

**Lane Community College
College Bargaining Proposal and Interests**

**Presented:
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College Negotiating Team:

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Salary and Benefits
College Bargaining Proposal 1
April 8th, 2019

Subject	2019-2020 Proposal
Length of Economic Agreement	One year
LCCEA Compensation	
Salary Schedule Adjustment	The College proposes a zero (0.00%) salary schedule adjustment for 2019-2020.
Steps	The college proposes a "step freeze" for the 2019-2020 fiscal year.
Insurance	
Health Insurance	No proposed changes. The College (employer) contribution for the College Base Plan (Alder) shall be limited to what the College (employer) contributions were for Plan A during the 2015-2016 year.
Employer Section 125 Contribution	The College proposes to "sunset" College (employer) contributions to employee section 125 flexible spending accounts effective January 1, 2020. No faculty employees will be eligible for College (employer) contributions to the section 125 flexible spending plans effective with the 2020 calendar year.
Health Clinic	The College proposes elimination of Article 33.6. No contracted or part-time faculty shall be eligible to access health care services through the College Health Clinic.

TOPIC: Workload

Topic presented as priority by College Bargaining Team as part of Workload and Reassignment topics.

<u>Articles</u>	<u>Topic</u>	<u>Interests</u>
35	TLC Calculation	<ul style="list-style-type: none">• Use of TLC for all faculty workload• Defined modifiers for TLC adjustment (lecture, labs, writing classes, large classes, clinics, etc)
	Define faculty work	<ul style="list-style-type: none">• Clear and consistent definition of faculty "work", related tasks, duties, and responsibilities.• Establish equity, consistency, and transparency in workload across all faculty assignments
	Office Hours	<ul style="list-style-type: none">• Address office hours on campus, online
	MOA	<ul style="list-style-type: none">• Sunset past practices

TOPIC: Reassignment

Topic presented as priority by College Bargaining Team as part of Workload and Reassignment topics.

<u>Articles</u>	<u>Topic</u>	<u>Interests</u>
38	Department Chairs	Faculty chairs. Workload impact clarification Equity of release availability
38	Duties	Clear definition of work
38 or 35	Workload	Standardization for calculation of release time
38	Budget	No financial impact

TOPIC: Professional Development

Topic presented as priority by LCCEA and presented by College Bargaining Team as part of Workload and Reassignment topics.

<u>Articles</u>	<u>TOPIC</u>	<u>Interests</u>
Article 23	PD	<ul style="list-style-type: none">• Part-time faculty professional development• Departmental involvement in Professional Development• Sabbatical (long-term leave) topics related to department goals/curriculum• Sabbatical (long-term leave) scheduling developed with approval from division deans

Evaluations (Articles 13, 37, 39, and MOA)

ARTICLE/MOA	TOPIC	INTERESTS
13	Evaluations	Consistency, appropriateness, efficiency in conducting all evaluations. Remove obstacles to reach meaningful, helpful, evaluation outcomes. Simplify wording. Simplify process. Ensure evaluations are productive. Develop standard forms and process.
39	Student Evaluations	Have meaningful, useful, robust, and highly utilized student evaluations of courses. Include student experience and feedback in assessment of every course. Make classroom and online course assessment consistent.
13	Developmental Evaluations	Simplify wording. Simplify process. Make developmental evaluations consistent between classroom and online delivery.
37	Corrective Evaluations	Simplify wording. Simplify process.
39	Faculty Council	Define responsibility of FC with respect to student evaluations.
MOA	Distance Learning	Develop robust online evaluations consistent with best practices and student success standards. Make consistent with classroom evaluations.

Distance Learning and Online Education

The college is interested in:

ARTICLE/MOA	TOPIC	
MOA Distance Learning	Sunset	Update CBA with article that reflects contemporary technology and standards
	Workload	Equity and consistency with other workload provisions
	Training	Instructors are afforded the opportunity to access training and support for the development and delivery of online instruction. Instructors have the skills to design, develop and adopt content that meets best practices for instruction, student engagement, and student success in online environments
	Designing to the college standard	Require QM or other standard so that online courses are similar in organization and quality of build to one-another and that the student experience is consistently positive and appropriate for regular and substantive contact
	Business Continuity	Minimum expectation for use of LMS
	Accessibility	Making content accessible within all courses as required by Section 508 of the Rehabilitation Act
	Instructor Presence	Instructors maintain a highly visible presence within online courses, offering frequent feedback opportunities to all and proactive interventions when students are identified as struggling

	Ability to support students and instructors	Instructors stay within the college's digital ecosystem of services so that they and their students can receive support. All online content delivered within the college's network infrastructure
	Evaluation	Equity and consistency in evaluations