate credit contingent upon both:
  - a. prior approval of the dean and the Vice President for Academic Affairs, and
  - b. demonstration after the workshop, seminar, course of its applicability to instruction or other institutional responsibilities of the faculty member. The method of demonstration is at the discretion of the faculty member with the approval of suitability and adequacy by the dean and the Vice President for Academic Affairs. Demonstration could occur through such means as incorporation of subject matter into an existing course, development of a new course based all or in substantial part on the contents of the workshop, conduct of an in-house professional development workshop based upon the subject, or use of knowledge and skills gained through the workshop in the performance of duties.
5. Editing or co-editing a book. Editing and co-editing refer to selecting articles for inclusion in a book, writing introductory and transition sections, working with the publisher on issues affecting the publication. Editing and co-editing for alternate credit do not refer to proofreading, correction of grammar, etc.
6. Authorship or co-authorship of a chapter in a book. If the chapter comprises a new addition to an existing book that is being revised, then the chapter will be treated as if it were appearing for the first time.
7. Pre-approved institutional or professional projects related to the faculty member's discipline, to the improvement of teaching and learning in and for community college students or the community at large, or to the development of professional skills and knowledge. Approval of suitability and adequacy is by the dean and the Vice President for Academic Affairs in writing, after being evaluated and recommended by the Lane Change Committee. Examples of institutional or professional projects that may be considered for alternate credit are:
  - a. preparation and presentation of a professional development seminar or workshop, preparation or development of instructional software;
  - b. committee chair or office or board position held at local, state, national or international level;
  - c. principal investigator developing and/or implementing externally funded grant project;

- d. presentation of scholarly paper (the paper must be provided as evidence);
- e. participation in student success initiatives or other initiatives designated as College priorities.

To be considered for lane advancement the pre-approved project may not be considered part of the faculty member's regular load or compensated for through alternate time, overload pay, other stipends, or other means of compensation. Credit for lane advancement can normally be awarded only once for a given institutional or professional project, i.e., multiple presentations of a professional development program will not be credited toward lane advancement after the initial presentation.

- 8. Enrollment and participation in a course, program, seminar or workshop for which Continuing Education Units (CEUs) are awarded. The CEUs must be recognized or awarded by a professional association or state licensing or credentialing agency.
- 9. Participation as a student in a master class taught by a recognized professional or master in the faculty member's discipline; ordinarily master classes are appropriate for faculty members in fine and performing arts disciplines such as music, art, and theater.
- 10. Acceptable certifications or licenses are those provided through a process in which competency is examined directly by an external body or third party, not a college, university or other postsecondary institution. Examples of external bodies or third party certification processes include vendor-specific or industry-recognized examinations, or meeting licensure requirements from professional licensing bodies or professional associations. Such certifications or licenses must exceed minimum requirements or qualifications for the Oakton faculty position.

Examples of acceptable certifications or licenses include, but are not limited to:

- a. Microsoft Technology Certifications
  - b. CISCO Certification
  - c. i-NET+™ and other CompTIA Certification
  - d. Certification as an Alcohol and Other Drug Abuse Counselor (CADC) by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA)
  - e. National Board Certified Teacher credential from the National Board for Professional Teaching Standards
- 11. Teaching innovation. A teaching innovation appropriate for lane change must be a substantial change in the way in which the instructor organizes and/or delivers the class, or the way in which students are evaluated. The innovation must account for a significant portion of the class or classes in which it is being used. A teaching innovation proposal must include instructional goals and a description of how the innovation will be assessed in terms of its impact on students and achievement of instructional goals. It is recognized that not every innovation will necessarily be successful, and that awarding of alternate credit is not dependent on success.

Alternate credit will be awarded upon the submission of acceptable evidence that the teaching innovation was implemented and the assessment has been completed.

The Vice President for Academic Affairs will review and determine the acceptability of this evidence and approve the actual awarding of alternate credit.

### **13.7 Other Compensation**

#### **A. Substitute Pay**

A faculty member who substitutes for another faculty member will be compensated at \$40 per contact hour in AY 2020-2021, 2021-2022, and \$45 per contact hour in 2022-2023 and 2023-2024. The substitute must maintain all his/her regularly scheduled office hours and other institutional obligations. Long term substitution, i.e., for a continuous period of more than four weeks or one quarter of a course, shall be compensated pro-rata at the overload rate based on the proportion of the course for which substitute teaching was done. The faculty member whose class is being covered by a substitute shall be deemed to be on leave of absence.

#### **B. Overload Pay**

Full-time faculty will be paid overload pay for all LHEs over thirty according to the following schedule:

\$1040 effective the beginning of the 2020-21 academic year  
\$1055 effective the beginning of the 2021-22 academic year  
\$1070 effective the beginning of the 2022-23 academic year  
\$1100 effective the beginning of the 2023-24 academic year

#### **C. Summer Pay**

A faculty member who has been employed as a full-time faculty member during the preceding spring semester, and who will be employed as a full-time faculty member during the following fall semester, or who will be retiring at the end of the summer term, will be paid 2.667% of the previous year's contracted salary for teaching each LHE during the intervening summer session, up to a maximum of 6 LHEs. All LHEs over six will be paid at the overload rate of the preceding spring semester. In the event a faculty member is employed as a full-time faculty member for the succeeding semester after the summer session has begun, summer pay will be recalculated and paid according to the above guidelines.

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## **ARTICLE XIV: BENEFITS**

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### **14.1 Health Insurance Benefits**

#### **A. Eligibility/Term of Coverage**

Eligibility for coverage under the College's group health insurance plans starts on the first day of employment. Insurance coverage for eligible continuing employees shall extend through summer to the first day of the fall-semester. During the term of this Agreement, all

full-time faculty members shall be entitled to receive a Health Insurance Plan for themselves, their spouse, domestic partner, civil union spouse, and/or their eligible dependents. Insurance plans will also include vision, prescription coverage, and a Dental Insurance Plan, as represented in this Article.

**B. The Health Insurance Plan(s)**

1. Employees have a choice of the plans in effect on January 1, of the year the contract commences, unless changes are agreed to by the Board and Association as described in Section 14.1 D.
2. All employees will receive a Master Plan Document (including drug formularies) or have access to a copy of a Master Plan Document describing the coverage of the plans. Updates will be distributed at the start of the College’s Annual open enrollment period.

**Dental Insurance Plan.**

During the term of this agreement all full-time faculty members shall be entitled to receive a dental insurance plan for themselves, their spouse, domestic partner, civil union spouse, and/or their eligible dependents with benefits no less than those in effect on January 1, of the year the contract commences, unless changes are agreed to by the Board and Association as described in Section 14.1 D.

**Funding and Plan Oversight**

1. The College will fund its share of the benefits described above, according to the following cost sharing formula (percentage of total premium):

|  | <b>College</b> |             |             |             | <b>Faculty</b>                           |             |             |             |             |
|--|----------------|-------------|-------------|-------------|--|-------------|-------------|-------------|-------------|
|  | <b>FY21</b>    | <b>FY22</b> | <b>FY23</b> | <b>FY24</b> |  | <b>FY21</b> | <b>FY22</b> | <b>FY23</b> | <b>FY24</b> |
| <b>Individual</b>                        | 85.0%          | 85.0%       | 85.0%       | 85.0%       | <b>Individual</b>                        | 15.0%       | 15.0%       | 15.0%       | 15.0%       |
| <b>Emp + spouse, Emp + Child, Family</b> | 80.0%          | 80.0%       | 80.0%       | 80.0%       | <b>Emp + spouse, Emp + Child, Family</b> | 20%         | 20%         | 20%         | 20%         |

2. Insurance Committee:
  - a. During the term of this Agreement, there shall be a nine-member committee, composed of an equal number of representatives from the full-time faculty, the classified staff and the administration, to (1) approve health insurance carriers; (2) set coverages; and (3) modify insurance plans to insure optimum coverage from available resources. The President of OCCFA shall appoint the faculty members to the committee, the President of OCCSA shall appoint the staff members to the committee, and the President of the College shall appoint the administrators to the committee. The consensus of at least seven members of the committee shall be required to approve any action. The committee shall

recommend for ratification any alteration in the insurance program provided herein to the boards of their respective groups; any changes to premium costs and plan benefits made by the insurance committee will ordinarily be announced preceding the open enrollment period in November; ratification shall not be withheld unreasonably.

- b. The insurance committee shall meet as often as necessary to review and recommend alterations in insurance coverage, including but not limited to, comparability of costs and benefits between self-insurance, commercial insurance, HMO's, and other relevant insurance models (e.g., consumer-driven plans).
3. Any faculty member needing assistance with an insurance issue may seek assistance through the Human Resources Office.

#### **14.2 Life Insurance Benefits**

All full-time faculty members shall be entitled to receive a term life insurance plan during the term of this agreement. The plan will:

- A. Provide life insurance coverage to each faculty member in an amount equal (to the nearest thousand) to two (2) times the base salary of the individual faculty member during the term of this Agreement with the full cost of the premium for such insurance to be assumed and paid by the College.
- B. Faculty members will have the option to buy additional life insurance, if available and under the terms available, under the College's group life insurance policy.

#### **14.3 Disability Benefits**

Disability benefits are available under SURS. Human Resources will work with affected employees to help them understand disability benefits and eligibility and make application, if necessary.

#### **14.4 Tuition and Fee Waiver**

Members of the full-time faculty and their immediate families (spouse, domestic partner, eligible dependents and/or their domestic partner's eligible dependents) may enroll in Oakton credit courses at no cost for tuition. The college will also waive up to \$125 in fees per academic year to be used by members of the full-time faculty or their immediate families, as long as the aggregate total cost of fees waived does not exceed \$125.

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### **ARTICLE XV: SENIOR FACULTY STATUS AND RETIREMENT BENEFITS**

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#### **15.1 See Appendix G**

## 15.2 Retirement Health Insurance Benefits

- A. Retiree Health Insurance: All retiree health benefits will be administered by the State of Illinois College Insurance Plan.
- B. A faculty member who retires with ten (10) or more years of service as a full-time Oakton faculty member may elect to receive a lump sum payment to defray the faculty member's cost of post-retirement health insurance. Faculty members in the Faculty Incentivized Retirement Program will not be eligible for the health insurance benefit described below.

| <u>Years of Full-Time Faculty Service</u> | <u>Amount of Lump Sum Payment</u> |
|---|-----------------------------------|
| 10.0-14.0                                 | \$ 6,000                          |
| 14.1 or more                              | \$10,000                          |

A faculty member will receive the one-time lump sum payment within six (6) months of the effective date of retirement. A faculty member's eligibility for the lump sum payment is contingent upon their retirement not resulting in a SURS 6% earnings cap penalty to the College based upon the faculty member's annual earnings increase in excess of 6.0% during any year of their final rate of earnings ("FRE") period. If the College receives an invoice from SURS for earnings in excess of the 6.0% earnings cap, the amount of the lump sum payment will be used to offset the amount of the College's 6.0% cap penalty payment (i.e., if the College receives a SURS penalty payment of \$5,000 and the faculty member is eligible for a \$10,000 lump sum payment, the faculty member will receive a \$5,000 payment).

The lump sum payments set forth above are post-retirement payments and are not subject to SURS contributions and, therefore, will not be included in an employee's FRE calculation for SURS. Lump sum payments will be eligible for tax-sheltered IRC 403(b) and 457(b) contributions and will be subject to federal and state income tax withholding and Medicare tax when applicable.

### C. Emeritus Status

A full-time faculty member who retires from the College after at least ten years of full-time service may request an Emeritus appointment within four years of the effective date of retirement. Requests are due December 15th of the academic year before the appointment is to be effective. Requests should be directed to the Vice President of Academic Affairs by mail or email. If approved by the Board of Trustees, the appointment is effective the term immediately following the effective date of retirement. Emeritus appointments are effective for ten years, at the end of which application for subsequent re-appointment must be made.

Emeritus faculty members will be entitled to have their names listed in a section of the College catalog, to receive tuition waivers for three courses or nine credit hours, whichever is greater, during an academic year, including summer, to access full library services, and to have online access to the College, providing such access complies with Board policy 1106. Such access will be provided the Emeritus faculty member at no cost, except as future costs for online access may be assessed to the

College. In this case, a portion of such costs may also extend to the Emeritus faculty member.

Emeritus faculty members who retired under any previous collective bargaining agreement will continue to be eligible for tuition waivers in accordance with any maximum course limitations or other restrictions on tuition waivers in the applicable collective bargaining agreement.

Emeritus faculty members who reside out-of-district, and who have dependent children under the age of 25, will be entitled to have their dependent children pay in-district tuition rates for up to a total of 30 semester credit hours during an academic year, including summer.

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**ARTICLE XVI: DURATION OF CONTRACT**

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This Agreement shall be effective as of August 17, 2020 and shall remain in full force and effect through August 19, 2024.

OAKTON COMMUNITY COLLEGE  
FACULTY ASSOCIATION

BOARD OF TRUSTEES  
OAKTON COMMUNITY COLLEGE

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Greg Hamill  
President

---

William Stafford  
Chairman

---

Paul Gulezian  
Secretary

---

Marie Lynn Toussaint  
Secretary

Date Executed: October 20, 2020

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## APPENDIX A: WORKLOAD POLICY

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4107  
[formerly 4115]  
1/27/76  
5/19/81  
11/20/86  
3/23/89  
4/20/89  
4/24/89  
5/19/92  
4/18/95  
4/21/98  
\*5/21/02  
\*5/24/05  
\*8/15/16  
\*10/20/20

[\*amended in contract negotiations]

### PERSONNEL -- Faculty

Workload

#### Preface to Workload Policy on Professional Development

This policy defines the ways in which LHEs are assigned in the faculty's annual workload and outlines the faculty's professional responsibilities. It is understood that the College encourages and supports an atmosphere of professionalism and of continued development of professional skills, and that the College provides a number of options for professional development.

#### I. Areas of Responsibility

Deans have responsibility and authority for assigning faculty schedules. Normally, this will be accomplished in consultation with department/program chairs/coordinators and individual faculty members. In this document, the term dean will include the division deans and the Assistant Dean of Library.

Normally, faculty members are expected to be on campus the days their classes meet, as well as the days they have institutional commitments, departmental assignments, or college meetings and committee work, in addition to the days specified contractually for activities such as orientation week, one designated professional development day, commencement, and evaluation days, as defined in Section 8.1, College Calendar. Each faculty member will be expected to maintain a minimum of ten office hours per week. [See Contract Section 6.4.]

The faculty's workload consists of several areas of responsibility, of which the following list is representative:

### **A. Instructional Activities, including but not limited to**

1. Preparation of assignments and presentations
2. Delivery of instruction
3. Evaluation of student performance
4. Tutorial work with students
5. Advising students
6. Keeping records
7. Conducting classroom, course, program and, when applicable, general education assessment activities.

### **B. Institutional Activities, including but not limited to**

1. Planning, developing, and modifying courses and curricula.
2. Working collaboratively, when applicable, with other faculty members on curriculum issues (such as generic syllabi, catalog course descriptions, text selection, proficiency examinations, assessments, etc.)
3. Participation in division and department activities (such as meetings, committees/task forces, governance, development and implementation of departmental assessment activities, etc.)
4. Participation in College-wide activities (such as committees/task forces, governance, accreditation studies, student activities, professional development, etc.)
5. Participation in College-related community activities.
6. Participation in professional development activities, including workshops, conferences, courses, seminars, etc.
7. Participation in College-related external professional meetings.

## **II. Full-Time Faculty Load**

The basic unit for determining load is a lecture hour equivalent (LHE), and the load for all full-time faculty is thirty LHEs per academic year. The following sections describe the specific components of load for faculty assignments.

### **A. Instructional Load**

It is understood that an instructional LHE comprises three elements: course preparation, delivery of instruction, and evaluation of student work. Variations in LHEs assigned to courses reflect the varying proportion of one or more of these elements. Ordinarily, a load will be 15 LHEs each semester but, depending on institutional needs, the total load may be determined on the basis of both semesters in the academic year (30 LHEs). Ordinarily the regular load in any given semester will not be less than 12 LHEs nor more than 18 LHEs. In those cases where a faculty member routinely must teach in excess of base load in the spring term due to built-in overload, at the request of the faculty member, the dean will work with the faculty member in an attempt to find an alternative schedule. See Appendix A - Workload Policy, Article V, p.78.

If a load is possible that meets the stipulations below, but the faculty member chooses a load that is inconsistent with them, the faculty member must sign a waiver of the additional LHEs.

1. Every effort will be made to assign a base load to each faculty member that does not require more than three different preparations for courses within a semester (or two preparations for courses of 6 or more LHEs for lecture/standard laboratory faculty members). In those cases when additional preparations must be assigned, each course will be credited with an additional 0.75 LHE (e.g., in such circumstances a faculty member whose usual load is five 3 LHE courses would instead have a load of four 3.75 LHE courses for a total of 15 LHEs). The following guidelines apply:
  - a. When multiple preparations are required to construct a full load (e.g., when multiple sections are not available) the premium will not be paid, unless special kinds of courses/circumstances are required (e.g., when new courses are involved).
  - b. Classes taught in the same room at the same time by a single instructor (e.g., ART 131 and ART 231) are considered a single preparation.
  - c. Modular courses normally taught as a group or sequence by the same instructor (e.g., CAS 111, CAS 112, and CAS 113) are considered a single preparation.
  - d. Non-modular courses having fewer than 3 LHEs are counted as fractional preparations (i.e., a 1 LHE course is 1/3 of a preparation; a 2 LHE course is 2/3 of a preparation).
  - e. Those practicum courses that involve regularly scheduled lecture/discussion sessions will be assigned fractional preparations for the lecture/discussion sessions as provided in item d., above. However, those without such sessions will not be considered to be additional preparations. (Practicum courses are understood to be those courses that require the instructor to visit students at work/clinical/practicum sites, with payment based on a factor times the number of students.)
  - f. In those instances where a faculty member has demonstrated to the appropriate dean that the course materials used for a distance learning or Online/Hybrid class require substantially different preparation than traditional sections of the course, this will be recognized as a course preparation that is separate from the other sections of the course.
  - g. When a faculty member is assigned four or more different preparations for courses with different LHE values, the faculty member will be awarded the following additional LHEs:

|                                 |   |
|---------------------------------|---|
| Courses worth 3 LHEs or more    | .75 for each course with a separate preparation |
| Courses worth fewer than 3 LHEs | .25 per LHE for each separate preparation       |

- h. No preparation premium is paid for overload classes.

- i. In no case will a faculty member receive more than three LHEs per semester for extra preparations.
2. Only under extreme circumstances, when institutional need dictates and all other options have been exhausted, may a faculty member be required to teach a schedule that differs from the schedule approved by the Dean for that semester. When such a situation arises in the week before the class(es) begin, the faculty member will be awarded:

3 LHEs if this results in a fourth preparation (as specified in A. 1, above);  
2 LHEs if this results in a new preparation; or  
1 LHE if this does not result in a new preparation.

The above provisions do not apply when the change to a faculty member's schedule was the result of one or more of his or her courses being dropped because of low enrollment.

3. Whenever possible, all teaching assignments considered to be part of a faculty member's regular load will fall within an 8-hour period. When, in extraordinary circumstances, a faculty member is required to teach a schedule that does not allow a twelve-hour break between the end of the last class on one day and the beginning of the first class on the next, the evening course will be assigned an additional .125 LHE for each LHE with which the course is normally credited if the situation occurs once a week, and .25 LHE for each LHE with which it is normally credited if it occurs more than once a week.
4. Insofar as possible, faculty members assigned to weekend classes or alternative scheduled programs will have schedules in which the work week will not exceed five (5) days and, if possible, such schedules will provide for two (2) consecutive days off. In any event, the faculty member will be expected to maintain office hours accessible to students. In those instances where it is not possible to avoid a work week of more than five (5) days, the dean will make every effort to group the faculty member's classes relatively close together so as to avoid lengthening the workday as well as the work week, and the faculty member's weekend class with the highest number of LHEs will be credited with an additional 0.25 LHEs for each LHE with which it is normally credited. Faculty teaching in BNAT or Fire Science will follow the [Deans Guideline: Alternate Faculty Work Year](#) that establishes when such faculty will be expected to work during the Academic Year.
5. While a faculty member may be assigned to classes on more than one campus as part of the regular load, the dean will make every effort to avoid assigning classes on more than one campus on the same day. When such an assignment is made, the faculty member will be eligible for local mileage reimbursement for each one-way trip between campuses for classes or meetings on those days when he/she is teaching on more than one campus. In the case of faculty members whose load is calculated in hourly equivalents, commuting time will be counted as part of the workday.

## **B. Library Faculty**

Full-time Library faculty deliver information literacy instruction and carry out professional duties and responsibilities in the library department's instructional and functional programs. Office hours are included in these scheduled work hours.

Information literacy instruction = 6 LHEs and professional duties and responsibilities in the Library department's instructional and functional programs =  $0.31 \times 29$  scheduled clock hours = 9 LHEs.

## **III. Load Carryover Provisions**

Load and overload will normally be compensated within the academic year in which it occurs. However, if an alternate time assignment extends across academic years, alternate time earned in one academic year can be carried forward during the life of the assignment. (For example, the assignment of a Higher Learning Commission visit.)

Up to 2 excess LHEs from the regular load (over 30 hours per year excluding overload courses) may be carried over from the spring semester and credited during the summer term for a faculty member who has regularly assigned alternate time for chair/coordinator responsibilities during the summer term in which the carryover is to be credited.

A faculty member may not teach a load under 30 LHEs during an academic year and owe the College LHEs in the subsequent academic year.

## **IV. Lecture Hour Equivalent (LHE) Definitions/Formulas**

**LHE Allocation For Courses:** The allocation of LHEs to a particular course is determined at the time a course proceeds through the curriculum approval process. Documentation of the approved LHE allocation shall be provided by the Office of Academic Affairs upon request. A department seeking to change the current allocation must follow the established process for course revision.

### **A. Lecture**

The instructor spends class time on presentation of the subject matter, discussion, and/or problem solving.

The instructor is required to spend additional out-of-class time, preparing for class, evaluating student work on assignments and exams, and working with students. 1 x hours scheduled.

### **B. Composition Courses**

A lecture class in which the instructor is required to spend an extraordinary amount of time outside of class critiquing and evaluating written assignments and examinations, and tutoring students. Such courses include: English 074, 075, 076, 090 (ESL); 095 and 098 (Dev. Comp.); 101 and 102; 111 and 212 (Bus./Tech. Writing); 201 and 202 (Creative

Writing); 210 (Expository Writing); and 150 and 220 (Journalism). 1.25 x hours scheduled.

### **C. Standard Lab**

1. The instructor is required to devote a significant portion of the lab time to lecturing and preparing students for the experiments and/or activity, and to spend the remainder of the time supervising and assisting students engaged in completing the experiment/activity. The instructor is required to spend a substantial amount of time preparing for the lab and evaluating student work on lab assignments and examinations. 1 x hours scheduled.
2. **Nursing Clinical Practice:** The instructor is required to select from case records patients for individualized assignments for each student, prepare each student for each case assignment, directly supervise and evaluate each student's performance of the assignment, prepare and deliver pre- and post-clinic lectures, and hold weekly individual student conferences. 1 X hours scheduled.

### **D. Open Lab**

Students spend lab time working on assignments stemming from the lecture portion of the course. The instructor:

1. is required to supervise lab activities but the lab does not generate a substantial amount of preparation or evaluation in addition to that required for the lecture portion of the course. .70 x hours scheduled.
2. is not required to be present to supervise the lab, but must spend substantial time preparing lab materials and assignments for students and evaluating their lab work. .70 x hours scheduled.

### **E. Underenrolled Classes**

[See also 10.2 Teaching Load; and [Deans Guideline: Dealing with Underenrolled Classes at Shambles](#)]. Ordinarily, underenrolled classes (on site or Online/Hybrid) for which students have options will be canceled before the start of the class. It is understood that the College has the option to offer underenrolled class sections and assign the full LHE value when students do not have other reasonable options, and may include, but is not limited to:

- When the class is a required course for program completion
- The course is part of an institutional initiative in its start-up period (e.g. learning communities, among others)
- The course is required for developmental students who cannot otherwise register for other Oakton courses.

This option would not apply when there are other sections of the same course available to students.

This determination lies solely with the Vice President for Academic Affairs in consultation with the Council of Deans.

If an underenrolled section for which students do have other options is offered, it will be paid on a pro-rata basis according to the formula below:

1. For courses that have enrollment capacity greater than 10

$$\text{Pro-rata LHE} = \# \text{ of students} \times \text{course LHEs} \div 10$$

2. For courses that have enrollment capacity of 10.

Sections with enrollment between 7 and 10 are paid at full LHE value. For enrollments at 6 or below, the following formula is used:

$$\text{Pro-rata LHE} = \# \text{ of students} \times \text{course LHEs} \div 7$$

Ordinarily, underenrolled sections paid at the pro-rata rate will not be assigned as part of load without the consent of the faculty member, unless this is the only option available for a full load.

## **F. Independent Study**

Supervising and instructing students in an existing course on an individual basis, or presenting a special topics course not otherwise offered by the College in a classroom format. All independent study arrangements require the division dean's approval; only in exceptional circumstances will an instructor be assigned more than one INS section.

*Calculation:*           # of students x course LHEs ÷ 10

(e.g., 1 student, 1 credit = .1 LHE

4 students, 3 credits = 1.2 LHE

3 students, 5 credits = 1.5 LHE)

## **G. Applied Courses**

1. **Applied Music (Private Lessons):** Maximum number of students per faculty member (sections combined), is 12.

*Calculation:* 1 student, 2 credits = 0.80 per student for base load or overload

2. **Fitness Center Courses:** Maximum number of students per section per faculty member is 60.

*Calculation:* 1 section, 1 credit with 2 hours lab = 1.4 LHEs

## **H. Practicum and Field Placement**

Students are involved in practical work experiences which the instructor supervises in conjunction with personnel in the working location. May or may not include lecture time.

Compensation Calculations: The faculty member will earn:

1 LHE times the credit hours scheduled for lecture.

PLUS

BUS Faculty: 0.25 LHE times the number of students for the maximum of the first two years of the new contract. The department shall review the generic syllabus for the courses and collect data on time spent on practicum tasks. When the department has completed the review, the chair will present the data to OCCFA and the College. OCCFA and the College will renegotiate the rate for subsequent contract years based on the data. This process shall be completed by June 30, 2022. If needed, the data collection period could be extended, and the extension rate would be 0.17.

ECE faculty will earn 0.5 LHE times the number of students enrolled for the first year of the new contract. The department shall collect data on time spent on practicum tasks for that year with subsequent years to be renegotiated.

ECE courses with a field placement component: ECE 104 and ECE 255 courses are compensated with 0.5 additional LHE to manage field component, relationships, opportunities, and process.

HIT faculty will earn 0.33 LHE times the number of students enrolled

For HSV Faculty: 0.33 LHE times the number of students for a maximum of the first two years of the new contract.

There will be data gathering by the department on time spent on practicum tasks for up to two years. When the department has completed the review, the chair will present the data to OCCFA and the College. OCCFA and the College will renegotiate the rate based on the data, to be completed by June 30, 2022. If needed, the data collection period could be extended, and the extension rate would be 0.25.

MLT faculty will earn 0.33 LHE times the number of students enrolled, except: Phlebotomy (MLT 204) faculty will earn 0.17 LHE times the number of students enrolled.

PTA faculty will earn 0.33 LHE times the number of students enrolled.

## I. PTA and NUR Courses

For the PTA and NUR courses that have enrollment higher than 24 because of cohort size, faculty teaching the course will receive an additional .1 LHE per student above 24.

Nursing courses having both didactic and clinical components that require the instructor to spend an extraordinary amount of time collaborating with the chairperson, mentoring adjunct faculty, and serving as a liaison with numerous clinical facilities will be compensated with overload LHEs (See Team Teaching: Nursing Lead below). A list of the duties and responsibilities for the lead instructor are in a document that shall be kept in the Division One (1) office. Faculty will also be compensated with overload LHEs for preparing regularly scheduled

NCLEX Review sessions (See NCLEX Review: Nursing below).

### OVERLOAD LHE CALCULATION

|  |
|--|
| <p><b>Team Teaching: Nursing Lead</b></p> <p>Overload LHEs</p> <p># of Weeks x # of Sections x .024</p>    |
| <p><b>NCLEX Review: Nursing</b></p> <p>Overload LHEs</p> <p>(# of Days x # of Hours x # of Weeks) ÷ 16</p> |

## J. Team Teaching and Learning Communities

All course packages, including pilots and unique academic projects, require a written proposal to the appropriate dean(s) a semester in advance of the term in which they are to be offered. Approval of Council of Deans is required for all such proposals.

1. **Team Teaching:** Two instructors share equally the responsibilities for teaching the same course. The instructors are required to coordinate their efforts and to be present at all class meetings. Each instructor receives half the LHEs allocated to the course and a 1-LHE overload assignment.
2. **Learning Communities:** Two or more instructors from different disciplines offer a package of courses in which the instructors integrate the syllabi, work together to

plan each class session, attend one another's classes, and meet together with students regularly.

Each instructor will receive the full number of LHEs allocated to his or her own course. Each instructor may receive up to the full number of LHEs allotted to the other course(s). Compensation for the other course(s) will be determined by how thoroughly the courses are integrated based on the information presented in the proposal. Elements to be considered include but are not limited to:

- a. Number of classroom hours present and fully participating in the second course (assuming that approximately one third of the LHE load for any course is for in-classroom work)
- b. Extent of integration of the various syllabi
- c. Extent of assigned reading and background reading and research for the other course(s)
- d. Amount of student evaluation (reading papers, etc.) that requires the full attention of every faculty member in the package.
- e. Level of revision of integration required every time the package is taught

The basis for such allocations of LHE will be primarily the proportion of time and effort required as compared with the 45 academic hours (37.5 clock hours) per LHE of work in preparation, delivery and assessment of a normal course.

During the first-time offering of each multiple course package and in subsequent terms, as warranted, the instructors and appropriate dean(s) will assess the effectiveness of the courses and instructors and review the appropriateness of the LHE allocation.

## **K. Intercollegiate Coaching Compensation**

Physical Education faculty members who are assigned intercollegiate coaching or assistant coaching responsibilities shall have the following LHEs as part of their load. Other qualified full-time faculty members engaged in coaching shall receive the following LHEs as overload pay. Other qualified full-time faculty members may be assigned intercollegiate coaching as part of base load if approved by the Vice President for Academic Affairs provided such shall be at the sole discretion of the Vice President and non-precedential.

| <b>Workload Guide for Coaching Assignments</b> | <b>LHEs for Head Coach</b> | <b>LHEs for Assistant Coach</b> |
|--|----------------------------|---------------------------------|
| Baseball                                       | 11                         | 7                               |
| Men's Basketball                               | 11                         | 7                               |
| Women's Basketball                             | 11                         | 7                               |
| Bowling  | 4                          |                                 |
| Cheerleading                                   | 6                          |                                 |
| Cross-country                                  | 5                          |                                 |
| Golf   | 5                          |                                 |
| Gymnastics                                     | 9                          |                                 |
| Marathon                                       | 2                          |                                 |
| Soccer   | 6                          | 4                               |

| <b>Workload Guide for Coaching Assignments</b> | <b>LHEs for Head Coach</b> | <b>LHEs for Assistant Coach</b> |
|--|----------------------------|---------------------------------|
| Softball                                       | 6                          | 4                               |
| Men's Tennis                                   | 5                          |                                 |
| Women's Tennis                                 | 5                          |                                 |
| Indoor Track                                   | 5                          |                                 |
| Outdoor Track                                  | 5                          |                                 |
| Volleyball                                     | 6                          |                                 |
| Wrestling                                      | 7                          |                                 |
| Pom Pon  | 6                          |                                 |

## **L. Other Faculty Assignments**

Assignments related to and supportive of instruction, curriculum, and learning. Examples include curriculum development, sponsorship of activities, chairing career programs and baccalaureate departments, directing theater productions. These assignments may carry varying LHE value according to the classroom-equivalent time they require. The dean and faculty member will make arrangements appropriate to the particular assignments.

In the case of Department/Program chairs/coordinators, responsibilities include such tasks as curriculum planning, faculty recruitment, liaison with industry, and other appropriate tasks as determined by the dean in consultation with the chair, in a manner consistent with the chair's job description. The chair will be accountable to the dean for the use of this alternate time. [See also Contract Sections 10.5 Alternate Time and 10.7 Department/Program Chairs and Coordinators.]

## **V. Online/Hybrid Courses**

This provision applies to courses taught in part or entirely via an asynchronous, interactive, Online/Hybrid modality See also Online and Hybrid Course Proposal Form in Appendix D.

### **A. Eligibility to teach Online or Hybrid courses shall include any of following**

1. Full-time faculty that taught online or hybrid for at least a full term at OCC prior to ratification of this agreement remain eligible to teach online.
2. Completion of a project-based faculty seminar that includes the following topics:
  - a. Preparing someone to teach online.
  - b. Preparing someone to develop an online course that results in a new online course shell.
3. An in-house or proprietary training to teach online.
4. Completion of the online course development process outlined in Article V.B. that includes development of a new shell.
5. Completion of first three (3) Illinois Online Network (ION) courses

- a. ION courses may count towards base load as part of the Faculty Fellows process.
6. For new faculty, prior experience that is commensurate with eligibility requirements at OCC for OL teaching counts for eligibility, as determined by their academic dean.

## **B. Development**

1. Participation in the development or revision of any Online/Hybrid course is voluntary on the part of the faculty. Online and Hybrid Course Proposal Form found in Appendix D should be submitted by the first scheduled class day of the 16 week semester before the online/hybrid course is to be developed. The deadline for summer development is the same as fall. All proposals received by this date will be reviewed and decisions made within (6) weeks. Late submissions will be reviewed on a case-by-case basis. Submission is not a guarantee of approval.
2. Any faculty member or members wishing to develop a new Online/Hybrid course, a revised or a new shell for an existing Online/Hybrid course, or a revised or new shell for a Hybrid course with an existing shell, will first discuss the proposed course with the appropriate dean. The dean and the faculty member, in conjunction with the department chair and the Dean of Online Learning, or designee, will review the Online/Hybrid Course Proposal. The Dean of Online Learning and the Division Dean will present to COD. The COD will affirm intellectual property according to Article 12 and appropriate institutional support, including alternate time, and forward to the Vice-President for Academic Affairs for final approval. Deans have responsibility and authority for assigning faculty schedules and load. Normally, this will be accomplished in consultation with the appropriate department/program chair and the faculty member who developed the course.
3. If a faculty member agrees to develop or revise an Online/Hybrid course, the OCCFA president shall be notified in writing by the Council of Deans of the details of the assignment and the LHEs assigned. Normally, the LHEs for the development of a new Online course shell will be equivalent to the course LHEs. The LHEs for hybrid courses are the equivalent to the course LHEs, less the number of hours the course will meet in a 16 week semester face-to-face. The LHEs for the development of a new online course shell from an existing hybrid master course shell are equivalent to the course LHEs, less the number of hours provided for development of the hybrid master course shell. Compensation for course shell creation or revision will be completed after COD approval and before the course delivery date. Faculty who receive approval to develop or revise a course and elect to be compensated, will receive alternate time. Normally, no faculty member should have more than one course approved for development or under development at the same time, however, the dean(s) may determine that multiple developers may be in the best interest of the college.
4. Ordinarily, the maximum number of students enrolled in any Online class shall not exceed 24. Compensation for enrollments over 22 but not to exceed 24 will be calculated using the pro rata formula:

# of students beyond 22 x LHEs ÷10

Exceptions made to address the needs of students moving through a program as a cohort will be mutually agreed upon by the College and OCCFA.

5. A faculty member who is developing and/or teaching an Online/Hybrid course will have reasonable support to do so, including where necessary a dedicated office computer.
6. An Online/Hybrid course is credited to a faculty member's total load the same as any other section of the same course. Ordinarily, newly developed online courses are supported at a full-load level for the first semester they are offered. In subsequent semesters, the course is compensated according to the pro-rata formula in Section IV.E until such time when it reaches minimum enrollment to be considered full-load.
7. The first time a newly developed Online/Hybrid section Online/Hybrid section is offered it will be treated as a preparation separate from other Online/Hybrid sections of the same course. Subsequent offerings of the same Online/Hybrid course will not be treated as a separate preparation unless the faculty member petitions and receives approval from the Vice President for Academic Affairs.
8. Self-published course materials on the Internet shall not be used in the evaluation of a faculty member without that faculty member's consent.
9. When more than one faculty member proposes to develop or revise an online/hybrid course or shell, the following will apply:
  - a. Collaborative Development Proposals: When multiple faculty propose to develop or revise an Online/Hybrid course or shell they will use the Online and Hybrid Course Proposal Form found in Appendix D to record who will be responsible for which development activities, how many LHEs each will receive for their efforts and the order in which each developer will first teach the course. All faculty who participate in a collaborative development process will receive compensation.
  - b. Concurrent Proposals: The Dean's decision to determine who should develop or revise the course or shell will be based upon the Online and Hybrid Course Proposal Form and the Rubric for Online Course Development or Revision, Concurrent Proposals in Appendix E.
10. When one or more faculty are compensated for developing an Online/Hybrid course or shell:
  - a. The College and the Developer(s) have the right to revise the course or shell.

- b. Each developer shall have a one-time preferential right of assignment to the course the first term(s) that the course is taught until all developers have taught the course one time.

11. When a faculty member has been approved to develop a course and is not compensated for an Online/Hybrid course shell they own the intellectual property subject to the provisions of Article 12.

### **C. Evaluation**

For faculty teaching online/hybrid courses the evaluation process in Article 6.8 will include the following:

1. Faculty who teach both online and face-to-face classes will have both formats observed during the evaluation year. The Faculty Online Class Observation form will be used for the online observation.
2. Input on the technical functionality of the online course will be provided to the Divisional Dean by the Dean of Online Learning and the Office of Online Learning Instructional Technologists. The Office of Online Learning will not provide input on general pedagogy or curricular content.
3. Faculty teaching online courses shall be required to include a 5-year content and technology maintenance plan for their online courses being taught as part of the regular five year faculty evaluation process.

## **VI. Credit/Non-Credit Continuing Education and Training Courses Assigned as Part of Load**

Recognizing that there may be times when it may be mutually beneficial to assign to a full-time faculty member as part of load or overload a credit or non-credit Continuing Education and Training (CET) course, the following provisions shall apply:

- A. When such an opportunity arises, the Dean of Adult/Continuing Education (or designee) shall notify the supervising dean and department chair who, in turn, shall notify qualified faculty members of the potential assignment. In those instances when a faculty member initiates the process, the faculty member shall notify his/her department chair and dean before consulting with the Dean of Adult/Continuing Education (or designee) about the need for or appropriateness of such assignment.
- B. Should a number of faculty members express interest in the potential assignment, the Dean of Adult/Continuing Education (or designee), in consultation with the supervising dean(s), will determine which, if any, faculty members' qualifications, experience, and skills best match the prospective course and audience.
- C. Before a load assignment is made, the faculty member, the department chair and the supervising dean, in consultation with the Dean of Adult/Continuing Education (or designee), shall consider the number of LHEs to be recommended to the Vice President

for Academic Affairs for approval. This process does not constitute assignment of load; such assignment remains the responsibility of the appropriate dean.

1. LHE equivalencies will take into account the amount of time needed for preparation, delivery and evaluation of instruction, assuming that all three components are present in the assignment.
  2. Ordinarily, credit courses offered through the CET and/or the Alliance for Lifelong Learning departments will carry at least the same number of LHEs as any other section of the course offered on campus.
  3. LHEs for non-credit courses will be determined on the basis of criteria specified in section C. 1 above.
  4. Only ICCB-reimbursable courses will be eligible for assignment as part of load.
- D.** Should a faculty member be scheduled to teach CET courses off-site prior to and following a department/division meeting, the faculty member will be reimbursed for round trip mileage expenses. Normally, other obligations that require the faculty member's attendance on campus will not be eligible for reimbursement; exceptions may be recommended for approval to the Vice President for Academic Affairs.
- E.** If a faculty member accepts as part of load a CET credit or non-credit course, the OCCFA president shall be notified in writing by the Council of Deans of the details of the assignment and the LHEs assigned.
- F.** Ordinarily, a faculty member shall not be assigned more than four LHEs for CET contract course work in a given semester.
- G.** A faculty member shall not be required to take a credit or non-credit CET course as part of load.
- H.** Class size for contract credit courses shall not exceed the norms for the course/discipline involved.
- I.** On rare occasions, on a case-by-case basis, a faculty member may request that the LHEs associated with teaching contract credit and non-credit courses through the Continuing Education and Training and/or the Alliance for Lifelong Learning Division be carried forward from spring semester to the following fall semester.

**LHE Minimum and Maximum for Non-Chairs/Coordinators**

|  |                 | <b>Fall</b>  | <b>Spring<br/>(Winterim<br/>incl.)</b>  | <b>Summer<br/>(Interim I &amp; II<br/>incl.)</b>  | <b>Total for<br/>Academic<br/>Year</b>                            |
|--|-----------------|--|---|---|---|
| <b>Instructional<br/>LHEs</b>          | <b>Base</b>     | Typical – 15<br>“Normal”<br>Minimum – 12<br>“Normal”<br>Maximum – 18 | Typical – 15<br>*or remainder<br>of LHEs from<br>Fall to equal a<br>full load of 30<br>LHEs<br>*if there are not<br>courses<br>available to<br>equal 30 total,<br>Alternate<br>departmental /<br>college work<br>can be given, if<br>available, to<br>bring the<br>faculty load to<br>30. | None required.<br><br>If teaching, the<br>maximum is 6<br>LHEs  | 30<br><br>36, if choosing<br>to teach<br>summer.                  |
|  | <b>Overload</b> | 9 LHE<br>instructional<br>overload limit                             | 9 LHE<br>instructional<br>overload limit  | If not at the<br>max of 18<br>instructional<br>LHEs, overload<br>teaching can be<br>assigned, not to<br>exceed the 18<br>LHE limit. | Maximum – 18<br>instructional<br>overload LHEs<br>for Fa, Sp & Su |
| <b>Non-<br/>Instructional<br/>LHEs</b> | <b>Base</b>     | None required.   | None required.  | None required.  | None required.  |

|                          |                 | <b>Fall</b>  | <b>Spring<br/>(Winterim<br/>incl.)</b>  | <b>Summer<br/>(Interim I &amp; II<br/>incl.)</b>   | <b>Total for<br/>Academic<br/>Year</b>   |
|--------------------------|-----------------|--|---|--|--|
|                          | <b>Overload</b> | None required.<br><br>No semester limit, but the total instructional LHEs + non-instructional LHEs cannot exceed 20 for Fa, Sp + Su  | None required.<br><br>No semester limit, but the total instructional LHEs + non-instructional LHEs cannot exceed 20 for Fa, Sp + Su   | None required.<br><br>No summer limit, but the total instructional LHEs + non-instructional LHEs cannot exceed 20 for Fa, Sp + Su  | None required.<br><br>Maximum – 20 – can be taken exclusively as non-instructional LHEs, if available. Total non-instructional LHEs for Fa, Sp + Su, when added to instructional LHEs, cannot exceed 20. |
| <b>Overall<br/>Limit</b> |                 | Instructional LHEs/sem. – Maximum = 27 (if taking 12 base in the Spring)<br><br>Non-Instructional LHEs per semester can range from 0 – 20. If the max instructional LHEs are taken the max non-instructional LHEs in Fall would be 11. | Instructional LHEs/sem. – Maximum = 27 (if took only 12 base in the Fall)<br><br>Non-Instructional LHEs per semester can range from 0 – 20. If the max instructional LHEs are taken again, the max non-instructional LHEs in Spring would be 2. | Instructional LHEs/sem. – Maximum = 6 + overload if still under limit of 18 for the year.<br><br>Non-Instructional LHEs – if still under the limit of 20 LHE overload for the year | Maximum Base LHEs = 36<br><br>Maximum Overload LHEs = 20   |

## LHE Minimum and Maximum for Chairs/Coordinators

|                                   |                 | <b>Fall<br/>(Interim II)</b>  | <b>Spring<br/>(Winterim)</b>  | <b>Summer<br/>(Interim I)</b>  | <b>Total for<br/>Academic Year</b>  |
|-----------------------------------|-----------------|---|---|--|---|
| <b>Instructional<br/>LHEs</b>     | <b>Base</b>     | <p><b>Department Alternate Time (DAT)</b> applies first toward base. If DAT is less than 15 LHEs, the remainder is instructional LHEs.</p>  | <p>Departmental Alternate Time applies first toward base. If DAT is less than 30 LHEs over Fa and Sp, the remainder is instructional LHEs.</p>  | <p>None required.</p> <p>If taking less than 6 DAT LHEs, the remainder can be assigned as base instructional LHEs, if the Chair wished to teach.</p> | <p>0 – up to remainder of the 30 LHEs required, if DAT is less than 30.</p>   |
|                                   | <b>Overload</b> | <p>9 LHE instructional overload limit</p>   | <p>9 LHE instructional overload limit</p>   | <p>If not at the max of 18 instructional overload LHEs, summer overload teaching can be assigned, not to exceed the 18 instructional LHE limit.</p>  | <p>Maximum – 18 instructional overload LHEs for Fa, Sp &amp; Su</p>   |
| <b>Non-Instructional<br/>LHEs</b> | <b>Base</b>     | <p>Typical –15</p> <p>Departmental Alternate Time LHEs apply first toward base of 15 LHEs.</p> <p>Chairs have the ability to unequally spread DAT LHEs over the Fa, Sp &amp; Su terms. But if over 15, must cover their base each semester.</p> | <p>Typical –15</p> <p>Departmental Alternate Time LHEs apply first toward base of 15 LHEs.</p> <p>Chairs have the ability to unequally spread DAT LHEs over the Fa, Sp &amp; Su terms. But if over 15, must cover their base each semester.</p> | <p>If DAT remaining, the LHEs apply first toward base of 6 Summer base LHEs.</p>   | <p>Maximum – 36</p> <p>If DAT is less than 36 LHEs, the total is the amount negotiated and allotted to the Chair / Coordinator in the Departmental Alternate Time Contract.</p> |
|                                   | <b>Overload</b> | <p>If DAT is more than 15 LHEs, the amount remaining is overload.</p> <p>Chairs have the ability to unequally spread DAT LHEs over the Fa, Sp &amp; Su terms.</p>   | <p>If DAT is more than 15 LHEs, the amount remaining is overload.</p> <p>Chairs have the ability to unequally spread DAT LHEs over the Fa, Sp &amp; Su terms.</p>   | <p>If DAT is more than 6 LHEs, the amount remaining is overload.</p> <p>Chairs have the ability to unequally spread DAT LHEs over</p>                | <p>If DAT is more than 36 LHEs, the overload total is the remaining amount negotiated and allotted to the Chair / Coordinator in the Departmental</p>                           |

|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  |  | There is no negotiated maximum limit to DAT, non-instructional, LHEs taken by Chairs in the Fa/Sp terms. Only up to 40% or 3 LHEs of DAT, whichever is larger, can be deferred to Summer term.   | There is no negotiated maximum limit to DAT, non-instructional, LHEs taken by Chairs in the Fa/Sp terms. Only up to 40% or 3 LHEs of DAT, whichever is larger, can be deferred to Summer term.   | the Fa, Sp & Su terms.<br>Chairs are allowed to take up to either 40% or 3 LHEs of DAT during summer if available, whichever is larger. If this portion is 14-15 LHEs, inclusive, the 40% limit shall be considered 6 LHEs.   | Alternate Time Contract.<br><br>There is no negotiated maximum limit to DAT, non-instructional, LHEs taken by Chairs.  |
| <b>Overall Limit (instructional + non-instructional)</b> |  | Instructional LHEs – cannot exceed 9 LHEs overload<br><br>There is no negotiated maximum limit to DAT, non-instructional, LHEs taken by Chairs in the Fa/Sp terms. Only up to 40% or 3 LHEs of DAT, whichever is larger, can be deferred to Summer term. | Instructional LHEs – cannot exceed 9 LHEs overload<br><br>There is no negotiated maximum limit to DAT, non-instructional, LHEs taken by Chairs in the Fa/Sp terms. Only up to 40% or 3 LHEs of DAT, whichever is larger, can be deferred to Summer term. | If not at the max of 18 instructional overload LHEs, summer overload teaching can be assigned, not to exceed the 18 instructional LHE limit.<br><br>Chairs are allowed to take up to either 40% or 3 LHEs of DAT during summer if available, whichever is larger. If this portion is 14-15 LHEs, inclusive, the 40% limit shall be considered 6 LHEs. | Minimum total = 30 base LHEs<br><br>Maximum total – 36 base LHEs<br><br>Maximum – 18 instructional overload LHEs for Fa, Sp & Su<br><br>Currently no negotiated limit on non-instructional, overload LHEs for Chairs and Coordinators. Total is based on the Departmental Alternate Time Contract. |

## APPENDIX B: PRORATED FORMULAS FOR LHE CALCULATIONS--SCENARIOS

| Formula | Class Scenario  |
|---------|---|
| 1.      | <p><b>UNDERENROLLED CLASSES (on site and Online/Hybrid):</b> Ordinarily, underenrolled classes for which students have options will be canceled before the start of the class. It is understood that the College has the option to offer underenrolled class sections and assign the full LHE value when students do not have other reasonable options, and may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>● When the class is a required course for program completion</li> <li>● The course is part of an institutional initiative in its start-up period (e.g. learning communities, among others)</li> <li>● The course is required for developmental students who cannot otherwise register for other Oakton courses.</li> </ul> <p>This option would not apply when there are other sections of the same course available to students.</p> <p>This determination lies solely with the Vice President for Academic Affairs in consultation with the Council of Deans.</p> <p>If an underenrolled section for which students have other options is offered, it will be paid on a pro-rata basis according to the formulas in 10.2E.</p> |
| 2.      | <p><b>INDEPENDENT STUDY:</b> Supervising and instructing students in an existing course on an individual basis, or presenting a special topics course not otherwise offered by the College in a classroom format. All independent study arrangements require the division dean's approval; only in exceptional circumstances will an instructor be assigned more than one INS section.</p>  |
| 3.      | <p><b>APPLIED COURSES: APPLIED MUSIC (Private Lessons):</b> Maximum number of students per faculty member (sections combined), is 12.</p>   |
| 4.      | <p><b>APPLIED COURSES: FITNESS CENTER COURSE:</b> Maximum number of students per section per faculty member is 60.</p>  |
| 5.      | <p><b><u>PRACTICUMS and FIELD PLACEMENT:</u> (for Health Related, Early Childhood Education Programs, Business, and Human Services Programs)</b> Students are involved in practical work experiences which the instructor supervises in conjunction with personnel in the working location. May or may not include lecture time.</p>  |
| 6.      | <p><b>PRACTICUM: (other)</b> Students are involved in practical work experiences which the instructor supervises in conjunction with personnel in the working location. May or may not include lecture time.</p>  |
| 7.      | <p><b>SUPERVISED WORK OF CLINICAL EXPERIENCE:</b> A practicum requiring extensive preparation time, contact hours, and/or visits to several sites away from campus several times a week.</p>  |

| <b>Pro-rated Formulas for LHE Calculations</b> |  |
|--|--|
| <b>Scenario</b>                                | <b>Formula</b>   |
| <b>1.</b>                                      | <p><b><u>UNDERENROLLED CLASSES (on site and Online):</u></b></p> <p><b>For courses that have enrollment capacity greater than 10:</b></p> <p style="text-align: center;"><b>Pro-rata LHE = # of students x course LHEs ÷ 10</b></p> <p><b>For courses that have enrollment capacity of 10:</b></p> <p><b>Sections with enrollment between 7 and 10 are paid at full LHE value. For enrollments at 6 or below, the following formula is used:</b></p> <p style="text-align: center;"><b>Pro-rata LHE = # of students x course LHEs ÷ 7</b></p>  |
| <b>2.</b>                                      | <p><b><u>INDEPENDENT STUDY:</u></b></p> <p><b>Pro-rata LHE = # students x course LHEs ÷ 10</b></p>   |
| <b>3.</b>                                      | <p><b><u>APPLIED COURSES: APPLIED MUSIC (Private Lessons):</u></b></p> <p><b>Pro-rata LHE = # students in 2 credit courses x .08</b></p>   |
| <b>4.</b>                                      | <p><b><u>APPLIED COURSES: FITNESS CENTER COURSE:</u></b></p> <p><b>Pro-rata LHE = # sections of 1 credit, 2 hour lab x 1.4</b></p>   |
| <b>5.</b>                                      | <p><b><u>CLINICALS/PRACTICUMS/FIELD PLACEMENT: (for Health Related, Early Childhood Education, Business, and Human Services):</u></b></p> <p><b>1 LHE x #Credit Hours scheduled for lecture</b></p> <p><b><u>PLUS</u></b></p> <p><b>BUS Faculty: 0.25 LHE x # of students for the maximum of the first two years of the new contract. The department shall review the generic syllabus for the courses and collect data on time spent on practicum tasks. When the department has completed the review, the chair will present the data to OCCFA and the College. OCCFA and the College will renegotiate the rate for subsequent contract years based on the data. This process shall be completed by June 30, 2022. If needed, the data collection period could be extended, and the extension rate would be 0.17.</b></p> <p><b>ECE faculty will earn 0.5 LHE times the number of students enrolled for the first year of the new contract. The department shall collect data on time spent on practicum tasks for that year with subsequent years to be renegotiated.</b></p> <p><b>ECE courses with a field placement component: ECE 104 and ECE 255 courses are compensated with 0.5 additional LHE to manage field component, relationships, opportunities, and process.</b></p> |

| <b>Pro-rated Formulas for LHE Calculations</b> |   |
|--|---|
| <b>Scenario</b>                                | <b>Formula</b>  |
|  | <p><b>HIT faculty will earn 0.33 LHE times the number of students enrolled</b></p> <p><b>For HSV Faculty: 0.33 LHE x # of students for a maximum of the first two years of the new contract.</b></p> <p><b>There will be data gathering by the department on time spent on practicum tasks for up to two years. When the department has completed the review, the chair will present the data to OCCFA and the College. OCCFA and the College will renegotiate the rate based on the data, to be completed by June 30, 2022. If needed, the data collection period could be extended, and the extension rate would be 0.25.</b></p> <p><b>MLT faculty will earn 0.33 LHE times the number of students enrolled, except: Phlebotomy (MLT 204) faculty will earn 0.17 LHE times the number of students enrolled.</b></p> <p><b>PTA faculty will earn 0.33 LHE times the number of students enrolled</b></p> |
| <b>6.</b>                                      | <p><b>PRACTICUMS: (other):</b></p> <p><b>Pro-rata LHE = # hours scheduled for lecture + # students x 0.17</b></p>   |
| <b>7.</b>                                      | <p><b>BNAT 100: LHE conversation formula is (53 contact hours X 1.2)/15 or 4.24 LHEs for each instructor.</b></p>   |

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## APPENDIX C: DEANS GUIDELINE

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Below is a list of all Deans Guideline that are cited in the current contract. This list is hyperlinked to the official, most recent list of the guidelines housed on the Human Resources intranet site. Changes will not be made to the guidelines listed on the Human Resources intranet site without notification of both parties.

- Deans Guideline: [Alternate Faculty Work Year](#)
- Deans Guideline: [Assigning Alternate Time for Department/Program Management](#)
- Deans Guideline: [Assignment of Load to Full-time Faculty](#)
- Deans Guideline: [Dealing with Underenrolled Classes at Shambles](#)
- Deans Guideline: [Dual Appointment and Dual Title](#)
- Deans Guideline: [Faculty Salary and Rank Placement](#)
- Deans Guideline: [Full-Time Faculty Hiring Process](#)
- Deans Guideline: [Load Issues for Honors Faculty](#)
- Deans Guideline: [Reduced Class Size](#)
- Deans Guideline: [Team Teaching and Learning Communities](#)
- Deans Guideline: [Faculty Travel](#)

New Deans Guideline (created after the ratification of the current contract) impacting faculty working conditions, that have been approved by Academic Policies and Procedures Committee (APPC), and memorialized in an MOU between the parties, will be added to the list on the HR intranet site. New guidelines shall be referenced and listed in the successor contract according to the stipulations in the related MOU.

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**APPENDIX D: ONLINE AND HYBRID COURSE PROPOSAL FORM**

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**Online and Hybrid Course Proposal Form**

Course Number and Title:

Format: \_\_\_\_\_ Online \_\_\_\_\_ Hybrid \_\_\_\_\_ Other (specify)

Instructor(s)/developer(s): \_\_\_\_\_

Chair: \_\_\_\_\_ Dean: \_\_\_\_\_

Semester to be developed or revised \_\_\_\_\_

Semester to be offered \_\_\_\_\_

Rationale for developing this course:

Target audience:

Number of students anticipated:

Anticipated impact on face-to-face sections of the course:

What other Oakton courses are offered via online/hybrid learning in this discipline or related field?

Does this course fulfill an IAI general education requirement?

What role would this course play in Oakton's or the department's online/hybrid learning plan?

Describe your Online/Hybrid Learning /D2L experience:

|   |                                |
|---|--------------------------------|
| Chair discussion date   | Calendar                       |
| Divisional Dean discussion date   | Calendar                       |
| Intellectual Property Rights  | Faculty/College (radio button) |
| LHEs requested  | #                              |
| LHEs requested date   | Calendar                       |
| Meeting 1: with Dean of Online Learning date<br>(identify resources with faculty member(s), Chair,<br>supervising Dean, Instructional Technology Specialists,<br>and other relevant participants) | Calendar                       |
| Generic development shell delivered to faculty member   | Calendar                       |
| Expected delivery of completed shell date   | Calendar                       |
| COD approval date   | Calendar                       |
| VPAA approval date  | Calendar                       |
| Number of LHE's assigned (per faculty member)   | #                              |
| Development Term  | Semester Year                  |
| Meeting 2: with Dean of Online Learning date<br>(ready to schedule with faculty member(s), Chair,<br>supervising Dean, Instructional Technology Specialists,<br>and other relevant participants)  | Calendar                       |
| Term course offered   | Semester Year                  |

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**APPENDIX E: RUBRIC FOR ONLINE COURSE DEVELOPMENT OR REVISION, CONCURRENT PROPOSALS**

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**Rubric for Online Course Development or Revision, Concurrent Proposals**

When more than one faculty member proposes to develop an Online/Hybrid course or shell concurrently, the decision to determine who should develop or revise the course or shell will be based upon this rubric and the Online/Hybrid Course Proposal Form.

| <b>Category</b>  | <b>Advanced<br/>3 Points</b>  | <b>Intermediate<br/>2 Points</b>   | <b>Emerging<br/>1 Point</b>                       |
|--|---|--|---|
| Experience developing hybrid/online courses                    | Successfully developed multiple hybrid/online courses within the last 4 academic years.   | Has developed at least one hybrid/online course within the last 4 academic years.  | No experience developing hybrid/online courses.   |
| Experience teaching the proposed course                        | Taught class in a face-to-face format at least three (3) times within the last five (5) academic years.   | Taught class in face-to-face format at least two (2) times.  | No experience teaching the proposed course.       |
| Past history of online instructional training                  | Earned the Master Online Teaching professional certificate or equivalent certification and/or facilitated project-based faculty seminar training at OCC.  | Completion of at least first three (3) ION courses, completed a project-based faculty seminar training, is a full time faculty member who has taught online or hybrid for at least a full term at OCC or equivalent. | No past history of online instructional training. |
| Experience with the current College Learning Management System | Four (4) or more semesters working with the current College Learning Management System.   | Less than four (4) semesters working with the current College Learning Management System.  | Meets contractual obligations for LMS usage.      |
| Ability to leverage an LMS for student learning                | Builds relationships between multiple tools within the LMS.<br>Example:<br>Assignments, Quizzes, or Exams leverage content in a creative way, and are connected to the Rubric tool and the LMS Gradebook. | Uses at least three (3) of the tools within the LMS. Examples include Calendar, Discussion Board, Email, Course Content, Rubrics, Quizzes/Exams.   | Meets contractual obligations for LMS usage.      |

|   |                     |
|---|---------------------|
| Faculty<br>Development<br>Program<br>Guidelines | October 20,<br>2020 |
|---|---------------------|

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A catalog of Oakton Faculty Development program elements.

## **Faculty Development Program Activities**

It is understood that full-time faculty members engage in professional development activities that enable them to maintain their professional skills and currency in their fields, consistent with the standards of their disciplines and of the academic profession. Faculty members are expected to engage in professional development activities that are intended to improve the quality of their students' learning. These activities may include using technology in discipline-appropriate ways, focusing on teaching methodology to facilitate the learning process, and/or working with a diverse and multi-cultural student population. The organizational structure of faculty development at Oakton and a partial list of faculty development options supported by the College and procedures associated with them are compiled in this report.

Many of the activities described herein may be suitable for adjunct faculty to fulfill the continuing eligibility provision in the AFA contract. In all cases, adjunct faculty should consult with their chair and dean to ensure contract compliance with procedures and that the focus of the faculty development activity fulfills, or partly fulfills, the faculty member's professional development needs.

The faculty professional development program is under the auspices of the Academic Affairs Office. It is managed by the Faculty Development Liaison in conjunction with the Faculty Professional Development Team.

### **All College Learning Day**

The contract between The College and OCCFA specifies (in VIII 8.1.E.1.) a professional development day named "Learning Day" at a date to be determined by the College, as a required work day for all full-time faculty. There will be no daytime classes on this day, and all full-time faculty are required to attend. Learning Day may change from year to year to ensure equitable distribution of course contact hours. Full-time faculty teaching in the evening of Learning Day will participate in Learning Day such that they will not be on campus for more than 8 hours. This allows for faculty teaching in the evening to start Learning Day activities mid-day. Adjunct faculty who teach or hold office hours during this day are required to attend for that portion that they would otherwise be in class or office hours. Adjunct faculty may choose to attend more than this required amount. Implementation for the day is determined by a committee of faculty representatives from the Faculty Professional Development Team (selected in concert with the OCCFA board), and administrators. Adjunct faculty may also serve as members. The President's Council determines the theme for Learning Day each year.

### **Orientation Week Presentations and Institute Day**

An Institute Day provides a more intensive and in-depth experience during orientation week than typically allowed in a 1 ½-hour workshop. One Professional Development Institute per orientation week may be planned. It would be a full day session, including lunch, in the fall semester. The format allows greater exploration and application of a given topic and may also address some of the important pedagogical elements previously addressed in seminars (e.g., active learning, presentation skills, instructional design, ethical issues in teaching etc.)

As for all Orientation presentations, full-time and adjunct faculty presenters are paid at the CPD hourly rate. As of May 2019, the current CPD rate is \$65 per contact hour. This payment

includes an allotment for preparation. No separate payment is allocated for preparation. Faculty facilitators may count the first offering of an Orientation Week presentation toward their 5 hour PD requirement; repeat offerings would not count.

## **Faculty Seminars**

Faculty seminars are multi-session (generally 4-16 week) faculty development initiatives that directly relate to the College's strategic goals. The seminars are a unique opportunity, allowing faculty to deeply explore directions and issues in curriculum, pedagogy and higher education practices through sustained engagement and collaboration with colleagues. They require substantial work on the part of participants, including a final or capstone project in which outcomes are shared with other faculty and/or the College community. This sharing may take the form of a closing seminar session open to the College, a subsequent Orientation week activity, presentation at department or division meetings, online discussion or delivery of material (e.g. a blog posting) or other formats deemed appropriate by the seminar facilitator.

Seminars provide faculty with an opportunity to apply their learning to the classroom and the college community. Seminars must have a minimum of 10 and a maximum of 24 participants. In some exceptional cases, seminars with fewer than 10 participants will go forward (e.g., a pilot project with a specialized group of faculty). Seminar funding allows for 40 weeks of programming per year.

The Faculty Professional Development Team is responsible for seeking out and selecting proposals for Faculty Seminars each year. Programming and evaluation are undertaken with the support of the Center for Professional Development.

Instructors are paid in baseload LHEs according to the length of the seminar; i.e., a 16 week seminar would merit compensation of 3 LHEs; an 8 week seminar would merit compensation of 1.5 LHEs. All presenters are required to be listed on the seminar proposal and to attend all sessions. Generally seminars include 1-2 presenters who are paid 1.5 LHEs each for an 8-week seminar and 3 LHEs each for a 16-week seminar. In the rare case of more than 2 presenters for a given seminar, the presenters are to determine how the LHEs are to be divided among them. In no instance shall a given 8-week seminar be allotted more than 3 presenter LHEs in total, or a given 16-week seminar be allotted more than 6 presenter LHEs in total. Faculty selected to lead a faculty seminar should inform their Dean and Division Manager that this will be part of their load as soon as possible.

Full-time faculty participants who successfully complete all coursework, including the final project, receive a stipend. The stipend is calculated with the following formula: 3 (50-minute) contact hours x 4 seminar meetings = .5 LHE. The stipends will be processed and paid by the Division of the participating faculty member. Rather than receive payment, full-time Faculty could also elect to use successful completion of this seminar for lane advancement equal to 1 graduate semester credit. See detail in OCCFA contract Article XIII, Section 13.6.E (4).

Payment for adjunct participation is detailed below and in AFA contract section 9.3. In addition to any payment, adjuncts may use seminars as credit toward continued eligibility. See details in

AFA contract Article III, Section 3.9 A, B and Attachment G. Most importantly, adjunct faculty should receive advance approval from their chair and dean to ensure contract compliance.

The basis for calculating payment for eligible adjunct faculty is the rate of 0.5 LHEs for a seminar or workshop series that meets regularly for 11.25 hours with an additional 1/45 (0.022) LHE for each hour clock beyond the 11.25 hours. For the purposes of calculating the meeting time for the purposes of faculty seminars, an additional 75 minutes per week will be added for out of class work when this is in keeping with the design and expectations of the seminar. For example, a 6 week seminar that meets in class for 150 minutes per week could have an additional 75 minutes per week added for out of class work. The total for 6 weeks would then be 22.5 hours, and eligible adjunct faculty would receive 0.5 LHEs. Similarly, an 8 week seminar would then count as 30 hours and eligible adjunct faculty would receive 0.665 LHEs.

Normally the call for seminars is to be made in the Spring Semester no later than February 1 and seminars are to be vetted by the Faculty Professional Development Team and scheduled by May 1 for the following academic year.

### **New Faculty Seminars**

The New Faculty Seminar is designed to help new full-time faculty become familiar with Oakton's mission, values, traditions, and policies, to build upon and strengthen teaching skills, and to create a cohort among the new faculty for support across the College for their future careers at Oakton. The seminar has two main learning objectives: institutional orientation and professional development in teaching and pedagogy. Pedagogical training, practice and reflection, focused on active learning, assessment, and class management strategies, comprise important elements of the seminar. Each newly hired full time faculty member must participate in the seminar. As per OCCFA contract 10.2 A (3), the base load of newly hired faculty will include 3 LHEs to accommodate participation in the seminar and other required new faculty orientation activities. As per OCCFA contract 10.2 B (4) "During their first semester of employment, newly hired faculty may be assigned no more than 19 LHEs total load."

Seminar facilitators are selected by the Professional Development Team normally for a two-year term (dependent upon institutional need) and serve different functions:

- 1) to be the primary content providers of one or both of the main objectives;
- 2) to coordinate and oversee the logistical coordination of the various elements of the seminar, maintain contact with all individuals involved, work with other facilitators in developing an integrated syllabus, assess the progress of the seminar, and resolve any difficulties that arise for the participants.

The timing of the call for facilitators for the New Faculty Seminar should coincide with the call for Chairs and Coordinators. That is, the Dean of Curriculum and Instruction places the call in November with written notification of appointment given by March 1. Normally there may be between 2 and 4 facilitators for the new faculty seminar with a total of 6 – 9 LHEs to be divided among them based on the division of responsibilities. Facilitating one half of the seminar would earn 3 LHEs, or 2 each if that half of the seminar is co-facilitated. In addition, the person who will serve as the overall facilitator, who we can call the coordinator, will receive 1 - 2 additional LHEs, depending on the size of the cohort. If the cohort is larger than 10, they should receive 2 LHEs. The Dean of Curriculum and Instruction will advise and consult with the facilitators in

planning, implementing and evaluating the seminar. The seminar contact hours (which may include online components) are equivalent to 3 LHEs. For purposes of scheduling, chairs of new faculty members should be aware that the New Faculty Seminar will usually meet on Fridays.

## **The Credential**

Credentials have been created for faculty to strengthen teaching competencies. Each Credential comprises six 120-minute sessions: Past topics have included Credential in Course Design, Credential in Teaching Methodology, and Credential in General Education Learning Outcomes. New topics may be created in the future and submitted to the Faculty Professional Development Team for review.

- Faculty members earn .5 LHE for completion.
- Each credential fulfills the continued eligibility requirement for affiliates, adjuncts, and part-time faculty (with chair consent).
- Full-time faculty may choose to forgo the LHE and count the sessions toward Lane Advancement
- To earn the credential, participants must complete all six of the sessions in a semester.
- Participants are required to complete the “Next Steps” for each session and post their work on the D2L Credential site. This work outside of class will account for 1.75 hours of work for each session.
- All homework is to be posted two weeks prior to the end of the semester.
- Adjunct faculty who successfully complete the credential and its associated homework (totaling 22.5 hours in a semester) will earn .5 LHE as stated in the Adjunct Faculty Association contract in Attachment D. In addition to any payment, adjuncts may use credentials as credit toward continued eligibility. Full-time faculty who complete the credential will also receive .5 LHE or they may count the credential toward Lane Advancement.
- Facilitators are paid at the CPD rate and will be paid an additional 1.5 hours to review homework.

The Dean of Curriculum and Instruction and the Faculty Development Liaison will provide and coordinate support and oversight of the credentials.

## **Brown Bag Roundtable Discussions**

Roundtable discussions are informal lunchtime meetings in which faculty gather to discuss topics related to teaching and learning. The date, time and topics will be set by the Faculty Development Liaison for the semester. Attendance does not require pre-registration, and faculty in attendance are invited to bring questions or issues related to pedagogy and other classroom practices to the meeting. There is no compensation for participants or facilitators.

## **Faculty Topics Course (formerly Master Class)**

Faculty Topics courses are semester-long classes led by faculty qualified in their discipline on a variety of topics of professional interest for faculty and, for some courses, all employees. Instructors are paid based on the overload rate. Participants are not paid. However, full-time faculty may use successful completion of the course toward lane advancement (45 contact hours = 2/3 graduate semester credit). Faculty Topics courses must have a minimum of 10 participants.

Participants do register for the course and complete tuition waivers. Faculty would be solicited for ideas for topics classes, and one to two per semester may be selected as interest warrants.

## **Thematic Programming**

### **Forums (known previously as First Fridays)**

The Forum may be offered each semester as a 2 – 3 part series that focuses on social issues in relation to higher education and to Oakton in particular. Particular themes that have been explored included immigration and higher education, veterans in higher education, gender issues in relation to higher education. The Forum has also focused on these and other issues of inequity and inclusion as they specifically affect Oakton. Presenters are often brought in from outside the college and paid an honorarium. In house presenters are paid at the CPD rate. These series are often undertaken in collaboration with groups on campus, for example, academic programs (e.g. WGS, PSJ or STEM), or the Diversity Council. These series are intended for all employees of the college and provide a forum for discussing larger issues that have an impact on our work. Participants are not paid.

### **Classroom Conversations**

A single workshop, or short series of workshops, devoted to classroom practices and techniques that lead to enhanced student engagement. Classroom Conversations are held four times per year usually on a Friday. Faculty will be compensated for leading a Classroom Conversations session at the CPD rate. Processing of the payments will be administered by the CPD. Participants are not paid.

### **Sharing Sessions**

Sharing sessions are designed to be guided discussions about pedagogical issues and ideas. They are designed as a place for faculty to come together and talk about teaching and learning, what is working and what is not. They are typically held once per month, and the same topic is offered at each campus. Faculty will be compensated for leading a Sharing Session at the CPD rate. Processing of the payments will be administered by the CPD. Participants are not paid.

## **Faculty Fellows**

Faculty Fellows is a Faculty Senate Committee whose members are selected through vote of the full-time faculty at the annual spring Division meeting elections (as are Sabbatical, Curriculum, Lane Change, etc.) The Faculty Fellows program is allotted 30-31 LHEs annually to be awarded among those proposals that are approved by the Faculty Fellows Committee.

The purpose of faculty fellows funding is to allow instructors time and financial support in order to pursue innovative projects. The intention of the Faculty Fellows program is to support smaller projects, or initial projects that could be further developed in a sabbatical or through other programs. All projects must advance one or more of the College's Strategic Goals. The release time awarded for a Faculty Fellows project will be 3 base load LHEs. In rare cases the Faculty Fellows Committee and/or the Dean may advise 4 LHEs be awarded for a given project.

This program provides a vital outlet for faculty creativity and innovation--particularly important endeavors to continue efforts to advance student success and the College's strategic initiatives and institutional priorities.

The Faculty Fellows program operates annually under the following schedule:

Nov. 15

The Chair(s) of the Faculty Fellows Committee sends out a call for Faculty Fellows Proposals to full-time faculty. The academic affairs administrators are all copied.

End of January Orientation week

Deadline for Faculty submission of proposals to their chair and dean.

End of second week of classes in spring semester

Deadline for faculty to submit completed and signed proposals to Faculty Fellows Committee. Faculty should "cc" their chair and dean on their submission so that they are aware of potential scheduling issues.

End of February

Faculty Fellows Committee informs faculty of their award status and announces the winners to all full-time faculty and academic affairs administrators. The Committee reviews proposals and selects those that will be awarded a Faculty Fellows for the subsequent academic year, and has final authority for which proposals are selected.

### **The Professional Competence Program ("Take Not Teach")**

These applications go through the Faculty Fellows application process and are included in the 30-31 LHEs allotted to the Faculty Fellows program.

- The Professional Competence program is contractually-based.
- Council of Deans Guideline must be adhered to in the approval process.

As with other Faculty Fellows projects, in both the application and follow-up report, it must be demonstrated how the release-time course benefits both the faculty member's teaching practice and the College.

### **Sabbaticals**

Normally, sabbatical leaves shall number five each academic year. The Board of Trustees will set aside funds to provide for such sabbatical leaves, subject to budgetary considerations. At any time during or after each sixth consecutive year of full-time teaching at Oakton Community College (all FMLA leaves and/or any parental leave are excluded from the count of consecutive years), any faculty member may apply for a sabbatical leave. Such a leave may be for one semester at full pay, one year at half pay, or for the summer session at a flat rate equal to current summer school contractual salary. Please refer to Article IX 9.1 (F) for complete information on sabbaticals

## **Professional Monies including Travel (Attendance at Professional Meetings)**

Oakton provides financial support for professional travel, memberships in professional organizations, books, periodicals, and instructional materials reimbursement for graduate tuition and fees. Over a two-year period, each faculty member may be reimbursed for a total pool of \$5500 for years 1 and 2 of the current contract, and \$5500 for years 3 and 4, for approved professional development activities relevant to his/her area of teaching. Further details about this program and procedures for the approval process can be found in Article VI-6.5. H and I of the full-time contract.

## **Global Studies**

Global Studies programs related to travel (e.g., 2 week international exchanges and International Professional Development Grants) are housed in the global studies area. More information on procedures is available from the Global Studies Coordinator. Global studies programs related to professional development more broadly (e.g., seminars) are included in the overall professional development process.

## **Illinois Consortium for International Studies and Programs (ICISP) Two-Week International Professional Exchange Program**

This innovative international exchange program matches U.S. faculty and administrators with counterparts from China, Finland, and the Netherlands with the goal of engaging in intercultural understanding, professional development, and promoting global understanding. Applicants will be matched as closely as possible with an overseas participant with similar job responsibilities. Other factors such as age, gender, personal interests, and family composition will be incorporated into the matching process when possible. The two-week period will allow for approximately nine days of professional exchange, three days of weekend time, plus a day for orientation upon arrival. English is spoken in most exchange locations, which enhances both the professional and personal aspects of the exchange. During the exchange, matched participants reside in their host's home to help defray some costs of the exchange and to provide increased opportunities for exposure to the cultural aspects of the exchange.

Arrangements for the exchanges are made by ICISP in cooperation with the home college. ICISP exchange participants will normally host their incoming exchange partners in mid-October, and normally complete their outgoing exchange visit in mid-May.

### Qualifications

- To qualify for and participate in the program, all applicants must:
- Be a full-time or part-time faculty or administrator (or similarly classified) employee of an ICISP member college at the time of application, and remain in that status for the duration of the program. Please note full-time applicants will be given first consideration.
- Complete the application form and agree to the terms and conditions of the program;
- Complete any home college procedures for application;
- Make a commitment to share the experience upon return;
- Make a commitment to complete an evaluation of the experience upon return.

### Applications

Applications each year are available from the Global Studies Coordinator, and are normally due each year in March for the following academic year.

### Housing

During the exchange, participants will be expected to provide room and board for their international guest for the two weeks he/she is in the country, and U.S. participants will stay with their counterpart for two weeks in his/her country. Accommodations do not need to be elaborate, but separate sleeping facilities and appropriate bathroom facilities are a necessity. Shared bedrooms are not acceptable. Consideration should also be made related to laundry, phone usage, and weekend activities.

### Travel

The short duration of this visit does not allow for extensive travel in the host country. Participants can gain a great deal from spending weekends with their host family during both parts of the exchange. Participants must recognize that it requires commitment to providing a meaningful and rich experience to their visiting partner and should set aside adequate time to fulfill all hosting requirements.

*Note:* This is a professional exchange: Spouse/children/significant others are not allowed to join participants during this exchange. We encourage participants to invite others to join them after the professional exchange, if so desired.

### **Teaching Abroad**

Teaching abroad on an Illinois Consortium for International Studies and Programs (ICISP), Fulbright, or similar program, is not considered to be a sabbatical leave. However, the faculty member will not be eligible for a sabbatical leave if they participate in any of the above programs until they complete a subsequent period of 6 consecutive years of full-time teaching. (see OCCFA contract IX: 9.1F) Semester-long and month-long teaching abroad opportunities through ICISP are currently available in China, Costa Rica, England, France, India, Ireland, and Spain. These opportunities are open to full-time faculty. Applications are available through the Global Studies Coordinator.

Faculty can also apply to the Council of Deans to teach a short term international field study course, which they create. For more information on this procedure, see the Global Studies Coordinator.

### **International Professional Development Grants**

#### Eligibility

- All part-time and full-time faculty members are eligible to apply.

#### Fundable Activities

- Global Studies curricular development, including on-site work for developing an international field study course.
- Participation in approved ICISP exchanges and site visits. As part of Oakton's responsibilities to ICISP, approved exchange expenses will be paid from this account.
- Participation in a conference, workshop, seminar, or training held outside the US.

### Funding Priorities

- Priority will be given to proposals for work related to the development of an international field study course.

Priority will be given to proposals for work that will directly benefit the development of the Global Studies and/or Peace and Social Justice Studies curricular offerings at Oakton.

### Process

- Two rounds of proposals are accepted by the Global Studies Advisory Committee each year, with the following deadlines:
  - April 15 (travel completed July 1 – Dec. 31)
  - October 15 (travel completed Jan. 1 – June 30)
- The Committee will review and make recommendations for funding to the dean who supervises the Global Studies Program, who will then make recommendations to the Vice President of Academic Affairs. If funds remain, the Committee will continue to review proposals submitted later in the academic year.
- Members of the Global Studies Advisory Committee who are applying for funding will not participate in the selection process.

### Level of Funding

- Approved applicants will receive a stipend toward their travel expenses. Typically the awards range from \$500 - \$1000. Global Studies funds will most likely not cover all additional expenses.
- Faculty may also request to apply their general professional development funds allotment to this travel.
- Faculty who are participating in a course or formal training outside the US may also apply for tuition reimbursement if they meet eligibility requirements.

### Timing of Travel

- All travel must be completed within the Oakton fiscal year in which the grant is awarded.

## **Faculty Development Liaison (2 year assignment)**

Consulting with the Dean of Curriculum and Instruction, the Faculty Development Liaison is responsible for the development and administration of the College's faculty professional development program. The specific goal of professional development is to strengthen and renew faculty in their work with students. Professional development programming will support faculty in their efforts to achieve the College's strategic goals and objectives while fostering community across the College. The faculty development program will model assessment through the incorporation of assessment activities in all programs.

### **Liaison Responsibilities:**

1. Helps to form and chairs the Faculty Professional Development Team according to the Selection Process for Faculty Professional Development Team listed below.
2. Maintains a roster of team members and their terms of service.

3. The liaison consults with the Faculty Professional Development Team and the President's Council on the theme for each year. The theme will be determined by mutual agreement of the Liaison and the President. The theme will be set by December 1 each year.
4. Organizes and determines within semester programs (Sharing sessions, 1<sup>st</sup> Fridays, Classroom Conversations, etc.)
5. Manages process for determining faculty seminars and coordinates approval process; Communicates with CPD and seminar facilitators regarding schedules, compensation, dissemination and feedback.
6. Organizes and determines faculty programs for orientation weeks with Professional Development Team.
7. Serves as a liaison with the Dean of Online Learning to provide training and support for the incorporation of educational technologies.
8. Assists the Faculty Professional Development Team to identify workshops and professional development resources to support student engagement in the classroom.
9. Advises and collaborates on the New Faculty Orientation with administration and faculty facilitators.
10. Develops materials to support faculty professional development in instruction and student engagement.
11. Monitors utilization and collects evidence of impact of services from faculty in collaboration with the CPD and Academic Strategic Team and Council of Deans.
12. Promotes professional development activities to all faculty.
13. Initiates payment processes for faculty facilitators and instructors.
14. Establishes one or more subcommittees of the Faculty Professional Development Team to work with the Dean of Curriculum and Instruction to provide oversight of events such as the Faculty Retreat.
15. Invites incoming Liaison to attend spring meetings of Faculty Professional Development Team as non-voting member, and provides consulting to incoming Liaison during transition of terms.

**Qualifications, Knowledge, and Skills Required:**

- Pattern of active involvement in professional development in teaching theory and practice

- Demonstrated proficiency in:
  - curriculum design
  - assessment of student learning
  - use of a variety of instructional methods
- Ability to communicate clearly orally and in writing with a variety of audiences across multiple settings

## **Compensation**

The current rate is 15 base load LHEs for the fiscal year.

## **Overview of Processes for Liaison and Team Selection**

### **Selection Process for Faculty Liaison**

The call will come from the Dean of Curriculum and Instruction in November prior to appointment, and applicants will be reviewed by a committee consisting of the Dean of Curriculum and Instruction and two faculty selected and approved by the Senate Executive Committee. The selection committee then will choose some portion of applicants to interview with final recommendation made by the committee and forwarded to the Vice President for Academic Affairs. The VPAA makes the final decision and then notifies the applicants by March 1. The programming term for the new Liaison will begin following the Fall Orientation week.

### **Selection Process for Faculty Professional Development Team**

Liaison places call for faculty membership in the spring semester, prior to spring break, with selections made no later than May 1. Terms will begin August 1. Selections of faculty members will be made in consultation with OCCFA Board (for full-time faculty membership) and AFA (for adjunct faculty membership). Faculty membership will consist of at least 8 full-time faculty and 2 to 4 adjunct faculty each serving normally a 2-year staggered term. Adjunct faculty are paid for committee work as per the AFA Contract. Every effort will be made to provide diversity by division and discipline. Should a faculty member resign from the committee prior to the completion of their term, the Liaison will work with the AFA and the OCCFA Board to select a replacement for that individual's term. Three Administrative representatives, one of whom will be a Divisional Dean, will be appointed by the President in consultation with Academic Strategic Team.

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## **APPENDIX G: MEMORANDA OF UNDERSTANDING**

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1. External Mandates
2. Feasibility Study: Paid Parental Leave and Sick Leave Bank
3. Faculty Evaluation - Online/Hybrid Courses
4. Faculty Incentivized Retirement Program
5. Health Insurance Cost Sharing
6. Leaves
7. Review of Joint Insurance Committee Structure

## **Memorandum of Understanding External Mandates**

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton Community College (the “College”) this 20th day of October 2020.

If state or federal legislation is enacted prior to August 15, 2022 that imposes a property tax “freeze”, pension “cost shift” or health care regulatory changes to the Affordable Care Act as described in paragraph 5 below, either party shall be entitled to mid-term bargain Article XIII (Compensation) of this Agreement for the final two contract years only.

Property tax “freeze” legislation includes any statutory amendment or revision to the current Property Tax Extension Limitation law (“PTELL”) which reduces or otherwise modifies the Board’s tax levy/extension authority under the current tax “cap” (PTELL) limitations.

Pension “cost shift” legislation includes any statutory amendment or revision to the Illinois Pension Code which imposes additional annual SURS pension contributions or costs on the College or faculty.

Health care regulatory changes are limited to statutory amendments or revisions to the Affordable Care Act which impose an additional tax or monetary fine or penalty on certain identified employer-provided health insurance plans.

When mid-term bargaining based upon either of the legislative enactments identified above is deemed necessary, the Board and the Association will initiate interest-based bargaining (“IBB”) within sixty (60) days of either party’s request for mid-term bargaining. The interest-based mid-term bargaining shall be limited to items addressed in Article XIII (Compensation) unless the parties mutually agree to extend the scope of mid-term bargaining to other contract issues. Any mid-term agreement(s) reached by the negotiation teams shall be subject to ratification and approval by the Association and Board. In the unlikely event that the negotiation teams are unable to reach an agreement after mediation and impasse, the final two years of the Contract shall expire and the Board and the Association each reserve their procedural and substantive rights under the Illinois Educational Labor Relations Act to reach a settlement.

If either of the mid-term bargaining triggers occurs and the parties subsequently engage in interest-based bargaining, the Board and Association agree to waive any rights to additional mid-term bargaining during the term of this 2020 – 2024 Agreement.

**Memorandum of Understanding  
Feasibility Study:  
Paid Parental Leave and Sick Leave Bank**

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton Community College (the “College”) this 20th day of October 2020.

Based upon OCCFA and the College’s shared interests in investigating the feasibility of paid parental leave and sick leave banks, OCCFA and the College agree as follows:

The College agrees to conduct two feasibility studies on the following benefit options:

1. Paid Parental Leave
2. Sick Leave Bank

The studies will be completed as soon as practical, but no later than the end of this Collective Bargaining Agreement. Upon completion, the College will share study information and outcomes with constituent groups for feedback.

If the benefit option is found to be feasible, the College will meet with OCCFA to develop an MOU based on the results of the studies.

**MEMORANDUM OF UNDERSTANDING**  
**Faculty Evaluation – Online/Hybrid Courses**

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton Community College (the “College”) this 20th day of October 2020.

Based upon OCCFA and the College’s shared interests in clarifying the procedures for faculty evaluation for online/hybrid courses, OCCFA and the College agree as follows:

1. OCCFA and the College will designate a team of HR staff and faculty, including an OCCFA officer to: Review and update Procedure 4113 according to new contract language developed relative to the evaluation process for faculty teaching online/hybrid courses.
2. The review will be completed within the first 12 months of this contract.

## **Memorandum of Understanding Faculty Incentivized Retirement Program**

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton Community College (the “College”) this 20<sup>th</sup> day of October, 2020.

### **A. Eligibility for Faculty Incentivized Retirement Program**

To be eligible for the Faculty Incentivized Retirement Program compensation, a faculty member must:

1. declare intent to retire, in writing to the President or Chief Human Resources Officer, by:
  - a) January 31, 2021 for retirement on July 31, 2022
  - b) January 31, 2022 for retirement on July 31, 2023
  - c) January 31, 2023 for retirement on July 31, 2024
  - d) January 31, 2024 for retirement on July 31, 2025OR
  - a) August 1, 2021 for retirement on December 31, 2022
  - b) August 1, 2022 for retirement on December 31, 2023
  - c) August 1, 2023 for retirement on December 31, 2024
  - d) August 1, 2024 for retirement on December 31, 2025.
2. have completed at least 10 years of full-time faculty service at Oakton by the retirement date.
  - For faculty that started their full-time faculty service at the College in August, retiring by July 31 will constitute completion of that final year of full-time service. Similarly, for faculty that started their full-time faculty service at the College in January, retiring by December 31 will constitute completion of that final year of full-time service.
3. Must be eligible to retire under the provisions of the SURS. See SURS retirement FAQs for details: <http://www.surs.com/> .

### **B. Faculty Incentivized Retirement Program Compensation**

1. **Eligible faculty with 10-14 years of completed full-time faculty** service, in lieu of the lump sum payment to defray a faculty member’s cost of post-retirement health insurance stipulated in article 15.2.B, will receive a one-time lump sum payment of \$17,500 within six (6) months of the effective date of retirement.
  - a) A faculty member’s eligibility for the lump sum payment is contingent upon their retirement not resulting in a SURS 6% earnings cap penalty to the College based upon the faculty member’s annual earnings increase in excess of 6.0% during any year of their final rate of earnings (“FRE”) period. If the College receives an invoice from SURS for earnings in excess of the 6.0% earnings cap, the amount of the lump sum payment will be used to offset the amount of the College’s 6.0% cap penalty payment (i.e., if the College receives a SURS

penalty payment of \$5,000 and the faculty member is eligible for a \$17,500 lump sum payment under this incentivized retirement program, the faculty member will receive a \$12,500 payment).

- b) The lump sum payments set forth above are post-retirement payments and are not subject to SURS contributions and, therefore, will not be included in an employee's FRE calculation for SURS. Lump sum payments will be eligible for tax-sheltered IRC 403(b) and 457(b) contributions and will be subject to federal and state income tax withholding and Medicare tax when applicable.

2. **Eligible faculty with 15 or more years of completed full-time faculty** service may choose one of two incentivized retirement options: Lump Sum Payment or Reduced Load in Final Year.

- a) **Lump Sum Payment Option.** In lieu of the lump sum payment to defray a faculty member's cost of post-retirement health insurance stipulated in article 15.2.B, faculty members pursuing this option will receive a one-time lump sum payment within six (6) months of the effective date of retirement, according to the following formula:

$\$1,250 \times \# \text{ of years of full-time faculty service (up to 30 years of service; maximum payment is } \$37,500).$

- i. A faculty member's eligibility for the lump sum payment is contingent upon their retirement not resulting in a SURS 6% earnings cap penalty to the College based upon the faculty member's annual earnings increase in excess of 6.0% during any year of their final rate of earnings ("FRE") period. If the College receives an invoice from SURS for earnings in excess of the 6.0% earnings cap, the amount of the lump sum payment will be used to offset the amount of the College's 6.0% cap penalty payment (i.e., if the College receives a SURS penalty payment of \$5,000 and the faculty member is eligible for a \$18,750 lump sum payment under this incentivized retirement program, the faculty member will receive a \$13,750 payment).
- ii. The lump sum payments set forth above are post-retirement payments and are not subject to SURS contributions and, therefore, will not be included in an employee's FRE calculation for SURS. Lump sum payments will be eligible for tax-sheltered IRC 403(b) and 457(b) contributions and will be subject to federal and state income tax withholding and Medicare tax when applicable.

- b) **Reduced Load Option.** In lieu of any lump sum payment (including that specified in article 15.2.B), an eligible faculty member can choose to have a reduced load of 21 LHEs, spread over two terms, with no online restrictions, in their last year at the College. If desired by the faculty member, and approved by their supervising dean, three of the 21 LHEs may be a departmental or program transition legacy project, the intent of which is to capture institutional knowledge.

The Faculty Incentivized Retirement Program benefit will sunset and be discontinued at the end of AY 2023-2024. Faculty that declare retirement after August 1, 2024 are not eligible for this terminated program.

## **Memorandum of Understanding Health Insurance Cost Sharing**

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton Community College (the “College”) this 20th day of October 2020.

OCCFA and the College agree to a 50-50 cost sharing of any annual health insurance premium increases over 6% based upon the following contingencies:

- A period of two consecutive insurance plan years is reviewed to determine if average annual health insurance premium costs increase more than 6%.
- The cost sharing will go into effect after two consecutive plan years averaging more than a 6% increase.
- The first possible cost sharing will take place in 2022.
  - E.g., Premium Cost increase is above 6% annualized in plan years 2021 and 2022; cost sharing goes into effect in plan year 2022.
- Full-time faculty health care cost-sharing (50/50 over 6%) is the same as Administrators.
  - I.e., If administrators do not have cost-sharing at 50-50 over 6% then faculty cost-sharing does not go into effect.

This MOU is non-precedential and expressly limited to the 2020 - 2024 Collective Bargaining Agreement and will “sunset” and discontinue upon expiration of this Collective Bargaining Agreement.

## **MEMORANDUM OF UNDERSTANDING**

### **Leaves**

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton Community College (the “College”) this 20th day of October 2020.

Based upon OCCFA and the College’s shared interests in clarifying the guidelines and procedures for faculty leaves of absence, OCCFA and the College agree as follows:

1. OCCFA and the College will designate a team of HR staff and faculty, including an OCCFA officer to:
2. Review and clarify the Faculty Leave Manual related to FMLA. The joint committee will meet and finalize revisions to the manual within six (6) months after final approval and execution of the 2020 – 2024 Faculty Contract.
3. Ensure Human Resources and Division office processes support contract language for consistent internal procedures and practices.

## **Memorandum of Understanding Review of Joint Insurance Committee Structure**

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton Community College (the “College”) this 20th day of October 2020.

OCCFA and the College agree in principle to create a task force to examine and review the process that the Joint Insurance Committee uses to annually approve health insurance plan design (benefits) and associated rates. OCCFA and the College understand that any changes to the plan design process depend on the agreement of the three groups that are currently represented on the Insurance Committee - Full-time Faculty as represented by OCCFA, Classified Staff as represented by the Classified Staff Association (“CSA”), and Administrative employees. As such, the task force will require representation from these same three groups.

This task force will be formed only when and if an equivalent Memorandum of Understanding is included in the upcoming CSA Agreement, to be negotiated beginning in the Fall 2020 semester.

This Memorandum of Understanding is limited to specifying that the task force will meet and review the Joint Insurance Committee process. This MOU makes no commitment that a subsequent agreement will be reached, only that the discussion will occur.

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## GLOSSARY OF TERMS

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### **Alternate Institutional Appointment**

- Faculty member's base load assignment may be allocated, in whole or in part, to another department or other educational and/or institutional activities on a temporary, term or permanent basis.

### **Alternative Scheduled Program**

- A program that does not follow the standard Academic Calendar (e.g., BNAT).

### **Assessment**

- Assessment is the ongoing systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. The ultimate goal is to obtain valid and reliable information on which to base educational decisions.
- Classroom Assessment: Faculty use informal classroom assessment techniques to gather information from an individual course section about whether students are learning what faculty have been teaching. The purpose is to improve teaching and learning while a course is still in progress.
- Course Assessment: Course assessment allows us to determine how well students across all sections are learning what the course learning outcomes say they will.
- General Education Assessment: General education assessment allows us to determine how well students across the College are achieving the general education competencies identified by the College.
- Program Assessment: Every career degree and certificate program, along with specialized transfer degrees, has a statement of purpose and learning outcomes. Program assessment verifies that the program is designed to foster this learning.

### **Built-in Overload**

- See Load

### **Calendar Terminology**

- The academic hour = 50 minutes.
- The academic year: the fall and spring semesters.
- College day: any weekday (Monday through Friday) that the College is open for business
- The college year: the twelve month period including fall, spring, and summer terms.
- The contract year: the twelve month period running from the first day of the fall semester through the end of the following summer session.
- The fiscal year: the twelve month period running from July 1 through June 30.

- Instructional day: any weekday scheduled in the College calendar for classes
- Instructional week: any week or portion of a week in which classes are scheduled
- Interim may be used to refer to any of the periods of time between semesters: fall to spring, spring to summer, or summer to fall.
- One office hour = a 50-minute academic hour.
- The summer session covers the period from the day after Evaluation Days of the spring semester through the date faculty return for fall semester orientation. Courses scheduled wholly or primarily in this period are considered to be summer courses.
- Sick/Personal Day – 8 hour per day, can be taken ¼ day increments (2 hour block) or ½ day increments (4 hour block).
- Work(ing) Day: Any day that a faculty member’s classes meet, as well as the days faculty have institutional commitments, departmental assignments or college meeting and committee work, in addition to the days specified contractually for activities such as orientation week, commencement and evaluation/grading days as defined in Section 8.1
- The work year: the 169 days during which faculty are expected to be on campus.

### **Civil Union (CU)**

- A civil union is a legal relationship granted to unmarried adult partners by the State of Illinois. The Civil Union Law ensures that civil unions and marriage are treated identically under Illinois Law. A Civil Union relationship can be established by completing the CU license either through the State of IL or Cook County. This license would then need to be submitted to Oakton Community College for the civil union spouse to be placed onto the employee's benefits.

### **Committees**

- College-wide Committee: A committee composed of individuals from more than one division or unit of the college.

### **Coordinator**

- A faculty member who oversees a sub unit of an academic department or a special program and receives a portion of the alternate time allocated for management of that department;
- or
- A faculty member who receives an alternate time assignment to oversee a college-wide function, program, or event (e.g., the Honors Program, Global Studies, Women’s and Gender Studies, the WSAT program).

### **Department**

- An organization of faculty administered by a chair or coordinator(s) to assist with the efficiency of planning and program development activities.

### **Department Alternate Time (DAT)**

- LHEs awarded to departments or programs for management.

## **Discipline**

- A set of related courses, most often identified by a particular three-letter prefix in the College catalog.

## **Domestic Partnership (DP)**

- A domestic partnership is a legal or personal relationship between two individuals who live together and share a common domestic life but are neither joined by marriage nor a civil union. Domestic Partners are also individuals who are jointly responsible for each other's common welfare and can demonstrate this by providing proof of at least 3 of the following: A DP Affidavit (received in the HR office); a joint mortgage or lease; beneficiary designation on life, retirement plan or a will; power of attorney for property or health care; or joint ownership of banking account or motor vehicles.

## **Faculty**

- Faculty refers to all faculty members collectively. It does not refer to individual faculty members.
- Faculty member is used to refer to an individual member of the faculty.
- Faculty members are teaching personnel in academic departments and Library programs.
- Full-time faculty are those who are under contract as either tenured, tenure-track, or one-year, and whose workload consists of 30 LHEs for the academic year.

## **Field**

- Related Field: An academic discipline closely related to another discipline
- Subject Field: An academic discipline within a particular department  
Subject Field also includes areas related to the subject field as approved by the Vice-President for Academic Affairs or designee. Education courses submitted as related to the subject field must be demonstrably in the area of instructional methodology and curriculum in the field, not in educational administration.

## **General**

- Normally, usually, generally, typically, and ordinarily are interchangeable.

## **Hybrid**

- An on-campus course in which between 33% and 75% of the required seat time is released to an online format. Normally, hybrid courses have 50% face-to-face seat time and 50% alternate time to online; however, faculty may propose a different configuration.

## **Load**

- Base Load: 30 LHEs per academic year (fall and spring)
- LHE: Lecture Hour Equivalent

- Full LHE allocation: Class carries full LHEs and pay
- Instructional Overload: class contact hours, office hours (at least one hour per week for each requested overload class), and preparation time in addition to a faculty member's regular load. Overload assignments may not conflict with a faculty member's other responsibilities. During the semester in which an overload course is taught, the faculty member receives compensation above that for the regular load (above 15 LHEs) for the number of LHEs assigned to the course.
- Built-in Overload: In some cases, no schedule can be assigned a faculty member that achieves his or her minimal base load for the spring term without exceeding the LHEs of that base load. In such cases, the required overload is called build-in overload.
- Variable Load: Upon agreement between a faculty member and the dean, and in consistency with institutional needs, the faculty member will have a load above 15 LHEs in the fall or spring semester, and the load is reduced in the other semester for a total of 30 LHEs for the academic year. As stipulated in the Workload Policy, ordinarily, base load in a given semester will not be less than 12 LHEs nor more than 18 LHEs.

### **Merged Department**

- a one-time administrative unification of two or more department(s) and/or discipline(s) into a single department led by a chair or coordinator. Merged departments change the assignment (appointments) of the faculty therein from their original, separate or multi-disciplined departments to the newly created department.

### **MOU**

- Memorandum of Understanding

### **Multi-Discipline Department**

- an organization of faculty in 2 or more distinct academic or subject disciplines, administered by a single chair and/or coordinator(s) who assists the Dean in planning and program development activities.

### **Non-traditional Course Delivery**

- Distance Learning: The umbrella category for courses taught primarily outside of the standard classroom environment. At Oakton, three types of distance learning courses are offered.
  - Interactive Video Courses: courses taught via live, interactive video broadcasts over a T-1 line to students at off-campus sites
  - Online/Hybrid Courses: courses taught in part or entirely via an asynchronous, interactive, Online/Hybrid medium
  - Media-based Courses: courses taught primarily using the following media: audio tapes, video tapes, DVD's, and/or CD's

## **Program**

- A set of required and elective courses designed to meet specific career or transfer goals, and leading to a degree or certificate upon successful completion of catalog requirements that may be administered by a chair or coordinator.

## **Shambles**

- The week before each academic term begins, Council of Deans convenes for Shambles to review course/section enrollments and determine any sections to be withdrawn. In practice, chairs and coordinators monitor the schedule carefully in the month before and may withdraw sections deemed to not be viable even before Shambles. Faculty who accept a section assignment with fewer than 10 enrolled students agree to teach that section on headcount. If enrollment increases to the threshold of 10 or more, the faculty member then will receive full pay for the course. For sections that have 10 or more enrolled students on the day of Shambles, the faculty member receives full pay, even if some students withdraw later and the enrollment falls below 10. If all students withdraw after Shambles, the faculty member is not paid for the course. For late start or interim classes, the Dean and chair review course enrollments the week before the classes begin and withdraw or determine headcount at that time.

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