



CONTRACT

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



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

FOR

2024 through 2028

PREAMBLE

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

- Reasonable people acting in all good faith, may disagree as to the precise meaning and/or application of the terms of this contract.
- 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 College. In the spirit of collegiality and collaboration, we affirm the values of Oakton 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.

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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 2024-2028**

ARTICLE I: RECOGNITION

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 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 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 10 college days from the time of the withholding. This authorization shall remain in effect according to its terms, but may be revoked by giving 15 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 15 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.

ARTICLE II: NEGOTIATIONS AND IMPASSE PROCEDURES

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 is entrusted by law with managerial responsibility of administering the affairs and operation of Oakton 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 the Academic Policies and Procedures referenced in the Agreement, which directly affect faculty members' wages, hours, or terms or conditions of employment. Both the Board 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 IELRA.

2.4 Management Rights

Nothing contained herein shall require the Board 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 IELRA. 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.

ARTICLE III: ASSOCIATION RIGHTS

3.1 Agenda Items for Board Meetings

The Association may suggest items for inclusion on the agenda of regular meetings of the Board by submitting the same in writing to the President at least one 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 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 24 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 25% 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 to the College President or designee at least 10 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 32 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. Please reference the OCCFA Constitution and By-Laws for the specific distribution of alternate time and duties of the officers.

ARTICLE IV: GRIEVANCE PROCEDURE

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 10 college days after receipt of the grievance. The grievance shall be submitted within 15 college days of when the occurrence might reasonably have been ascertained. If the grievant requests, they 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 10 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 their designee, shall arrange with the Association representative for a meeting to take place within 10 college days of receipt of the appeal. Within 10 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 20 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 their 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.

ARTICLE V: PERSONNEL FILES

5.1 Maintenance of Files

Human Resources will maintain an official personnel file for each faculty member with hiring documents and other employment and benefit materials. Medical or workers' compensation claim documents will be maintained separately by Human Resources. Human Resources also separately maintains a grievance file for historical purposes. Other academic materials for a faculty member will be kept in a file in the Office of Academic Affairs.

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 its receipt.
- 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 10 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 their 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. Requests to review academic materials are made through the Office of Academic Affairs.
- B. The faculty member may be accompanied by an Association representative when reviewing their 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 their personnel and/or grievance file.

5.4 Document Retention/Removal

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 6.10A) 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 6.10A, 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, they 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.

ARTICLE VI: PROFESSIONAL RESPONSIBILITY

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 6.1.A.) 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 Registrar Services 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.

A Dual Appointment and Dual Title (see Academic Procedure: Dual Title/Dual Appointment)

Based on institutional need, qualified faculty members may teach in other department(s) regardless of whether or not they are appointed to the other department(s).

DUAL APPOINTMENT

Eligibility

- The faculty member must have the necessary qualifications and currency in each discipline.
- Institutional needs must be served by the dual appointment.

Rights

- Faculty members with dual appointments will be counted on a pro rata basis as full-time members of each department based on the proportion of their load assigned to each department.
- A full-time faculty member who accepts a dual appointment will share the privileges and responsibilities of full-time faculty members in both departments.
- Granting of dual appointment after initial hire does not affect lane status.

DUAL TITLE

Eligibility

A dual title recognizes that a faculty member can teach in an additional discipline beyond the discipline(s) of hire. The College catalog and other forms of official college documentation will note this recognition. In order to qualify for Dual Title, a faculty member must:

- Meet the eligibility requirements to teach in each additional discipline
- Have taught one semester or currently teach in the additional discipline.

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/my/employees/authenticated/resources_by_area/OCCFA_Faculty_Senate/

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 their 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. 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, 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 10 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 online for students enrolled in these courses, with the number to be proportional to the percent of teaching load that is online. Instructional time online may not be counted

as online office hours. Faculty who do not teach online may schedule up to two of their office hours online 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 10 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 three hours per instructional LHE. For example, a faculty member teaching six 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.

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 multicultural 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 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 three 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. 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. Reimbursement for related certifications/licensures for the discipline but not required to teach may also be requested. Should a faculty member's request for reimbursement be denied by the dean, the faculty member may appeal to the Provost.

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 their division office of membership requirements by December 1 each year.

E. Diversity, Equity, Inclusion and Belonging (DEIB) Professional Development

The College will provide a pool of \$15,000 each academic year for DEIB professional development and training completion (does not roll over to the next academic year). The use of these funds will be determined jointly between the Provost and OCCFA, or their designees.

F. Online Certification Training

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

G. High Impact Practice (HIP)

High-Impact Practices (HIPs) are evidence-based practices that increase rates of retention, engagement, and persistence for all students irrespective of identity. At Oakton, we support HIPs through programs like the Persistence Project, HIP Awards, HIP Ambassadors, and Teaching and Learning Enhancement Projects (TLEP).

1. Persistence Project

Faculty who participate in the Persistence Project will receive one LHE of instructional overload for each section of persistence project taught, up to a maximum of two sections in each term, fall and spring (see 13.6.E).

2. The HIP Committee

The HIP Committee will determine the selection processes for the HIP Ambassadors, award the HIP Awards and the TLEPs, and be responsible for vetting and maintaining a list of HIPs. The committee includes 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 Associate Vice President for Academic Affairs or designee, and one academic dean.

3. HIP Ambassadors

The HIP Ambassadors support implementation of HIP practices across the faculty. Full time faculty who are experienced in HIP may receive up to three LHE/academic year support to serve as resources to faculty who would like to implement a HIP into their own teaching practice. Normally, a single designated faculty member per division will serve as an ambassador to faculty and be determined/selected by the HIP Committee.

4. The HIP Awards

Each year, two faculty members from Liberal Arts, two faculty members from STEM, two from HC, two faculty members from BCT or Library, and one team will be recognized for an exemplary HIP implemented in their teaching. The teams may be composed solely of members from a single employee group or a combination of Full Time Faculty, Adjunct Faculty and or staff members. The HIP committee will request applications/nominations each spring and identify the faculty members to be recognized. The prize will be a one-time stipend of \$500 per faculty member.

5. 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 the HIP committee.

Compensation for TLEP Award:

Individual: \$1000 per faculty member. Maximum awards per year = 4

Departmental: Award = \$1000 per faculty member (maximum faculty per team = 4).
Total departmental available annual pool = \$16,000. Total awards per year = 4.

Interdepartmental: Award = \$1000 per faculty member across departments (maximum faculty per team = 4).

Total interdepartmental available annual pool = \$16,000. Total awards per year = 4.

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 \$6000 for years one and two of the contract, and \$6000 for years three and four, for approved professional development activities relevant to their 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 \$6000 for years one and two, and \$6000 for years three and four of their two-year pool on graduate tuition, discipline specific workshops, seminars, trainings, and professional workshops, and classes.

Faculty who have exhausted their \$6000 from the first two-year pool in the first contract year may submit a request for an advance of up to \$5,250 of their professional development pool from the second two-year pool to be used in the second year of the contract as reimbursement for graduate tuition and fees, tuition or fees related to certificate completion, or tuition or fees for training for CTE faculty.

If the faculty member's request is granted and employment is offered by the College, they must agree to remain at the college through the end of year four of the contract, or repay to the college the sum advanced from the second two-year pool.

2. Faculty members may also choose to spend up to the entire \$6000 for years one and two, and \$6000 for years three and four of their two-year pool on conference registrations and on [travel](#) expenses for approved conferences, including

conferences outside of their discipline with justification for how attendance will enhance teaching and learning and with dean's approval.

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 Provost. Such requests require a rationale that directly supports teaching and learning or knowledge in the discipline.

3. Faculty members may spend up to 25% of each two-year pool on books, software, laptops, emerging technology, subscriptions, or other instructional materials that support teaching. Faculty may combine the balance remaining from each two-year pool for two technology purchases of up to \$3000. Printer ink may be partially reimbursed on a case-by-case basis, with justification. In order to be eligible for reimbursement, a faculty member must request this reimbursement by submission of the "books/technology/software/etc. form." Faculty will provide written rationale to the dean on the form to indicate how the requested books, technology, software, laptops, emerging technology, subscriptions, or instructional materials support teaching and learning or knowledge in the discipline.

A. Faculty may be reimbursed up to \$20 per month out of their two-year technology pool of funds for use of their personal cell phone to communicate with students and college staff members. In order to be eligible for this reimbursement, a faculty member must include their number on their syllabus, or a statement on the syllabus that their number is available to students upon request. The reimbursement is not available if the college secures an institutional subscription to Google Voice. This reimbursement is not allowed if the faculty is pursuing reimbursement as described in 6.5 H 3.b.

B. Faculty may be reimbursed up to \$20 per month out of their two-year technology pool of funds for use of their personal cell phone for instructional purposes other than voice communication with students. This reimbursement is not allowed if the faculty is pursuing reimbursement as described in 6.5 H 3.a.

4. Faculty may use up to 20% of their professional development funds for professional association membership fees over a two-year period.
5. Faculty may submit proposals to the appropriate dean to access professional development funds from their two-year pool to research new, innovative curriculum in emerging fields. These proposals will be considered on a case-by-case basis.
6. In year one 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.
7. Faculty who are hired in year two of a two-year period are entitled to expend one half of the current two-year pool of professional development funds.

8. Faculty who have already expended their pool of professional development funds for the first two-year period may submit proposals to access unused funds from the overall professional development funding pool after April 1 and expensed before June 30 of year two. Year two pre-approval forms must be submitted to the appropriate dean by April 1 for all fiscal year two professional development expenses. This shall sunset at the end of the contract.

I. Procedures: The approval process for reimbursement follows:

1. Faculty members will submit requests for professional development support, and their deans will respond in a timely manner.

- a. Travel Requests

When professional travel requires an overnight stay or costs \$100 or more, the faculty member must fill out an Authorization for Travel Request Form at least 10 working days before the date of travel or prior to the expenditure of any funds, whichever comes first. This form is available in myOakton. Professional travel is not approved automatically. The dean is to consider the trip's professional benefit to the faculty member and to the institution. For complete information review the Academic Procedure-Faculty Travel.

- b. Tuition Reimbursement

Tuition reimbursement requests, along with rationale, should be made in advance by submitting the Tuition Approval and Reimbursement request. Tuition reimbursement is not approved automatically. Upon completion, the faculty member will submit evidence of completion of the approved course, workshop or seminar, to attain Tuition Approval and Reimbursement Form final signatures for reimbursement.

- c. Professional Development Materials

Professional development materials (books, technology, software, and instructional materials) requests for reimbursement, along with rationale, should be made in advance by completing the Faculty Technology Purchase Request.

- d. Professional Memberships

Professional membership reimbursement is provided following submission of evidence of the membership (such as a receipt) along with a completed voucher.

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 Provost.
3. Upon request, faculty members will be provided a statement indicating what has been disbursed and what remains in their professional development fund.

6.6 Academic Rank

New faculty members generally begin as Instructors or as Assistant Professors. The recommendation for initial rank will be done by the Chief Human Resources Officer or designee with the input and concurrence of the respective dean. The administration may recommend to the Board that a newly-hired faculty member who holds rank at another institution should retain the same rank without regard to the criteria detailed in Procedure P4108, Academic Rank.

The criteria and procedures for designation of academic rank for new, full-time faculty members are detailed in Procedure P4108, Academic Rank. Professional Advancement Credits (PAC) are the units used in this process. The criteria and procedures for designation of Distinguished Professor rank are found in section 6.7.

Other than initial placement, the next-level rank is conveyed to faculty if and when they are awarded tenure. Normally, thereafter the next-level rank is conveyed to faculty upon completion of every subsequent five-year evaluation until the rank of professor is achieved.

The Promotions Committee will meet in May of the first year of the contract to recommend promotion for those faculty hired before ratification of this agreement based on the years of service the faculty have accumulated, and rank advancement for those faculty will occur as follows:

- Faculty with three years at instructor rank will be promoted to assistant professor.
- Faculty with four years at assistant professor rank will be promoted to associate professor.
- Faculty with four years at associate professor rank will be promoted to professor

The Promotions Committee will be retired following this activity.

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 13.1 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 (or will meet these requirements at the time of promotion), 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 10 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.
- Distinguished Professors provide documentation of continued engagement on the Professional Development and Service Log each year and as part of the five-year evaluation cycle.

Timeline

- The Office of Academic Affairs shall maintain a spreadsheet of Full-time Faculty Board hire dates and projected completion of 10-years of service. This spreadsheet is a projection and is unofficial. Human Resources remains the only entity with the authority to verify length of employment. The Office of Academic Affairs will send a list of likely eligible candidates to HR and will also communicate individually to the Faculty member and their Dean their eligibility by the end of September.
- A faculty member declaring an intent to apply will notify the Provost by May 1, who will verify eligibility through HR. The rubric and evidence will be verified by the Lane Change Committee.
- Distinguished Professor rubric must be completed by faculty and vetted by Deans by June 1.
- The Lane Change committee will verify Distinguished Professor rubric submissions by the end of the first week of July.
- The Office of Academic Affairs communicates list of newly recommended Distinguished Professors to faculty, deans, HR, and Payroll, with a cc to OCCFA in August and communicates negative decisions of DP to faculty and deans with a cc to OCCFA by the end of the first week in August.

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.

Faculty will demonstrate professional development and service at the end of each academic year by submitting the Professional Development and Service Log to the dean by May 1. In addition, faculty are encouraged to save applicable evidence in their folder within the electronic filing system. These materials can be transferred to the faculty member’s self-assessment during the evaluation year and to the Distinguished Professor Rubric if/when applying for that designation. Deans shall review folders in year two (pre-tenure) and at every five-year review thereafter. Deans shall provide feedback and discuss professional development plans with faculty at this time.

Ordinarily, a faculty member will be expected to engage in seven or more professional development activities over a five-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.

It is expected, highly valued, and strongly encouraged that faculty complete at least one Diversity, Equity, Inclusion, and Belonging (DEIB) professional development activity in their first year of employment and at least one DEIB professional development activity in each five-year evaluation cycle. The DEIB activity will count towards one of the seven activities noted below.

After five years of full-time status, a faculty member may choose to engage in a renewal activity unrelated to their 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.

6.9 Adding Dean to Course Shells

Normally, when a dean is added to any shell, faculty are notified by the dean of their presence, and of the duration of the presence.

6.10 Classroom Evaluation by Students

Each term, non-tenured and tenured full-time faculty members will conduct student evaluations of each course section taught. The corresponding student evaluation data will

be made available to faculty members and no punitive action will be taken against faculty solely based on student evaluations. Faculty may petition the dean to remove individual student evaluations from their evaluation process due to bias.

6.11 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 10 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 Provost.

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 their 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, they 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 Provost and the President of OCCFA 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.

ARTICLE VII: ACADEMIC FREEDOM

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 monetary return should be based upon an understanding with the Board. [See also Article XII and Board Policy 1120.]
- 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 that 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 members of the Oakton College community, members of a learned profession, and officers of an educational institution. When they speak or write, 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 that 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.

ARTICLE VIII: COLLEGE YEAR AND FACULTY ATTENDANCE

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 days (two 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 that do not meet for the duration of a semester will ordinarily use the last class session(s) for instruction, final student evaluations, or culminating course activities.
- C. Two grading days (one each semester): faculty need not be on campus.
- 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. If the college elects to hold commencement at a larger venue that accommodates more attendance, all faculty will be required to attend.
- E. Nine 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 one 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 eight 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 five hours of college-designated activities during each Orientation Week. The All-College Opening Address and Keynote are required and count toward the five hours. In addition to the All-

College Opening Address and Keynote; the retreat; Diversity, Equity, Inclusion, and Belonging (DEIB) training offered during orientation week; the Office of Online Curriculum & Instruction meeting for faculty; as well as 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 five-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
Juneteenth	June 19
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 Juneteenth or 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 notify their dean of the use of personal days. 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 Procedure 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 Opening Address, the keynote, joint division meetings, and chairs and coordinators luncheon meetings, as well as for search committee interviews when the candidate is on campus, unless otherwise directed by the college. For the joint division meetings, faculty may appeal to their dean for an exception to in-person attendance due to extenuating circumstances, which may be approved on a case-by-case basis. 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. For other meetings, for committees and meetings not specified herein, virtual attendance will be based on mutual agreement between Oakton College 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 temporary change in instructional mode may be requested under certain circumstances (see Academic Procedure – Temporary Change in Instructional Mode).

- 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 their 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 them 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 them 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.

ARTICLE IX: LEAVES

9.1 Paid Leaves

A. Sick Leave

At the beginning of each academic year, each faculty member shall be credited with 17 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 that 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 a 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 100% 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 80% 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 their 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 (i.e., spouse, domestic partner, child, siblings, grandparents, step-parents, a relative living in the family member's household, or a person with whom the faculty member has a close relationship [if approved by Human Resources]), the faculty member shall be entitled to up to five consecutive paid college days' leave. These paid leave days are gifted to the faculty member by the college and are not deducted from their paid time off. If more days are needed, a faculty member may use any unused personal leave days to which they are entitled. If more days are needed, the faculty member's dean, or appropriate administrator, may allow a faculty member to use accumulated sick leave. Also, personal leave day(s) may be taken to attend other funerals. In the event that a faculty member has previously used their 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 personal days. Personal days and the 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.
4. Evaluation days at the end of the semester.
5. Four or more consecutive days.

D. Witness and Jury Duty

A faculty member will 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 confirmation of participation to the college. This paid leave is gifted by the College to the faculty member and it will not be deducted from their paid time off. The faculty member may keep jury duty or witness compensation.

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 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 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 one academic year 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 six 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 face-to-face, hybrid, online courses, and any other LHE responsibilities at Oakton while on sabbatical leave according to the following limitations:

1. Four LHEs without lab per term.
2. Six 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 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 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.
4. Submit a report to the President within 60 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, two faculty from STEM, one faculty from Health Careers, one faculty from Business and Career Technologies, one faculty from the Library, and the Provost. 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 chair 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 chair 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 their final decision to the Board and the successful applicants within 30 calendar days.

G. Waiver of the Cook County Paid Leave Ordinance

The Association expressly states that it has knowledge of and has read the Cook County Paid Leave Ordinance (Ordinance No. 24-0583). The college provides paid leave benefits to full-time faculty, as set forth in this contract. As such, the Association hereby waives and releases the college from all requirements under the Ordinance that may be applicable in any way to individuals employed in positions covered by this contract.

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 12 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.”
- 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 Provost or designee, with copies to Chief Human Resources Officer (CHRO) no less than 90 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 of one of the following:
 - a. The end of the college semester preceding the estimated leave day.
 - b. The estimated date of delivery or the actual date of delivery, including the arrival of adoptive or foster children.
 - c. The day immediately following the date at which the faculty member's physician indicates that they are no longer sick and, therefore, they are no longer eligible to use accumulated sick leave.
 - d. The date the faculty member has exhausted accumulated sick leave if it is prior to the date determined under item c above.
 - e. The estimated or actual date of the start of child rearing.
 - 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 four LHEs without lab per term and six 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 30 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 that 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. Except under extraordinary circumstances, no extension of leave beyond two semesters will be considered.

During the last semester of their leave, by March 1 of the spring semester or by October 1 of the fall semester, faculty members on long-term leave will be required to notify the Provost 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 four LHEs without lab per term and six 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 30 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.

1. 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.

2. Professional Leave

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.

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.

ARTICLE X: CONDITIONS OF EMPLOYMENT

10.1 Class Size

A. The Board acknowledges the desirability of limiting the enrollment of students 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, section, or institution-wide project 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 their approval sought before admitting any additional students to the class.

1. Examples of existing institution-wide projects with reduced class size:

- Honors courses.
- Learning communities.
- Great Books courses.

2. Examples of an individual faculty initiative:

- A section that is web-enhanced with significantly more than the usual student interaction
- A section with a community service component that is limited by the number of placement slots available to students
- A section employing a teaching methodology that requires significantly more than the usual level of instructor interaction with individual students and with groups, such as requiring student-initiated public forums

3. Process for Requesting a Reduction in Class Size

- The organizers of an institutional project or an individual faculty member will send a written proposal to the Council of Deans, describing the methodologies and activities that warrant a reduction from the standard class size for that discipline and recommending the maximum number of students.
 - Council of Deans will review the proposal and come to a decision, which will be communicated to the organizers or the individual faculty member.
- B. 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.
- C. 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.
- D. 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.
- E. For online sections of courses that have a reduced enrollment allocation for equivalent on-campus sections, the online section enrollment allocation cap will be reduced by .092 (see chart below for examples).

Course	On-Campus Cap	Online Cap (with .092 reduction)
EGL 073, 074, 075, 076, 090, 095, 098	20	18
Honors sections	20	18
EGL 099	10	9

10.2 Teaching Load

See also Appendix A: Workload Procedure PD4107 and Academic Procedure: Load for Honors Faculty.

A. Full Load and Overloads: Definitions

1. Lecture Hour Equivalents (hereinafter LHEs or LHE) determine how loads are calculated.
2. Ordinarily, an individual faculty member's full load shall be 30 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 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 Provost.

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 Provost, in accordance with the Workload Procedure in Appendix A.

During their first fall semester of full-time employment, the base load of newly hired faculty will include three LHEs 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 30 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 they have a total load of 20.5 LHEs, their 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 Academic Procedure: [Alternative 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 instructional LHEs per term, which, when added to summer overload not to exceed 18 total instructional LHEs for the academic year and summer. For faculty members having both instructional and non-instructional overload assignments, other than department/program chairs and coordinators, and OCCFA officers, the total number of overload LHEs may not exceed 20 for the academic year and summer. For chairs or coordinators with full base load alternate time allocations in the fall, spring, and summer terms, a dean may assign instructional overload over the chair/coordinator instructional overload cap, up to a maximum of nine LHE's for each term (i.e., fall, spring, 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 their 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. 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.
8. 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.
9. 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

The summer class schedule will allow for the proper number of minutes for instruction, especially as this applies to classes scheduled to occur over 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 10.2B.3. All summer LHEs over six 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 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, or August Interim) will attribute the teaching load as either base load or overload in the subsequent 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 August Interim 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 they will fulfill Orientation Week obligations.

E. Writing Intensive Courses

Instructors trained in Writing Intensive pedagogy and participating in the program are required to spend an extraordinary amount of time outside of class critiquing and evaluating written assignments and examinations, and tutoring students in their WI-designated courses. 1.25 x hours scheduled.

F. Under-enrolled Classes

Ordinarily, under-enrolled 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 under-enrolled class sections which may include, but are 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 Provost in consultation with the respective dean.

The week before each academic term begins, normally the Wednesday the week before the start of classes, the academic deans review course/section enrollments and historical data and determine any sections to be withdrawn. In practice, chairpersons and coordinators monitor the schedule carefully in the month(s) before and may withdraw sections deemed to not be viable at any time prior to the week before classes.

If the decision is made to run an under-enrolled section, the assigned faculty will receive full LHE allocation and pay for that section.

G. 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)

H. 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

I. 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 one 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, 2026. If needed, the data collection period could be extended by mutual agreement of OCCFA and the College. If the study is not completed, the rate will be reduced to 0.17 LHE.

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. This process shall be completed by June 30, 2026. If needed, the data collection period could be extended by mutual agreement of OCCFA and the College. If the study is not completed the rate will be reduced to 0.35 LHE.

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.

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, 2026. If needed, the data collection period could be extended by mutual agreement of OCCFA and the College. If the study is not completed the rate will be reduced to 0.25 LHE.

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.

CDS, HIT, PCT, PTA, SPT, SUR, and XRY faculty will earn 0.33 LHE times the number of students enrolled.

J. 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 chair, 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 of Health Careers (HC) 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

K. 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 the Council of Deans is required for all such proposals.

Timetable:

Semester to be offered

Proposal Due

Fall	January 15
Spring	July 15
Summer/Interim	October 15

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 one 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 their 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.

L. Hyflex Courses

Hyflex course modes (Flex and Flex plus) require instructors to invest additional time to modify the design of a course and to deliver a Hyflex course that intentionally engages and assesses students in multiple concurrent instructional modes.

Mode	LHEs
First Time Delivery of Hyflex Mode Flex Mode Flex Plus Mode	 1.40 LHEs allocation x credit hours scheduled in Flex Learning Mode 1.75 LHEs allocation x credit hours scheduled in Flex Learning Mode
Ongoing Support (after First-Time Delivery) for teaching in Hyflex Mode Flex Mode Flex Plus Mode	 1.17 LHEs allocation x credit hours scheduled in Flex Learning Mode 1.4 LHEs allocation x credit hours scheduled in Flex Learning Mode

M. 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 base 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 at the sole discretion of the Provost on a non-precedential basis.

Sport	Title	Comp Season	Total	Summer	Fall	Spring
M/W Cross Country	Head Coach	Fall	5	1	3	1
M/W Cross Country	Assistant Coach	Fall	2	0	2	0
M/W Golf	Head Coach	Fall & Spring	9	1	4	4
M/W Golf	Assistant Coach	Fall & Spring	3	0	2	1

Men's Baseball	Head Coach	Spring	1 1	1	4	6
Men's Baseball	Assistant Coach	Spring	7	0	3	4
Men's Basketball	Head Coach	Fall & Spring	1 1	1	5	5
Men's Basketball	Assistant Coach	Fall & Spring	7	0	4	3
Men's Soccer	Head Coach	Fall	1 1	1	6	4
Men's Soccer	Assistant Coach	Fall	6	0	4	2
Men's Tennis	Head Coach	Spring	6	1	2	3
Men's Tennis	Assistant Coach	Fall & Spring	2	0	1	1

Women's Volleyball	Head Coach	Fall	1 1	1	6	4
Women's Volleyball	Assistant Coach	Fall	6	0	4	2
Women's Basketball	Head Coach	Fall & Spring	1 1	1	5	5
Women's Basketball	Assistant Coach	Fall & Spring	7	0	4	3
Women's Soccer	Head Coach	Fall	1 1	1	6	4
Women's Soccer	Assistant Coach	Fall	6	0	4	2
Women's Softball	Head Coach	Spring	1 1	1	4	6
Women's Softball	Assistant Coach	Spring	6	0	2	4
Women's Tennis	Head Coach	Fall & Spring	6	1	3	2
Women's Tennis	Assistant Coach	Fall & Spring	2	0	1	1

Academic	Head Coach	Fall & Spring	6	0	3	3
TBA	Coach	Fall & Spring	6	0	3	3

N. Other Faculty Assignments

Faculty may be assigned activities related to and supportive of instruction, curriculum, and learning. Examples include curriculum development, development of LMS master shells, leadership of activities and campus-wide initiatives, service as chair or coordinator of departments or programs, and direction of theater productions. These assignments may carry varying LHE values 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, liaise with industry, and other appropriate tasks as determined by the dean in consultation with the chair/coordinator, in a manner consistent with the tasks outlined in the DATAA and SAPATAA. The chair/coordinator 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.]

10.3 Reduced Load

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

A. Procedures and Provisions

Ordinarily, the following will apply:

1. Prior to February 1, 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 Provost.
3. The Provost 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 30 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 that 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 Procedure (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 one 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. Alternate time is granted to faculty members serving as Chairs/Co-Chairs of particular Senate Committees for the purpose of performing duties beyond the average institutional responsibilities associated with chairing other committees. Specifically, four LHEs per college year, commencing with the fall semester, shall be provided to attend to Council of Chairs and Coordinators (2), and Curriculum Committee (2) leadership responsibilities. Please reference the OCCFA Constitution and By-Laws for the specific duties of the Chairs of these respective committees as well as the leadership selection processes.

In addition, alternate time of 0.75 LHEs per college year will be granted to a Faculty Liaison on the Curriculum Committee to facilitate the review, revision, submission, and approval of established premajors and pathways. An outgoing Faculty Liaison will be granted an additional 0.25 LHE in their final year in the role to onboard and train their replacement. Please reference the OCCFA Constitution and By-Laws and Curriculum Committee Charter for the specific duties of the Curriculum Committee Liaison as well as the selection processes.

- D. 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 Provost 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 Teaching Locations

- A. For faculty with an assigned on-campus office, the college will make a reasonable effort to assign classes at the teaching site where their office is located.
- B. A faculty member will be reimbursed at the IRS-approved mileage expense reimbursement rate for one-way mileage expenses incurred in attending required department/division meetings at a location other than their assigned on-campus office. Should a faculty member be scheduled to teach classes (excluding overload) at a teaching site other than their assigned on-campus office location (or at a teaching site other than their typical hoteling office location) prior to and following a mandatory in-person 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 of Academic Departments, Special Academic 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 Academic Procedure: [Assigning Alternate Time for Department/Program Management](#). A full list of tasks associated with the special academic program/concentration coordinator positions are in the Special Academic Program Alternate Time Allocation Agreement (SAPATAA). 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 was implemented in fall 2022.

Timeline: Fall 2025 - chair/coordinator application process begins.

Spring 2026 - chair/coordinator-elects appointed.

Fall 2026/Spring 2027 – chair/coordinator-elects assigned selected duties.

Fall 2027 - New chairs/coordinators begin five-year term.

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.z\

5. Following a review of all applications, the deans will forward all applications and supporting documents and their recommendations to the Provost, 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 Provost, 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.

The appointment of the new chair/coordinator will include a call for applications for chair/coordinator appointment sent to faculty by the dean for that particular department/program. After applications have been submitted, deans will invite comments from the faculty in the department/program. Dean will forward applications and comments to Provost who will make the appointment for the remainder of the 5-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 five-year evaluation process. Refer to the Academic Procedure: Third-Year Review of Department/Program Goals.

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 Academic Procedure: [Coordination of Major College-Wide Initiatives/ Committees](#). Attendance of college-wide program initiative or committee coordinators at COCAC meetings is optional.
2. Every two years, the deans or the Provost 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 PROVOST 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 Provost 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 Academic Procedure: [Assigning Alternate Time for Department/Program Management](#).
2. Alternate time for coordinators of Special Academic Programs is awarded to the coordinator. The coordinator's supervising dean, along with the Provost, will review with the coordinator the duties required to manage a given special academic 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 program. 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. Criteria to be used in determining the alternate time allocation for special academic programs are set forth in the Special Academic Program Alternate Time Allocation Agreement (SAPATAA). The revision and updating of the SAPATAA document will continue; if not completed prior to the ratification of this contract, the work will be completed in the first 12 months after the ratification of this contract.
3. Alternate time for chairs of major college-wide initiatives or committees is awarded to the chair. The chair's supervising dean, along with the Provost, will review with the chair the duties required to manage a given 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 initiative/committee. The guiding principle of this review will be that chairs 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 major college-wide initiatives/committees are set forth in the Academic Procedure: [Coordination of Major College-Wide Initiatives/Committees](#).

4. 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. 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.
5. 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.
6. By April 1, the Office of Academic Affairs will upload copies of the approved allocation forms to a shared location accessible to the full-time faculty.
7. 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 three 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 six LHEs. The dean may grant exceptions to exceed the limit where appropriate. Should the chair/coordinator choose not to work in the summer, they 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. Chairs and Coordinators of Special Academic Programs and major college-wide initiatives or committees may participate in COCAC, though it is not a requirement. One responsibility of COCAC is participation in the full-time faculty hiring process. For detailed information on the strategic hiring and search process, see the current versions of the Academic Procedure: [Full-time Faculty Strategic Hiring](#) and the Academic Procedure: Search and Hiring Process for Full-Time Faculty Positions.

10.8 Faculty Associate Deans (Pilot Program)

Each academic division shall have a Faculty Associate Dean, who will play a crucial role in enhancing collaborative governance by offering input, feedback, and thought partnership on the strategic direction of their respective divisions. Their responsibilities will include aiding in planning, program review, budgeting, and collaborating on departmental, division, and college-wide projects. They may also triage student complaints, but they will not participate in the evaluation of other full-time faculty. Faculty members appointed to this role will maintain their faculty status and remain within the bargaining unit. They will receive alternate time, following tiers that would normally range from 3 [Library] or 6 - 9 [other academic divisions] LHEs per term with no reduction in base pay.

Collectively, the academic deans and Faculty Associate Deans shall form an Academic Advisory Council. This council will collaborate on developing and implementing an Academic Master Plan that aligns with and supports the college's overall strategic plan. This initiative aims to strengthen the partnership between faculty and administration, ensuring that faculty voices are integral to the decision-making processes that shape our institution.

Characteristic responsibilities of Faculty Associate Deans can include:

- **Policy Development and Implementation:** Contribute to the creation and implementation of academic and administrative policies that support the division's goals and objectives.
- **Inter-departmental Coordination:** Foster collaboration and communication between different departments to promote interdisciplinary initiatives and projects.
- **Student Success Initiatives:** Develop and support initiatives aimed at improving student retention, success, and engagement within the division.
- **Data Analysis and Reporting:** Analyze academic and operational data to provide insights and recommendations for strategic planning and decision-making.
- **Community Engagement:** Strengthen relationships with external stakeholders, including community organizations, industry partners, and alumni, to support the division's mission and goals.
- **Advisory Committees:** Serve on or lead advisory committees that address key issues within the division and across the institution.
- **Mentorship:** Mentor junior faculty and support their professional growth and integration into the academic community.

Parameters of the Faculty Associate Deans pilot:

- One full-time faculty member per division can serve in this role.
- This will be a pilot for the duration of the contract: at the end of the pilot there will be a program evaluation conducted by the college.
- There will be an application process via an internal posting, and the Dean and Provost will interview and select the eventual appointee with feedback sought from division.
- This will be a four-year appointment, with an annual review of the pilot between the Faculty Associate Dean, the division dean, and the Academic Advisory Council of role, responsibility, and compensation. Faculty may leave the role on an annual basis if desired or at the discretion of Dean at the end of the academic year.
- Service during summer term will be based on need and mutual agreement of the parties.

10.9 Workload Policy Guarantee

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

ARTICLE XI: SENIORITY AND REDUCTION IN FORCE

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 their 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 five years in department B, and then is reappointed to department A, their 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 90 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 chair, dean and Provost. Notwithstanding, the Board may grant other requests for partial or full unpaid leave, as stated in Article IX.

ARTICLE XII: INTELLECTUAL PROPERTY

12.1 Statement of Principles

The relationship faculty members have with Oakton College may, in some cases, involve questions about ownership of intellectual properties or about reasonable shares of income accruing from those properties. The Board 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 Appendix A: Workload Procedure (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:

Inventions	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.
Written/Graphic Materials	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.
Recorded Materials	Sound, visual, or audio-visual productions, including but not limited to, slides, digital content, DVDs, films, tapes, videotapes, compact discs, 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 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 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 Appendix A: Workload Procedure 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 intellectual property in its programs and other operations. If the creator wishes to have their name

removed from the intellectual property 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 13 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

The Provost 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 Provost (or their 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 Provost (or their 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 Provost 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 that will be incurred by the college and that 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 Provost 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 are available for public information upon request.

Unless otherwise mutually agreed, negotiations should be concluded within 60 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 60 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. This decision and the accompanying rationale should also be made available for public information.

ARTICLE XIII: COMPENSATION

13.1 Step System

In year one, there will be no vertical step movement due to the elimination of the first step. In subsequent years of the contract, 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 the maximum step under the previous contract or who reach the maximum step during this contract shall have \$3000 in the first year of the contract and \$1000 added to their base pay in each subsequent contract year, unless their base would be more in the maximum step, in which case they would remain in the maximum step.

13.3 Salary Schedule

Beginning in 2024-25, the salary schedules will be modified to create a four-lane structure, A - D, with maximum steps increasing to 25 at the end of year four. Faculty who were in lane M at the end of the previous contract would be placed into lane D, with one vertical step movement (e.g., M-15 in 2023-24 becomes D-16 in 2024-25). Those in lanes B, C, D, and E at the end of the previous contract will be moved to lanes A, B, C, D respectively, with no vertical step movement in year one (e.g., B-10 in 2023-24 becomes A-10 in 2024-25). Those in lane A at the end of the previous contract remain in lane A, with a new step, one lower than their current step (e.g., A-3 in 2023-24 becomes A-2 in 2024-25). Note that all these adjustments and new tables below ensure all faculty members are receiving increases in base pay every year. Full-time faculty members in lanes A-D and steps 1-25 and those reaching the maximum step 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).

2024-25 Salary Schedule

Step	A	B	C	D
1	\$59,584	\$62,478	\$65,531	\$68,868
2	\$61,840	\$64,844	\$68,013	\$71,477
3	\$63,552	\$66,641	\$69,899	\$73,460
4	\$65,273	\$68,447	\$71,793	\$75,454
5	\$66,237	\$69,458	\$72,856	\$76,570
6	\$69,356	\$72,668	\$76,131	\$79,924
7	\$72,223	\$75,635	\$79,176	\$83,047
8	\$75,064	\$78,577	\$82,215	\$86,153
9	\$77,596	\$81,290	\$85,102	\$89,267
10	\$80,219	\$84,032	\$87,993	\$92,313
11	\$82,467	\$86,391	\$90,488	\$95,725
12	\$85,018	\$89,061	\$93,292	\$98,314
13	\$88,236	\$92,504	\$96,988	\$102,273
14	\$90,795	\$95,610	\$100,337	\$105,867
15	\$93,697	\$98,363	\$103,703	\$109,476
16	\$96,613	\$101,479	\$106,672	\$112,664
17	\$99,523	\$104,585	\$110,019	\$116,259
18	\$102,443	\$107,714	\$113,371	\$119,848
19	\$105,368	\$110,841	\$116,726	\$123,431
20	\$108,303	\$113,976	\$120,082	\$127,031
21	\$111,248	\$117,119	\$123,446	\$130,629
22	\$116,957	\$123,356	\$130,245	\$138,032

2025-26 Salary Schedule

Step	A	B	C	D
1	\$59,584	\$62,478	\$65,531	\$68,868
2	\$63,278	\$66,352	\$69,594	\$73,138
3	\$65,426	\$68,605	\$71,958	\$75,623
4	\$67,238	\$70,506	\$73,953	\$77,721
5	\$69,059	\$72,417	\$75,957	\$79,830
6	\$70,344	\$73,765	\$77,373	\$81,317
7	\$73,656	\$77,173	\$80,851	\$84,879
8	\$76,701	\$80,324	\$84,085	\$88,196
9	\$79,718	\$83,448	\$87,312	\$91,495
10	\$82,407	\$86,330	\$90,379	\$94,801
11	\$84,872	\$88,906	\$93,096	\$98,037
12	\$87,250	\$91,401	\$95,737	\$101,277
13	\$90,289	\$94,583	\$99,076	\$104,409
14	\$93,354	\$98,239	\$103,001	\$108,614
15	\$96,062	\$101,155	\$106,558	\$112,431
16	\$99,132	\$104,068	\$109,718	\$115,826
17	\$102,216	\$107,365	\$112,859	\$119,199
18	\$105,295	\$110,651	\$116,400	\$123,002
19	\$108,384	\$113,961	\$119,947	\$126,799
20	\$111,479	\$117,269	\$123,496	\$130,590
21	\$114,585	\$120,586	\$127,046	\$134,399
22	\$118,145	\$124,381	\$131,100	\$138,728
23	\$124,209	\$131,004	\$138,320	\$146,590

2026-27 Salary Schedule

Step	A	B	C	D
1	\$62,419	\$65,451	\$68,649	\$72,146
2	\$64,292	\$67,415	\$70,709	\$74,310
3	\$66,474	\$69,703	\$73,109	\$76,832
4	\$68,469	\$71,795	\$75,304	\$79,139
5	\$70,364	\$73,785	\$77,392	\$81,335
6	\$72,270	\$75,784	\$79,489	\$83,542
7	\$73,896	\$77,490	\$81,280	\$85,424
8	\$77,376	\$81,071	\$84,934	\$89,165
9	\$80,574	\$84,381	\$88,331	\$92,650
10	\$83,743	\$87,662	\$91,721	\$96,115
11	\$86,239	\$90,344	\$94,581	\$99,589
12	\$88,818	\$93,040	\$97,425	\$102,987
13	\$91,656	\$96,017	\$100,572	\$105,987
14	\$94,848	\$99,359	\$104,080	\$109,682
15	\$97,695	\$102,807	\$108,203	\$114,099
16	\$100,528	\$105,859	\$111,513	\$117,659
17	\$103,741	\$108,907	\$114,820	\$121,211
18	\$106,969	\$112,357	\$118,107	\$124,742
19	\$110,191	\$115,796	\$121,812	\$128,722
20	\$113,424	\$119,261	\$125,524	\$132,696
21	\$116,663	\$122,722	\$129,239	\$136,663
22	\$119,913	\$126,194	\$132,954	\$141,186
23	\$123,639	\$130,164	\$137,196	\$145,733
24	\$129,984	\$137,096	\$144,752	\$153,993

2027-28 Salary Schedule

Step	A	B	C	D
1	\$63,268	\$66,341	\$69,582	\$73,126
2	\$65,166	\$68,331	\$71,670	\$75,320
3	\$67,378	\$70,651	\$74,103	\$77,877
4	\$69,399	\$72,770	\$76,325	\$80,212
5	\$71,481	\$74,954	\$78,618	\$82,621
6	\$73,460	\$77,031	\$80,797	\$84,914
7	\$75,450	\$79,119	\$82,986	\$87,218
8	\$77,443	\$81,209	\$85,182	\$89,524
9	\$81,090	\$84,962	\$89,010	\$93,445
10	\$84,442	\$88,431	\$92,571	\$97,097
11	\$87,428	\$91,520	\$95,757	\$100,729
12	\$90,034	\$94,320	\$98,743	\$104,369
13	\$93,081	\$97,506	\$102,101	\$107,519
14	\$96,056	\$100,626	\$105,399	\$111,074
15	\$99,022	\$104,129	\$109,075	\$114,947
16	\$101,994	\$107,330	\$112,964	\$119,119
17	\$105,354	\$110,517	\$116,420	\$122,836
18	\$108,306	\$113,699	\$119,872	\$126,545
19	\$111,676	\$117,301	\$123,304	\$130,230
20	\$115,040	\$120,892	\$127,172	\$134,385
21	\$118,415	\$124,508	\$131,047	\$138,534
22	\$121,796	\$128,122	\$134,925	\$143,222
23	\$125,189	\$131,746	\$138,804	\$147,963
24	\$129,079	\$135,892	\$143,232	\$152,729
25	\$135,704	\$143,128	\$151,121	\$161,385

13.4 Qualifications for Initial Lane Placement

A. Baccalaureate (See C below for guidance on two master’s degrees.)

Lane A	Master's degree in subject area.
Lane B	Master’s degree in subject area plus 15 additional graduate credit hours. *
Lane C	Master’s degree in subject area plus 30 additional graduate credit hours. *
Lane D	Master’s degree in subject area plus 45 additional graduate credit hours or earned doctorate (for example, Ph.D., Ed.D., JD, DPT, DBA, etc.) with at least 30 credit hours in subject area. *

* Up to 15 equivalent graduate credits toward lane placement can be awarded for certification(s) or license(s) (see 13.4.D6).

B. Career Program

Lane A	Appropriate degree, license, certification, and/or technical experience in subject area plus bachelor's degree. *
Lane B	Lane A plus: 15 graduate credits. *
Lane C	Lane A plus: 30 graduate credits, or master's degree. *
Lane D	Lane A plus: 45 graduate credits, or master's degree plus 15 additional graduate credits or earned doctorate (for example, Ph.D., Ed.D., JD, DPT, DBA, etc.). *

* Up to 15 equivalent graduate credits toward lane placement can be awarded for certification(s) or license(s) (see 13.4.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

All new faculty members will be placed on the salary schedule for the appropriate year. The recommendation for lane and step placement should be done by the Chief Human Resources Officer or designee with the input and concurrence of the respective dean.

Lane placement is assigned based on academic credentials as outlined in section 13.4. Initial step placement is based on years of relevant experience where one year of relevant experience equals a step. Current step placement is as follows:

Years of Relevant Experience	Step
0-1	1
2-7	Equivalent to years of experience, not to exceed step 7

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. In determining how to count different types of past experience, the following guides should be used.
 - FT college teaching at either two-year or four-year institutions – each year counts as one year of past experience
 - PT college teaching at either two-year or four-year institutions – each FT equivalent year counts as one year
 - High School teaching - each two years of high school teaching is equivalent to one year
 - K-8 teaching - will generally not be recognized as relevant experience for college teaching unless it is in a relevant program such as Early Childhood Education
 - Professional and/or technical experience is generally counted as one year of work experience equals one year of relevant experience. Note: The first year of experience for a career faculty member is required for minimum criteria and lane placement; this first year should not be counted in the step placement
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 15 graduate credits toward lane placement. The Provost will determine the applicability of the certification and the graduate credit equivalency. Alternate credits can be used in initial lane placement for CTE and STEM faculty, and faculty not in those areas can petition to HR for consideration. See the table in section 13.5.E for more information on Alternate Credits.
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 13.4 A and B.

E. Reconsideration of Initial Placement

A newly hired faculty member may seek reconsideration of initial lane or step placement within two months of their official beginning date at the college. Reconsideration may be based on additional credentials or certifications that 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 Provost.

13.5 Qualifications for Lane Advancement

A. Baccalaureate

Faculty members may advance lanes after completing 15 additional graduate credit hours beyond their current placement. Alternate credits can be used for up to 50% of these graduate credit hours. STEM faculty may earn up to 75% through alternate credit; non-STEM faculty can petition for consideration following the process as outlined in 13.5.E.

B. Career

Faculty members may advance lanes after completing 15 additional graduate credit hours beyond their current placement. Alternate credits can be used for up to 75% of these graduate credit hours.

C. General Criteria for Lane Advancement

1. Credits earned beyond those required for initial placement or previous lane advancement may be used for future advancement. For example, if a faculty member is hired with a masters plus 23 credits, they will need 7 additional credit hours for a lane advancement.
2. 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 Provost. Prior approval is not required for college-sponsored faculty seminars or topics classes.
3. 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.
4. Graduate credit hours earned on the quarter system will be counted as two-thirds of a graduate credit hour earned on the semester system.
5. **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.
6. Granting of dual appointment after initial hire does not affect lane status.

7. 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 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 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. The faculty member shall exercise due diligence in obtaining transcripts or documentation of alternate credit activities within a 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 Provost 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 one elected faculty-at-large that rotates 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 13.5 E. The Provost 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 seven 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 this section 13.5 E 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 Provost, 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 Provost in writing. Prior to going to the dean and vice president, alternate credits for institutional or professional projects or for teaching innovations must be evaluated and recommended by the Lane Change Committee. 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.

The faculty member must provide the Provost with evidence of the satisfactory completion of a pre-approved alternate credit for lane change project. The Provost 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 50% 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:

Alternate Activity <i>(Numbers relate to subsequent numbered paragraphs that describe each alternate activity.)</i>	Equals
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
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 ***

- * The determination of the number of graduate semester credits will be made by the Provost, 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 chair, 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 Provost, 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 Provost, 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 may be subject to evaluation or review by outside experts in the field, who could validate that the activity has artistic merit, requires substantial individual efforts, and be recognized as demonstrating professional competence according to the accepted standards of the discipline, if needed. Examples of qualified activities include a juried, one-person exhibit at an art gallery or a solo performance with a recognized symphony. 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 Provost, 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 Provost. 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 Provost 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 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 Provost will review and determine the acceptability of this evidence and approve the actual awarding of alternate credit.

13.6 Other Compensation

A. Substitute Pay

A faculty member who substitutes for another faculty member will be compensated at \$53 per contact hour in AY2024-2025, 2025-2026, and \$58 per contact hour in 2026-2027 and 2027-2028. The substitute must maintain all their 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.

B. Overload Pay

Full-time faculty will be paid overload pay for all LHEs over 30 according to the following schedule:

- \$1175 effective the beginning of the 2024-2025 academic year.
- \$1215 effective the beginning of the 2025-2026 academic year.
- \$1252 effective the beginning of the 2026-2027 academic year.
- \$1290 effective the beginning of the 2027-2028 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 2.5% of the previous year's contracted salary for teaching each LHE during the intervening summer session, up to a maximum of six 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.

D. Equity Stipend

Any full-time faculty in step 1-7 in 2023-2024 will receive an equity stipend of \$2,750 each year of this contract. This stipend will not be added to base pay, will not be compounded, and is limited to this contract term, 2024-2028.

E. Persistence Project

Faculty members will receive 1 LHE of instructional overload for each Persistence Project section taught, up to a maximum of 2 sections in each term, fall and spring.

F. HIP Implementation

Faculty members will receive 1 LHE of instructional overload the first time they implement an approved HIP (see section 6.5.G) in a course, as long as this course is not also receiving compensation under 13.6.E.

ARTICLE XIV: BENEFITS

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 D2.
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.

C. 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 D2.

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):

College					Faculty				
	FY25	FY26	FY27	FY28		FY25	FY26	FY27	FY28
Individual	83.5%	83.5%	82.0%	82.0%	Individual	16.5%	16.5%	18.0%	18.0%
Emp + spouse, Emp + Child, Family	80.0%	80.0%	80.0%	80.0%	Emp + spouse, Emp + Child, Family	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 OCCCSA 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, HMOs, 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 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.

ARTICLE XV: SENIOR FACULTY STATUS AND RETIREMENT BENEFITS

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 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 nine 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 10 years of full-time service may request an Emeritus appointment within four years of the effective date of retirement. Requests are due December 15 of the academic year before the appointment is to be effective. Requests should be directed to the Provost by mail or email. If approved by the Board, the appointment is effective the term immediately following the effective date of retirement. Emeritus appointments are effective for 10 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 retire as of August 20, 2024 or later will be eligible for tuition waivers of three credit courses or nine credit hours, whichever is greater, during an academic year (including summer), for themselves, eligible dependents under the age of 26, and/or their domestic partner's eligible dependents under the age of 26.

Emeritus faculty members who retired under any previous collective bargaining agreement, who reside out-of-district, and who have dependent children, or whose domestic partner has eligible dependents under the age of 26, will continue to be entitled to have their dependent children/domestic partner's dependent children pay in-district tuition rates for up to a total of 30 semester credit hours during an academic year, including summer.

ARTICLE XVI: DURATION OF CONTRACT

This Agreement shall be effective as of August 20, 2024 and shall remain in full force and effect through August 19, 2028.

OAKTON COMMUNITY COLLEGE
FACULTY ASSOCIATION

BOARD OF TRUSTEES
OAKTON COLLEGE

Suzanne Ziegenhorn
President

Marie Lynn Toussaint
Chair

Kristen Hren
Secretary

Theresa Bashiri-Remetio
Secretary

Date Executed: August 20, 2024

APPENDIX A: WORKLOAD PROCEDURE

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
*08/20/24

[*amended in contract negotiations]

PERSONNEL -- Faculty

Workload Procedure PD4107

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.

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 10 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 30 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 base 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.

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 six or more LHEs for lecture/standard laboratory faculty members). In those cases when additional preparations must be assigned or special kinds of courses/circumstances are required (e.g., when new courses are involved), 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. Classes taught at the same time by a single instructor (e.g., ART 131 and ART 231) are considered a single preparation.
- b. 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.
- c. Non-modular courses having fewer than three 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).
- d. Those practicum courses that involve regularly scheduled lecture/discussion sessions will be assigned fractional preparations for the lecture/discussion sessions as provided in item c., 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.)
- e. In those instances where a faculty member has demonstrated to the appropriate dean that the course materials used for online 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.
- f. 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 three LHEs or more	.75 for each course with a separate preparation
Courses worth fewer than three LHEs	.25 per LHE for each separate preparation

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

Three LHEs if this results in a fourth (or third in the case of lecture/standard laboratory six LHE courses) preparation (as specified in A. 1, above).

Two LHEs if this results in a new preparation.

One 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 base load will fall within an eight-hour period. When, in extraordinary circumstances, a faculty member is required to teach a schedule that does not allow a 12-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 days and, if possible, such schedules will provide for two 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 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 Academic Procedure: [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 base 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 they are 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 = six LHEs and professional duties and responsibilities in the Library department's instructional and functional programs = 0.31 X 29
scheduled clock hours = nine 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 two excess LHEs from the base 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 (one 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); and 150 and 220 (Journalism) (1.25 x hours scheduled).

C. Writing Intensive Courses

Instructors trained in Writing Intensive pedagogy and participating in the program are required to spend an extraordinary amount of time outside of class critiquing and evaluating written assignments and examinations, and tutoring students in their WI-designated courses. 1.25 x hours scheduled.

D. 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 (one 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 (one x hours scheduled).

E. 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).

F. Under-enrolled Classes

[See also 10.2 Teaching Load.] Ordinarily, under-enrolled 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 under-enrolled class sections, which may include, but are 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 Provost in consultation with the respective dean.

If the decision is made to run an under-enrolled section, the assigned faculty will receive full LHE allocation and pay for that section.

The week before each academic term begins, normally the Wednesday the week before the start of classes, the academic deans review course/section enrollments and historical data and determine any sections to be withdrawn. In practice, chairpersons and coordinators monitor the schedule carefully in the month(s) before and may

withdraw sections deemed to not be viable at any time prior to the week before classes.

G. 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)

H. 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

I. 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:

One 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, 2026. If needed, the data collection period could be extended by mutual agreement of OCCFA and the College.

If the study is not completed, the rate will be reduced to 0.17 LHE.

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. This process shall be completed by June 30, 2026. If needed, the data collection period could be extended by mutual agreement of OCCFA and the College. If the study is not completed the rate will be reduced to 0.35 LHE.

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.

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, 2026. If needed, the data collection period could be extended by mutual agreement of OCCFA and the College. If the study is not completed the rate will be reduced to 0.25 LHE.

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.

CDS, HIT, PCT, PTA, SPT, SUR, and XRY faculty will earn 0.33 LHE times the number of students enrolled.

J. 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 chair, 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 of Health Careers (HC) 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>Team Teaching: Nursing Lead</p> <p>Overload LHEs</p> <p># of Weeks x # of Sections x .024</p>
<p>NCLEX Review: Nursing</p> <p>Overload LHEs</p> <p>(# of Days x # of Hours x # of Weeks) ÷ 16</p>

K. 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 the Council of Deans is required for all such proposals.

Timetable:

<u>Semester to be offered</u>	<u>Proposal Due</u>
Fall	January 15
Spring	July 15
Summer/Interim	October 15

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 one-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.

L. Hyflex Courses

Hyflex course modes (Flex and Flex plus) require instructors to invest additional time to modify the design of a course and to deliver a Hyflex course that intentionally engages and assesses students in multiple concurrent instructional modes.

Mode	LHEs
First Time Delivery of Hyflex Mode	
Flex Mode	1.40 LHEs allocation x credit hours scheduled in Flex Learning Mode
Flex Plus Mode	1.75 LHEs allocation x credit hours scheduled in Flex Learning Mode
Ongoing Support (after First-Time Delivery) for teaching in Hyflex Mode	
Flex Mode	1.17 LHEs allocation x credit hours scheduled in Flex Learning Mode
Flex Plus Mode	1.4 LHEs allocation x credit hours scheduled in Flex Learning Mode

M. 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 base 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 at the sole discretion of the Provost on a non-precedential basis.

Sport	Title	Comp Season	Total	Summer	Fall	Spring
M/W Cross Country	Head Coach	Fall	5	1	3	1
M/W Cross Country	Assistant Coach	Fall	2	0	2	0
M/W Golf	Head Coach	Fall & Spring	9	1	4	4
M/W Golf	Assistant Coach	Fall & Spring	3	0	2	1

Men's Baseball	Head Coach	Spring	1	1	4	6
Men's Baseball	Assistant Coach	Spring	7	0	3	4
Men's Basketball	Head Coach	Fall & Spring	1	1	5	5
Men's Basketball	Assistant Coach	Fall & Spring	7	0	4	3
Men's Soccer	Head Coach	Fall	1	1	6	4
Men's Soccer	Assistant Coach	Fall	6	0	4	2
Men's Tennis	Head Coach	Spring	6	1	2	3
Men's Tennis	Assistant Coach	Fall & Spring	2	0	1	1

Women's Volleyball	Head Coach	Fall	1	1	6	4
Women's Volleyball	Assistant Coach	Fall	6	0	4	2
Women's Basketball	Head Coach	Fall & Spring	1	1	5	5
Women's Basketball	Assistant Coach	Fall & Spring	7	0	4	3
Women's Soccer	Head Coach	Fall	1	1	6	4
Women's Soccer	Assistant Coach	Fall	6	0	4	2
Women's Softball	Head Coach	Spring	1	1	4	6
Women's Softball	Assistant Coach	Spring	6	0	2	4
Women's Tennis	Head Coach	Fall & Spring	6	1	3	2
Women's Tennis	Assistant Coach	Fall & Spring	2	0	1	1

Academic	Head Coach	Fall & Spring	6	0	3	3
TBA	Coach	Fall & Spring	6	0	3	3

N. Other Faculty Assignments

Faculty may be assigned activities related to and supportive of instruction, curriculum, and learning. Examples include curriculum development, development of LMS master shells, leadership of activities and campus-wide initiatives, service as chair or

coordinator of departments or programs, and direction of 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, liaise with industry, and other appropriate tasks as determined by the dean in consultation with the chair/coordinator, in a manner consistent with the tasks outlined in the DATAA and SAPATTA. The chair/coordinator 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 Modality Courses

This provision applies to courses taught in part or entirely via an asynchronous or synchronous, online/hybrid/hyflex modality. See also Online Modality 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 Oakton College prior to fall 2022 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 Illinois Online Network (ION) courses.
 - a. ION courses may count towards base load as part of the Faculty Fellows process.
 - b. Eligibility to teach HyFlex Courses shall include all of the following:
 1. Successful completion of agreed upon HyFlex/multimodal class management/pedagogy training.
 2. Approval to teach online according to contractual criteria.
 3. LMS course shell development:
 - a. For Flex courses the instructor must develop the HyFlex course in the current LMS.

- b. For Flex Plus courses the instructor must develop the HyFlex course in the current LMS and taught the course asynchronously at least once.
4. Instructors interested in teaching a Flex-Plus course will have delivered the course asynchronously at least once.
5. Preference will be given to faculty who have delivered the proposed HyFlex course in person at least once.
6. Instructors must submit and receive approval for a HyFlex Instructional Proposal that documents training, prior course shell development, history of course offering, and rationale for offering the identified course as a HyFlex course.
7. For new faculty, prior experience that is commensurate with eligibility requirements at Oakton College for online teaching counts for eligibility, as determined by their academic dean.

B. Development/Revision/Compensation of Online/Hybrid Courses

1. Participation in the development or revision of any online/hybrid course is voluntary on the part of the faculty. The Online Modality 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 six 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 an Administrator from the Office of Online Curriculum and Instruction or designee, will review the online modality course proposal. The Administrator from the Office of Online Curriculum and Instruction or designee and the division dean will present to the Council of Deans. The Council of Deans will affirm intellectual property according to Article 12 and appropriate institutional support, including non-instructional alternate time, and forward to the Provost 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 non-instructional 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. A faculty member who is developing and/or teaching an online/hybrid course will have reasonable support to do so.
5. 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 Modality 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 Modality Course Proposal Form and the Rubric for Online Course Development or Revision, Concurrent Proposals in Appendix E.
6. 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.
7. 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 XII.

C. Load Considerations of Online/Hybrid Courses

1. 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 may be compensated according to Sections 10.2F. and Workload Procedure IV.F.

2. The first time a newly developed 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 Provost.

D. Evaluation of Online/Hybrid Courses

For faculty teaching online/hybrid courses, please refer to Faculty Evaluation in Article 6.8.

Self-published course materials on the internet shall not be used in the evaluation of a faculty member without that faculty member's consent.

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 their 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 Provost 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 Provost.
 - 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

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

		Fall (August Interim incl.)	Spring (Winterim incl.)	Summer (Summer and August Interim incl.)	Total for Academic Year
	Overload	None required. No semester limit, but the total instructional LHEs + non-instructional LHEs cannot exceed 20 for Fa, Sp + Su	None required. No semester limit, but the total instructional LHEs + non-instructional LHEs cannot exceed 20 for Fa, Sp + Su.	None required. No summer limit, but the total instructional LHEs + non-instructional LHEs cannot exceed 20 for Fa, Sp + Su.	None required. 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.
Overall Limit		Instructional LHEs/sem. – Maximum = 27 (if taking 12 base in the spring) 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) 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. Non-Instructional LHEs – if still under the limit of 20 LHE overload for the year.	Maximum Base LHEs = 36 Maximum Overload LHEs = 20

LHE Minimum and Maximum for Chairs/Coordinators

		Fall (August Interim incl.)	Spring (Winterim incl.)	Summer (Summer and August Interim incl.)	Total for Academic Year
Instructional LHEs	Base	Department Alternate Time (DAT) applies first toward base. If DAT is less than 15 LHEs, the remainder is instructional LHEs.	Departmental Alternate Time applies first toward base. If DAT is less than 30 LHEs over Fa and Sp, the remainder is instructional LHEs.	None required. If taking less than 6 DAT LHEs, the remainder can be assigned as base instructional LHEs, if the chair wished to teach.	0 – up to remainder of the 30 LHEs required, if DAT is less than 30.
	Overload	9 LHE instructional overload limit.	9 LHE instructional overload limit.	If not at the max of 18 instructional overload LHEs, summer overload teaching can be assigned, not to exceed the 18 instructional LHE limit.	Maximum – 18 instructional overload LHEs for Fa, Sp & Su. *For Chairs or coordinators with full base load alternate time allocations in the fall, spring, and summer terms, a dean may assign instructional overload over the Chair/Coordinator instructional overload cap, up to a maximum of 9 LHE’s for each term (i.e., fall, spring, and summer).

Non-Instructional LHEs	Base	<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 & 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 & 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>
	Overload	<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 & Su terms.</p> <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.</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 & Su terms.</p> <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.</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 the Fa, Sp & Su terms.</p> <p>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.</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 Alternate Time Contract.</p> <p>There is no negotiated maximum limit to DAT, non-instructional, LHEs taken by chairs.</p>

<p>Overall Limit (instructional + non-instructional)</p>		<p>Instructional LHEs – cannot exceed 9 LHEs overload.</p> <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.</p>	<p>Instructional LHEs – cannot exceed 9 LHEs overload.</p> <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.</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>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.</p>	<p>Minimum total = 30 base LHEs.</p> <p>Maximum total – 36 base LHEs.</p> <p>Maximum – 18 instructional overload LHEs for Fa, Sp & Su.</p> <p>Currently no negotiated limit on non-instructional, overload LHEs for chairs and coordinators. Total is based on the Departmental Alternate Time Contract.</p>
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APPENDIX B: PRORATED FORMULAS FOR LHE CALCULATIONS--SCENARIOS

Formula	Class Scenario
1.	<p>UNDER-ENROLLED CLASSES: Ordinarily, under-enrolled 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 under-enrolled class sections, which may include, but are not limited to:</p> <ul style="list-style-type: none"> ● 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. <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 Provost in consultation with the respective dean.</p> <p>If the decision is made to run an under-enrolled section, the assigned faculty will receive full LHE allocation and pay for that section.</p>
2.	<p>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.</p>
3.	<p>APPLIED COURSES: APPLIED MUSIC (Private Lessons): Maximum number of students per faculty member (sections combined) is 12.</p>
4.	<p>APPLIED COURSES: FITNESS CENTER COURSE: Maximum number of students per section per faculty member is 60.</p>
5.	<p><u>PRACTICUMS and FIELD PLACEMENT</u> (for Health Related, Early Childhood Education Programs, Business, and Human Services Programs): Students are involved in practical work experiences that the instructor supervises in conjunction with personnel in the working location. May or may not include lecture time.</p>
6.	<p>PRACTICUM (other): Students are involved in practical work experiences that the instructor supervises in conjunction with personnel in the working location. May or may not include lecture time.</p>
7.	<p>SUPERVISED WORK OF CLINICAL EXPERIENCE: A practicum requiring extensive preparation time, contact hours, and/or visits to several sites away from campus several times a week.</p>

Pro-rated Formulas for LHE Calculations	
Scenario	Formula
1.	<p><u>INDEPENDENT STUDY:</u></p> <p>Pro-rata LHE = # students x course LHEs ÷ 10</p>
2.	<p><u>APPLIED COURSES: APPLIED MUSIC (Private Lessons):</u></p> <p>Pro-rata LHE = # students in 2 credit courses x .08</p>
3.	<p><u>APPLIED COURSES: FITNESS CENTER COURSE:</u></p> <p>Pro-rata LHE = # sections of 1 credit, 2-hour lab x 1.4</p>
4.	<p><u>CLINICALS/PRACTICUMS/FIELD PLACEMENT: (for Health Related, Early Childhood Education, Business, and Human Services):</u></p> <p>One LHE x #Credit Hours scheduled for lecture</p> <p><u>Plus</u></p> <p>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, 2026. If needed, the data collection period could be extended by mutual agreement of OCCFA and the College. If the study is not completed the rate will be reduced to 0.17 LHE.</p> <p>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. This process shall be completed by June 30, 2026. If needed, the data collection period could be extended by mutual agreement of OCCFA and the College. If the study is not completed the rate will be reduced to 0.35 LHE.</p> <p>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.</p> <p>For HSV Faculty: 0.33 LHE x # 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, 2026. If needed, the data collection period could be extended by mutual agreement of OCCFA and the College. If the study is not completed the rate will be reduced to 0.25 LHE.</p> <p>MLT faculty will earn 0.33 LHE times the number of students enrolled,</p>

Pro-rated Formulas for LHE Calculations	
Scenario	Formula
	<p>except: Phlebotomy (MLT 204) faculty will earn 0.17 LHE times the number of students enrolled.</p> <p>CDS, HIT, PCT, PTA, SPT, SUR, and XRY faculty will earn 0.33 LHE times the number of students enrolled.</p>
5.	<p>PRACTICUMS: (other):</p> <p>Pro-rata LHE = # hours scheduled for lecture + # students x 0.17</p>
6.	<p>BNAT 100: LHE conversation formula is (53 contact hours X 1.2)/15 or 4.24 LHEs for each instructor.</p>

APPENDIX C: ACADEMIC PROCEDURES

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

- Academic Procedure: [Alternate Faculty Work Year](#)
- Academic Procedure: [Assigning Alternate Time for Department/Program Management](#)
- Academic Procedure: [Coordination of Major College-Wide Initiatives/Committees](#)
- Academic Procedure: [Dual Appointment and Dual Title](#)
- Academic Procedure: [Faculty Travel](#)
- Academic Procedure: [Full-Time Faculty Strategic Hiring](#)
- Academic Procedure: [Load for Honors Faculty](#)
- Academic Procedure: Search and Hiring Process for Full-Time Faculty Positions
- Academic Procedure: [Team Teaching and Learning Communities](#)
- Academic Procedure: [Temporary Change in Instructional Mode](#)
- Academic Procedure: Third Year Review of Department/Program Goals

New Academic Procedures (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 procedures shall be referenced and listed in the successor contract according to the stipulations in the related MOU.

APPENDIX D: ONLINE MODALITY COURSE PROPOSAL FORM

See: [Online Modality Course Proposal Form](#)

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

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 Modality Course Proposal Form.

Category	Advanced 3 Points	Intermediate 2 Points	Emerging 1 Point
Experience developing hybrid/online courses.	Successfully developed multiple hybrid/online courses within the last four academic years.	Has developed at least one hybrid/online course within the last four academic years.	No experience developing hybrid/online courses.
Experience teaching the proposed course.	Taught class in a face-to-face format at least 3 times within the last 5 academic years.	Taught class in face-to-face format at least 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 Oakton College.	Completion of at least first 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 Oakton College or equivalent.	No past history of online instructional training.
Experience with the current College Learning Management System.	4 or more semesters working with the current College Learning Management System.	Less than 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. Example: assignments, quizzes, or exams leverage content in a creative way and are connected to the Rubric tool and the LMS Gradebook.	Uses at least 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
Development
Program
Guidelines

October 20,
2020

Reviewed
2024

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 multicultural 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.

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 eight hours. This allows for faculty teaching in the evening to start Learning Day activities mid-day. Implementation for the day is determined by a committee of faculty representatives, with a preference for faculty 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 one half-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 faculty presenters are paid at the CPD hourly rate. As of August 2024, the current CPD rate is \$85 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 five-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 60 weeks of programming per year, at least 20 of which should have an emphasis on HIP-oriented programming.

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 three LHEs; an eight-week seminar would merit compensation of one and a half LHEs). All presenters are required to be listed on the seminar proposal and to attend all sessions. Generally, seminars include one-to-two presenters who are paid one and a half LHEs each for an eight-week seminar and three LHEs each for a 16-week seminar. In the rare case of more than two 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 eight-week seminar be allotted more than three presenter LHEs in total, or a given 16-week seminar be allotted more than six 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: three (50-minute) contact hours x four 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 one graduate semester credit. See details in OCCFA contract Article XIII, Section 13.5.E (4). Faculty members attending HIP-focused seminars can choose to receive the stipend as described above or be awarded alternate time according to the same formula. This alternate time would normally be applied as overload but a faculty may petition their dean for consideration for baseload.

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 Orientation

The New Faculty Orientation (NFO) is an opportunity for new adjunct and full-time faculty to build community and learn about Oakton College and its processes. Participants also build

and/or enhance their teaching and learning toolkit by learning and sharing best practices to build a learning environment that results in a strong start to the semester and continued teaching and learning success.

The New Faculty Orientations for the fall and spring semesters are conducted in the Flex Plus format and start with a three-hour, in-person session either the Monday or Tuesday of Orientation Week and also include engagement with an online course shell. The online portion of the orientation may include synchronous sessions.

The New Faculty Orientation is:

- A total of 10-12 hours (in-person, synchronous, and/or asynchronous).
- Full-time faculty are required to attend the in-person session(s) and can engage in the online course shell at their convenience or as needed.

New Faculty Orientation Co-Facilitator Responsibilities, Selection, and Compensation

One full-time faculty member with extensive knowledge of both the AFA and OCCFA contracts and the scheduling process and one adjunct member with extensive knowledge of the AFA contract will facilitate the new faculty orientation each semester (fall, spring, summer). Terms are three years.

Responsibilities and Tasks

- Prepare and update NFO materials, including the orientation online course shell and the New Faculty Survival Guide, as needed.
- Facilitate the New Faculty Orientation each semester, both the in-person component as well as the online sections of the orientation course.
- Communicate and collaborate with co-facilitator, program/department chairs, IT, facilitator of new adjunct faculty mentor program, Human Resources, CPD, academic deans, and Dean of Curriculum and Instruction.
- Work with HR to develop and maintain a list of new faculty and their level of participation in NFO.

Eligibility Requirements

- Extensive knowledge of the AFA and OCCFA contracts and scheduling process.
- Meet the qualifications for online/hybrid instruction.
- Extensive knowledge of the college's policies, procedures, and resources for students and faculty.
- Excellence in teaching, as you are modeling best practices both in person and online.

Selection Process

- The Dean of Curriculum and Instruction places the call with application submissions due no later than March 31.
- The Dean of Curriculum and Instruction and one member of the OCCFA board of directors, and one member of the AFA executive board will review applications and make recommendations to the Provost. The Provost will notify the Dean of Curriculum

and Instruction of the assignment of NFO facilitator and the dean will make the notification to the applicants and to the college.

Compensation

Facilitators will receive 1.0 LHE each for fall new faculty orientation session, 1.0 LHE each for spring new faculty orientation session, and 0.5 LHE for summer new faculty orientation session, if needed.

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 three 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 Associate Vice President for Academic Affairs or designee places the call in November with written notification of appointment given by March 1. Normally, there may be between two and four facilitators for the new faculty seminar with a total of six-to-nine LHEs to be divided among them, based on the division of responsibilities. Facilitating one half of the seminar would earn three LHEs, or two 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 one-to-two additional LHEs, depending on the size of the cohort. If the cohort is larger than 10, they should receive two LHEs. The Associate Vice President for Academic Affairs or designee 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 three 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.
- 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.
- Facilitators are paid at the CPD rate and will be paid an additional 1.5 hours to review homework.

The Associate Vice President for Academic Affairs or designee 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 two-to-three-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., WGSS, 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 the vote of the full-time faculty at the annual spring Faculty Senate/OCCFA elections (as are Sabbatical, Curriculum, Lane Change, etc.) The Faculty Fellows program is allotted 33-34 LHEs annually to be awarded among those proposals that are approved by the Faculty Fellows Committee. Three LHEs are restricted to proposals that specifically develop or integrate HIP into courses.

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 alternate time awarded for a Faculty Fellows project will be three base load LHEs. In rare cases the Faculty Fellows Committee and/or the dean may advise four 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 33-34 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 alternate 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 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 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 \$6000 for years one and two of the current contract, and \$6000 for years three and four, for approved professional development activities relevant to their 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., two-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 they are in the country, and U.S. participants will stay with their counterpart for two weeks in their 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 six 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 U.S.

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

Provost. 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 U.S. 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 (two-year assignment)

Consulting with the Associate Vice President for Academic Affairs or designee, 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, First 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 Office of Online Curriculum and Instruction 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, Academic Affairs Administrators, 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 Associate Vice President for Academic Affairs or designee 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 Associate Vice President for Academic Affairs or designee in November prior to appointment, and applicants will be reviewed by a committee consisting of the Associate Vice President for Academic Affairs or designee and two faculty selected and approved by the OCCFA Board of Directors. The selection committee then will choose some portion of applicants to interview, with final recommendation made by the committee and forwarded to the Provost. The Provost 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 full-time faculty members will be made in consultation with OCCFA Board. Faculty membership will consist of at least eight full-time faculty and two-to-four adjunct faculty, each serving normally a two-year staggered term. Every effort will be made to provide diversity by division and discipline. Should a full-time faculty member resign from the committee prior to the completion of their term, the liaison will work with 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 the Academic Affairs Administrators.

APPENDIX G: MEMORANDA OF UNDERSTANDING

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Memorandum of Understanding
Ad Hoc Working Group - Flexible Hoteling Office Spaces

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton College (the “College”) this 20 day of August 2024.

OCCFA and the College agree as follows:

1. The College and OCCFA will establish an Ad Hoc Working Group composed of the Provost, an academic dean, a member of the Academic Facilities Planning Committee, and two OCCFA members to explore allowing a limited number of faculty, on a voluntary basis, to use flexible hoteling office spaces for on-campus work in lieu of permanent office assignments. This pilot program expires at the end of this contract. Faculty volunteers have a right to revert to a permanent office should they choose.
2. As part of the pilot program exploration and development, the Ad Hoc Working Group should:
 - a. Determine a process to select the participants in the pilot program.
 - b. Think through how office hours might work for faculty participants.
 - c. Consider and consult the Academic Procedure for Faculty Office Assignments.
3. As a final product, the Ad Hoc Working Group may bring forth an additional MOU for OCCFA and the College to consider approving, based on mutual agreement.

Memorandum of Understanding
Professional Development – Procedures

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton College (the “College”) this 20 day of August 2024.

Based upon OCCFA and the College’s shared interests in clarifying the procedures for approval and reimbursement for professional development activities OCCFA and the College agree as follows:

OCCFA and the College will designate a team consisting of the Associate Vice President for Academic Affairs/Dean of Curriculum and Instruction, the Risk Management and Compliance Coordinator, an Academic Dean, a faculty negotiator, and an OCCFA officer to:

1. Review and improve the forms and processes related to tuition approval and reimbursement
2. Review and improve overall communication of processes and availability of forms for all other professional development reimbursements
3. The review will be completed within the first 12 months of this contract.

Memorandum of Understanding

Health Insurance Cost Sharing

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton College (the “College”) this 20th day of August 2024.

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.
- 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 2024-2028 Collective Bargaining Agreement and will “sunset” and discontinue upon expiration of this Collective Bargaining Agreement.

Memorandum of Understanding

Faculty Incentivized Retirement Program

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton College (the “College”) this 20 day of August 2024.

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, 2025 for retirement on July 31, 2026
- b) January 31, 2026 for retirement on July 31, 2027
- c) January 31, 2027 for retirement on July 31, 2028
- d) January 31, 2028 for retirement on July 31, 2029

Or

- a) August 1, 2025 for retirement on December 31, 2026
- b) August 1, 2026 for retirement on December 31, 2027
- c) August 1, 2027 for retirement on December 31, 2028
- d) August 1, 2028 for retirement on December 31, 2029.

2. Have completed at least six 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 6-9 years of completed full-time faculty service will receive a one-time lump sum payment of \$6,000 within nine (9) 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 \$6,000 lump sum payment under this incentivized retirement program, the faculty member will receive a \$1,000 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 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 nine (9) 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.

3. 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 nine (9) months of the effective date of retirement, according to the following formula:

\$1,250 X # 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.

4. Reduced Load Option. In lieu of any lump sum payment (including that specified in article 15.2.B), with 24 months' notice, an eligible faculty member can choose to have a reduced load of 15 LHEs in their last year at the College, spread over two terms with a minimum of 6 LHEs assigned in each of the fall and spring terms, with no online restrictions unless departmental/programmatic needs dictate otherwise. Faculty members may choose to teach over the summer at the regular summer rates prior to retirement.

The Faculty Incentivized Retirement Program benefit will sunset and be discontinued at the end of AY 2027-2028. Faculty that declare retirement after August 1, 2028 are not eligible for this terminated program.

Memorandum of Understanding

External Mandates

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton College (the “College”) this 20 day of August 2024.

If state or federal legislation is enacted prior to August 15, 2026 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 midterm 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 midterm bargaining during the term of this 2024-2028 Agreement.

Memorandum of Understanding

Departmental Alternate Time Assignment Agreement (DATAA) and Special Academic Program
Alternate Time Assignment Agreement (SAPATAA)

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton College (the “College”) this 20 day of August 2024.

OCCFA and the College will designate a team consisting of contract negotiators, broad Chair/Coordinator representation from a variety of disciplines, academic deans, and an Academic Affairs representative to:

1. Specify tasks (i.e., necessary work) for the department or program that are assignable for alternate time
2. Create job descriptions for Chairs and Coordinators and detail assignable alternate time
3. Make recommendations to clarify and update the DATAA & SAPATAA

OCCFA and the College agree to meet to consider the recommendation of the subcommittee before the next call for chair elect goes out for the purpose of creating an MOU if mutually agreed.

Memorandum of Understanding
Feasibility Study: Paid Family Leave

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton College (the “College”) this 20 day of August 2024.

Based upon OCCFA and the College’s shared interests in investigating the feasibility of a paid family leave employee benefit, OCCFA and the College agree as follows:

The College will conduct a feasibility study on Paid Family Leave as soon as practical, but no later than the end of this collective bargaining agreement. Upon completion of the study, the College will share the results with OCCFA. If Paid Family Leave is found to be feasible the College will meet with OCCFA to establish an MOU based on the results.

Memorandum of Understanding
Establishment of a Sick or Health Leave Bank

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton College (the “College”) this 20 day of August 2024.

OCCFA and the College agree as follows:

The College agrees to establish a sick or health leave bank. Details and member participation in the employee sick bank will be determined by an MOU inclusive of all interested employee groups with the consultation of the Human Resources (HR) department. Details will include but are not limited to:

1. Sick bank leave will pay full remuneration and provide regular benefits.
2. To participate employee must donate at least X days per year.
3. Maximum use of sick bank leave is X days per year.
4. Sick bank leave can only be used after employee’s own sick days are exhausted.
5. Sick bank will be administered by HR.
6. Eligibility for sick bank leaves begins X months after initial deposit to the bank.
7. Sick bank leave may only be used for illness of employee, including birth and/or adoption.
8. Participation in the sick bank is voluntary.

The College will enter into an MOU with any group that is willing to be a part of this new sick bank, however, lack of participation from any one group will not prevent the College and OCCFA from moving forward with this.

The sick bank will be completed and implemented by August of 2025. Any extension to this deadline must be mandated by necessary infrastructure changes.

Memorandum of Understanding

Incorporating Quality Matters (QM) Standards into Faculty Online Class Observation Rubric & Exploring a Single “Digital First” Faculty Class Observation Form

This Memorandum of Understanding is entered into between the Oakton Community College Faculty Association (“OCCFA”) and Oakton College (the “College”) this 20 day of August 2024.

Phase 1

In phase one of this agreement, OCCFA and the College shall assemble a group to determine mutually agreed upon Quality Matters (QM) standards for the modification of the Faculty Online Class Observation rubric. The group will consist of members from Academic Affairs, including a dean, a representative from the Office of Online Curriculum and Instruction, and two members of OCCFA.

As part of their work, the group will clarify evaluation criteria specific to asynchronous versus synchronous courses. Also, the group will consider how modifications may impact P4113. Any proposed changes to P4113 must be approved by the President’s Council.

This MOU also affirms that Deans will continue to conduct individual faculty member evaluations as per P4113 and that the Office of Online Curriculum and Instruction will provide input on faculty evaluations strictly according to the parameters outlined in P4113.

The work for phase one is to be completed within the first year of the contract. The earliest implementation date for the revised Faculty Online Class Observation rubric is Fall of 2025.

Phase 2

After the phase one group has finalized their revision of the Faculty Online Class Observation Rubric integrating elements of the QM standards, they will add one new member to the group from Information Technologies (IT) who will serve in a consulting role. The charge to the phase two group includes two parts:

1. Create a new faculty class observation form that can be used for Flex, Flex Plus, and hybrid class observations. The new form will incorporate elements of the existing in-person and revised online class observation rubric (with QM standards), and will also include “Organization of Unit or Module,” “Use of Internet Resources,” and “Content & Delivery” evaluation sections.
2. Consider and possibly implement a single “digital first” solution that incorporates all faculty class observation forms into a single (but flexible) electronic form to be used in the future. As part of this work, the group will consider how observation standards align with various modalities.

Memorandum of Understanding

Review and Modification of Master Shells to Align with Updated Faculty Online Class Observation Rubric

This Memorandum of Understanding is entered into between the Oakton Community College Faculty Association (“OCCFA”) and Oakton College (the “College”) this 20 day of August 2024.

After the MOU “Incorporating Quality Matters (QM) Standards into Faculty Online Class Observation Rubric & Exploring a Single “Digital First” Faculty Class Observation Form” group has finalized their revision of the Faculty Online Course Evaluation Rubric to include QM standards (i.e., phase one), departments and programs will revisit their online master shells in order to review and modify them as needed to align with the new standards.

Department and program master shell reviews will be done as soon as practicable or by their next program review*. If needed, see the Dean for Curriculum, Instruction, and Assessment to verify program review due dates. If major revisions are needed, faculty should go through the regular contractual process for LHE consideration and approval. If significant, but more moderate revisions are needed, the regular DATAA process should be followed for possible LHE allocation. If minor modifications are needed, they should be done as a regular part of faculty work.

*Faculty who are in the process of their five-year evaluation, and are using master shells that have not yet been updated to reflect the QM modifications, will not be negatively affected by this change.

Memorandum of Understanding
Shared Governance Task Force Recommendations

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton College (the “College”) this 20 day of August 2024.

Based upon OCCFA and the College’s shared interests in creating an ad hoc committee to re-visit the Shared Governance Task Force recommendations, OCCFA and the College agree as follows:

An ad hoc committee will re-visit the Shared Governance Task Force recommendations to see what in that report is implementable. The ad hoc committee may also propose revisions to Board Procedure P1105 (Template for Decision Making). Any final recommendations would be brought to the President's Council for consideration.

Details and member participation in the ad hoc committee will be inclusive of balanced representation from all interested employee groups and the College.

Memorandum of Understanding Centering and Empowering Student Voices

This Memorandum of Understanding is entered into between Oakton Community College Faculty Association (“OCCFA”) and Oakton College (the “College”) this 20 day of August 2024.

Based upon OCCFA and the College’s shared interests to:

- Strengthen students’ Oakton experience.
- Strive for greater efficiency in student evaluation implementation.
- Provide faculty with ongoing student feedback.
- Ensure timely feedback from students throughout the semester rather than at the end.
- Maximize efficiency in continuous improvement.
- Ensure faculty access to any qualitative feedback given by students.
- Provide student evaluations that accurately capture the students experience in the course.
- Continue academic freedom for faculty.
- Ensure that student success outcomes are not predictable by race.
- Ensure that student evaluations allow for some quantitation for use on the distinguished professor rubric.

OCCFA and the College agree as follows:

1. The College and OCCFA will establish a working Group to explore best practices in student evaluations and make appropriate recommendations for the College and OCCFA and the AFA, if interested, to consider. The group will include the Office of Institutional Research, faculty, a student, Academic Affairs, and Student Affairs, with a preference for Office of Access Equity and Diversity. The AFA will be invited to join.

The working group will focus on the:

- a) Response rate of the evaluations.
- b) Creation of a different form that is easier for the students to complete and requires students to provide a rationale for low scores.
- c) Exploration of methods to mitigate bias by tracking and identifying trends and other related data at an institutional level.

GLOSSARY OF TERMS

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.
- The College day: any weekday (Monday through Friday) that the college is open for business.
- The college year: the 12-month period including fall, spring, and summer terms.

- The contract year: the 12-month period running from the first day of the fall semester through the end of the following summer session.
- The fiscal year: the 12-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: eight hours per day. Can be taken ¼ day increments (two-hour block) or ½ day increments (four-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 Illinois or Cook County. This license would then need to be submitted to Oakton 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 coordinator is a faculty member who oversees a subunit 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, Gender, and Sexuality Studies, the Writing Skills Assessment Test).

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 three 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.

Instruction Types

- **In-Person**

In-Person is the traditional face-to-face course where all contact hours are performed on campus in a physical classroom. Instructor may use a Learning Management System (LMS) to post course materials online. Technology may be used for classroom interaction, and students may be required to use computer and internet to complete assignments.

- **Hybrid**

A Hybrid course has fewer face-to-face meetings than In-Person. A portion of the course contact hours is delivered online and a portion is delivered on campus in physical classroom. These courses use the Learning Management System (LMS) for the online portion of the course.

- **Online**

- Online – an Online course is delivered via Oakton's Learning Management System (LMS). On-campus meetings are not required. However, online courses may require proctored, in-person exam.
- Online Anytime – an online course that does not have required virtual meetings at a fixed time each week. Students do not need to log into their courses at the same time each week, but may access their courses at any time in order to meet course deadlines as laid out in the syllabus.
- Online Live – an online course that has regularly scheduled virtual meetings that are a required component of the course. Students will need to log into their courses at the same time each week in addition to accessing their course materials at any time.
- Online Mix - an online course that has regularly scheduled virtual meetings (online live) and online anytime work. Students will need to log into their courses at the same time each week as well, as access their course content through D2L (learning management software) at any time to meet course deadlines as laid out in the syllabus.
- Flex & Flex Plus
 - Flex - (In-person with online live [synchronous] option.) While the instructor is in person, students can engage in class in one of two ways: in-person or online live (synchronously). Students may move in and out of the two modes based on learning preferences and/or on their life circumstances at any given moment. Students should make every attempt to attend in person but do have the option to join synchronously as needed.
 - Flex Plus - (In-person with online live [synchronous] and online anytime [asynchronous] options.) While the instructor is in person, students can engage in learning in one of three ways: in person, online live (synchronously) or online anytime (asynchronously). Students may move in and out of the various modes based on learning preferences and/or their life circumstances at any

given moment. Students should make every attempt to attend in person but do have the option to join synchronously or participate asynchronously as needed.

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 two 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.

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.

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