

2017-18 through 2020-21

Agreement

Between the Board of Trustees
of Community College District 535

Oakton Community College and the

Adjunct Faculty Association of Oakton Community
College (OCC-AFA-IEA/NEA)

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Preamble

The Board of Trustees, Administration and the Adjunct Faculty of Oakton Community College District 535, having negotiated this contract, recognize that each party's interests are best served by working together and dealing with each other on the basis of mutual respect and shared interests, attempting in all good faith to live up to the spirit of this Agreement and to take this good faith approach in resolving differences that may arise from conflicting interpretations of the provisions of this Agreement. The parties respect the need to have a continuing dialogue regarding matters affecting the college community.

Article I Recognition

- 1.1 Association Recognition: The Oakton Community College Board of Trustees (hereinafter the "Board") recognizes the Adjunct Faculty Association/Illinois Education Association/National Education Association at Oakton Community College (hereinafter the "Association" or "AFA") as the sole bargaining agent for all part-time faculty who have been assigned a load of at least 6 LHEs in the current semester; or who have been assigned no fewer than 3 LHEs in the current semester and 6 LHEs in either of the two previous semesters, not including the summer.

For the purposes of bargaining unit eligibility, an adjunct faculty member's LHE load in the current or any previous semester consists of all LHE-based compensation, including but not limited to course instruction, tutoring, coaching, library, clinical instruction, applied music, or other LHE-based duties as described in this contract. All such duties are understood to be LHE based, even if compensated hourly, and will be converted to LHEs for the purpose of determining unit eligibility. Formulas for converting workload to LHEs are contained in Article 9 below.

Herein "adjunct faculty" will be used to refer to faculty members who meet this definition. The group of part-time faculty who satisfy the definition of adjunct faculty shall be called members of the bargaining unit.

- 1.2 Scope of Negotiations: The scope of Negotiations shall be subject to the Illinois Educational Labor Relations Act and the rules and regulations of the Illinois Educational Labor Relations Board.
- 1.3 Management Rights: The Association recognizes that the Board is entrusted by law with the managerial responsibility of administering the affairs and operation of Oakton Community College and of making and adopting Board policies relating to the operation of the College. Both the Board and Association affirm and accept the principle of good faith collective bargaining.
- 1.4 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.
- 1.5 Association Rights:
- A. The Adjunct Faculty Association will be furnished in a prompt and timely fashion with a schedule of regular meetings of the Board, a copy of meeting agendas and any notice of special meetings of the Board.

- B. The Association shall be provided with a room for its use which may be used as an office and shall have the right to use meeting rooms for Association business and to use inter-office mail and e-mail. In each part-time faculty office the Association shall have one bulletin board provided by the Board for Association notices.
- C. The Association may have reasonable use of College duplicating equipment for appropriate Association purposes when such equipment is not required for other College business. The expense of duplicating supplies will be borne by the Association. No College equipment, e-mail, or supplies may be used by the Association for lobbying or political purposes.
- D. The Association will be notified and provided an opportunity to appoint representation to College-wide committees.
- E. When an adjunct has given their division office permission to share their home telephone number or other contact information, the Association will be given access to that information.
- F. A seniority list for each discipline and department shall be compiled and maintained by Human Resources and sent to each department chair or coordinator and to the Association. Seniority lists will be available in each academic division, in the Skokie Faculty Support Office and in HR for inspection by any adjunct faculty member.

1.6 Collection and Payment of Membership Dues and Fair Share Fees:

- A. Each bargaining unit member who, as of October 1 of the fall semester or March 1 of the spring semester, or as a result of late start courses, meets the conditions of bargaining unit membership defined above shall, as a condition of employment, join the Adjunct Faculty Association or pay a fair share fee to the Association equivalent to the amount of dues uniformly required of members of the Association, including local, state and national dues. Following the fifth pay period of the Fall and Spring semesters (Payrolls 5 and 15), the Administration will provide the Association a list of all adjunct and part-time faculty who have received teaching assignments. The Association will prepare a list of adjunct faculty to be given to the College who have elected either to have full (or local only) union dues or fair share fees deducted from their pay. The Association shall then submit to the Administration a list of adjunct faculty members who meet the conditions of Association membership due to courses that begin prior to Payroll 5 of the fall semester or Payroll 15 of the spring semester. The Association shall notify the College as soon as possible of the names of those adjunct faculty members who meet the conditions of bargaining unit membership due to late start courses.
- B. The Board shall deduct the fair share fee from the wages of non-members and Association dues from the wages of members.
- C. Such fees and dues shall be paid to the Association by the Board no later than 10 days following deduction.
- D. In the event of any legal action against the Employer brought in a court or administrative agency because of its compliance with this Article, the Association agrees to defend such action, at its own expense and through its own counsel, provided:

1. The Employer gives prompt notice of such action in writing to the Association and permits the Association intervention as a party if it so desires, and
 2. The Employer gives full and complete cooperation to the Association and its counsel in securing and giving evidence, obtaining witnesses and making relevant information available at both trial and all appellate levels.
- E. The Association agrees that in any action so defended, it will indemnify and hold harmless the Employer from any liability for damages and costs imposed by a final judgment of a court or administrative agency as a direct consequence of the College's non-negligent compliance with this Article. It is expressly understood that this hold harmless provision will not apply to any claim, demand, suit or other form of liability which may arise as a result of any type of willful misconduct by the Board or the Board's imperfect execution of the obligations imposed upon it by this Article.
- F. The Association shall certify to the Board the amount of the annual fair share fee, not to exceed the dues uniformly required of members of the Association. The Association acknowledges its obligation to provide non-members with the basis for the calculation of the fair share fee. The Association shall further certify to the Board that "Notice of Fair Share" has been posted in accordance with IELRB rules and regulations. No payroll deduction of fair share fees shall be made until at least 14 days after such certification. Such fair share payments shall be deducted by the Board on a pro-rata basis from the earnings of the non- members on the same time schedule as Association dues and be paid to the Association. The amount certified by the Association shall not include any fees for contributions related to the election or support of any candidate for political office. Nothing in this section shall preclude the non-member from making voluntary political contributions in conjunction with his or her fair share payment.
- G. This fair share agreement shall safeguard the right of non-association of employees based upon bona fide religious tenets or teaching of a church or religious body of which such employees are members or a belief sincerely held with the strength of traditional religious views. Such employees may be required to pay an amount equal to their fair share under this Agreement to a non-religious charitable organization mutually agreed upon by the employee affected and the Association, or if no mutual agreement is reached, from an approved list of charitable organizations established by the Illinois Educational Labor Relations Board.
- H. Non-members who object to the amount of the fair share fee have the right to file objections with the Illinois Educational Labor Relations Board.

1.7 Payment for Association Business.

The Adjunct Faculty Association shall receive payment for 21 LHEs each 12 month year (Fall, Spring, Summer) to transact the business of the Association.

For each increment of 24 additional part time and adjunct faculty members employed over 550 as of the Fall semester, the Association will receive one additional LHE in compensation for use in the subsequent Spring semester. The Association will receive an additional 3 LHEs in the final year of this contract to reflect the time demands on the officers for bargaining a successor contract.

Any LHEs awarded to an individual adjunct faculty member for transacting Association business will be awarded subject to the maximum load limits described in Article 2.3B.

1.8 Available Full-Time Positions:

Adjunct faculty members who apply for full-time positions and who meet the required qualifications will be considered qualified applicants. Ordinarily, if there are qualified adjuncts who apply for a full-time position, a minimum of 25% of the applicants initially interviewed will be drawn from the qualified adjunct pool. However, in no case where there are qualified adjunct applicants will the number of qualified adjuncts initially interviewed be fewer than one.

Article II

Teaching Assignments and Workload

2.1 Qualifications:

Adjunct faculty members are eligible to teach only those courses for which they are qualified, as determined by the current Titles and Qualifications for Oakton Community College Faculty, currently located under “Faculty” in the HR tab in myOakton. When the qualifications to teach in a subject area are changed, adjunct faculty members will ordinarily have one year to make up any deficit, and may continue to teach during that time. Associated course fees are eligible for reimbursement as described in Article 3.9, Professional Development and Continued Eligibility.

2.2 Affiliated Adjuncts:

Affiliated Adjuncts shall be chosen from the pool of existing adjuncts and be limited to those who have taught in excess of 6 semesters at the College. The College may hire up to 10% of Affiliated Adjuncts from outside this pool at its sole discretion. Affiliated Adjuncts hired from outside the pool of existing adjuncts who subsequently complete 6 semesters at the College will be considered to belong to the pool.

In the event that the number of credit hours taught falls below 57,450 credit hours on a Fall Census Day or if the Affordable Care Act (ACA) is repealed, the College reserves the right to not offer any Affiliated Adjunct positions for the following academic year. For the 2017-2018 and 2018-2019 academic years, the minimum number of Affiliated Adjuncts will be 25, the maximum 50. At the end of the 2018-19 academic year, the Affiliated Adjunct position will be discontinued.

Selecting Affiliated Adjuncts

Appointments to Affiliated Adjunct faculty positions are one-year appointments.

- A. All individuals hired into Affiliated Adjunct faculty positions will participate in an internal selection process.
- B. Deans will review recommendations of the Strategic Hiring Committee to identify unmet needs of departments that requested full-time faculty positions and any additional input from departments. Other additional factors will be considered such as:
 - data gathered by the Strategic Hiring Committee
 - difficulty of hiring adjuncts in certain areas of specialization
 - curricular and enrollment patterns
- C. President’s Council and HR determine, by the end of February, the number of Affiliated Adjunct positions to be funded for the next academic year. The minimum and maximum number of positions are defined above.
- D. The Division Deans will meet to discuss and reach consensus on the number of positions allocated per department.
- E. Deans and chairs will determine areas of specialization for the positions, aligned with the Faculty Titles and Qualifications.
- F. The following schedule will be established for posting of the positions, review of applicant files, and interviews of candidates each year the positions are authorized:
 - Postings of positions – early March
 - Review of applicant files – March

- Interviews of candidates – April
 - Deans forward names of selected faculty to VPAA or designee – mid April
 - Commitment letters sent – end of April (See Attachment B Affiliated Adjunct Commitment Form)
 - The postings will appear on the College’s internal website:
<https://my.oakton.edu/cp/home/displaylogin>
- G. The selection committee will consist of the Division Dean, the department chair/ coordinator, and may include another faculty member at the dean’s discretion.
- H. Internal selections will involve the completion of application materials in Interview Exchange, which will be accessible to the selection committee.
- I. Current Affiliated Adjuncts may be included as part of the applicant pool for the subsequent year for as long as the Affiliated Adjunct position continues.
- J. The selection committee will review applications and select individuals for interview for all positions in that discipline(s). The committee will review applicant files as well as student evaluations, the classroom observation and other relevant materials from the applicant’s file. The committee will schedule interviews, pending certification of the pools. HR will certify pools based on the criteria normally used in the hiring of adjunct faculty and in accordance with the goals set for hiring adjunct faculty in the College’s Affirmative Action Plan, as well as previous adjunct status at Oakton. Normally, selection committees will interview more candidates than the number of positions for which they will be hiring. If a discipline’s pool of candidates consists entirely of adjuncts who have previously held Affiliated Adjunct status and the number of applicants equals the number of positions in that discipline, the selection committee may decide to forego formal interviews prior to offering the positions.
- K. The deans will forward the names of selected affiliated adjuncts to the Vice President of Academic Affairs (VPAA) for review.

2.3 Workload/Assignment Loads:

A. Definition

All work performed by adjunct faculty members (as defined in Article 1.1 Association Recognition) will be tracked and compensated on the basis of lecture-hour equivalent (LHE). For most non-classroom assignments, LHE load is based on the formula of 45 clock hours equals 1 LHE. Formulas for determining LHE equivalents for courses and other assigned work, including hourly work, are defined in Article 9, Compensation.

B. Maximum Loads

All assigned load will be attributed to an academic term (Fall, Spring, or Summer) and subject to load limits for that term as well as annual load limits defined below. LHEs earned during Winterim will be counted as having been earned in Spring semester; LHEs earned during Summer Interim I will be counted as having been earned in Summer term; and LHEs earned during Summer Interim 2 will be counted as having been earned in Fall semester.

1. Adjunct Faculty Workload:

- The maximum load for an adjunct faculty member is 12 LHEs in any fall or spring semester, 9 LHEs in summer, and 27 for the 12-month academic year (fall, spring, summer).

- Normally, an adjunct will be permitted to take on other LHE-based assignments resulting in a total load of up to 13 LHEs in any fall or spring semester, subject to approval by the relevant dean or their designee.
- An adjunct faculty member may not under any circumstances accumulate a total LHE load that exceeds 27 LHEs in any 12-month academic year (fall, spring, and summer).

2. Affiliated Adjunct Workload:

- The normal minimum load for Affiliated Adjuncts is 9 LHEs in fall and spring semesters and 27.1 for the 12-month academic year (fall, spring, summer).
- The maximum load for Affiliated Adjuncts is 13 LHEs in any fall or spring semester and 9 LHE in summer.
- An Affiliated Adjunct faculty member may not be given a course assignment load that exceeds 30 LHEs in a 12-month academic year (fall, spring, and summer). However, an Affiliated Adjunct may be given non-instructional load that brings their LHE total to no more than 32 LHEs, subject to approval by their dean or designee. Non-instructional load may include service on college-wide committees and search committees.
- An Affiliated Adjunct faculty member may not under any circumstances accumulate a total LHE load that exceeds 32 LHEs in any 12-month academic year (fall, spring, and summer).

C. LHE Load Tracking

Tracking LHEs is a shared responsibility of the College and adjunct faculty. Every adjunct is expected to make a reasonable effort to track their LHE load and to work with College staff to keep their load within the semester and yearly load limits described in this section. To fulfill that responsibility, adjuncts must inform department and division staff promptly when they accept assignments in other divisions or beyond their assigned course load.

1. Penalty – Restricted Assignment:

- For any adjunct or Affiliated Adjunct who unintentionally exceeds their annual or per-semester load limits without prior approval, their total load for the following two semesters may not exceed 7.5 LHEs per semester, and they will be ineligible for LHE assignments in the immediately following summer term.
- An Affiliated Adjunct who unintentionally exceeds their annual or semester load limit without prior approval will be ineligible for appointment as an Affiliated Adjunct in the following year.

2. Penalty – Non-Re-employment:

If any adjunct intentionally exceeds their annual or per-semester load limit, or unintentionally exceeds their limit twice within a five-year period, the adjunct may be denied future employment as adjunct faculty, at the discretion of the College.

3. Exceptions: Before imposing LHE restrictions or other sanctions, the College will take into account mitigating factors such as:

- errors or avoidable delays on the part of the College in updating loads
- if excess load has been assigned without the adjunct's knowledge or for reasons outside of their control
- if the excess load has been approved by the College.

D. Extra-contractual Assignments:

Assignments not delineated in this agreement are not subject to its terms. Such assignments include those provided for the Alliance for Lifelong Learning and the Business Institute. However, adjunct faculty members providing such services will be subject to the provisions of Board Policy 4004, Employment in Multiple Part-Time Positions.

2.4 Course Assignment Requests and Eligibility

Adjunct course assignments will be made according to the following timetable:

Due Date/Time Frame	Action	Notes
45 days prior to start of registration for each term	Chairs/Coordinators notify adjuncts to submit the Adjunct Scheduling Preference Form	Form located in myOakton (Employee tab, Faculty-Staff Links channel); Registration dates located in Academic Calendar on Oakton home page
No later than 30 days prior to start of registration for each term	Adjuncts submit Adjunct Scheduling Preference Form to Chair/Coordinator	
Within 2 weeks following the opening of registration	Chairs/Coordinators provide notice of assignments to at least 75% of adjuncts who returned form	Notification will be made by Oakton email
No later than two weeks after receiving course assignment offer	Adjuncts accept or decline the teaching assignment offered.	Response within two weeks required for full consideration

2.5 Initial Course Assignments:

- A. The Dean or designee assigns load for all academic semesters and terms. The Dean may work through department chairs and coordinators.
- B. The Adjunct Faculty member must meet Oakton qualifications, as listed in the current Titles and Qualifications for Oakton Community College Faculty, for the course(s) requested.
- C. Qualified faculty may teach in a discipline outside of their discipline of hire only with the approval of the chair of that discipline and if unassigned classes are available. After two semesters of teaching in the new discipline, adjunct faculty may be assigned courses in the new discipline on the basis of seniority, as well as the discipline of hire. The normal minimum load remains 6 LHEs total.
- D. Adjunct Faculty are normally scheduled for a minimum load of 6 LHEs (9 LHEs for Affiliated Adjuncts).
- E. Courses are assigned based on seniority as detailed in Attachment C.
- F. Courses assigned to adjunct faculty will fall within their stated availability on the Adjunct Scheduling Preference Form wherever possible.
- G. Adjunct faculty who are unable to accept the assigned courses will notify the chair/coordinator as soon as possible. Alternate course assignments, when available, will be made in a reasonable and timely manner.

- H. Embedded tutor LHEs will be assigned at the time of course assignments, when possible, and coordinated with Learning Center staff. Embedded tutors, including ROAD Math tutors, work concurrently with an instructor in a designated class, and meet regularly with that class for the duration of the course.
- I. Load assignments for adjunct faculty librarians will follow the same seniority-based procedure as initial course assignments.
- J. Summer course assignment procedures are described in Attachment C.
- K. All assignments paid on an LHE basis apply to maximum teaching and special assignment loads. Formulas for calculating load for other LHE-based assignments are provided in Article 9, Compensation.

Adjunct Load Limits (See 2.3B, Maximum Loads, for detail):

	Annual	Fall and Spring	Summer
Affiliated Adjuncts	27.1-30 LHEs for course assignments Maximum of 32 LHEs total	9-12 LHEs (flexibility to 13)	Maximum of 9 LHEs
All other adjuncts	Maximum of 27 LHEs	Maximum 12 LHEs (flexibility to 13)	Maximum of 9 LHEs

2.6 Course Cancellation and Reassignment:

A. Shambles:

In the month prior to the start of a term, chairs and coordinators monitor course enrollments and may cancel individual sections they deem unlikely to be viable due to low enrollment. The week before classes begin, Academic Council will convene, usually on a Wednesday, to review enrollments (a process called “Shambles”). At that time courses below full enrollment (normally 10 students) may be canceled; or, in consultation with the chair/coordinator, an adjunct may elect to teach the underenrolled course “on headcount” at a reduced pay rate. Adjuncts should monitor their course enrollments and confer with their chair/coordinator if they are willing to teach a course on headcount. Deans and chairs will follow the same procedure for late start and interim courses. If Shambles results in loss of load, Course Reassignment (2.6C below) may apply.

B. Headcount and Course Pay:

- For sections with 10 or more students enrolled on Shambles day, the instructor will receive full pay even if enrollment subsequently falls below 10.
- If all students in a section withdraw after Shambles day, the instructor will not be paid for the course (but is eligible for cancellation pay, below).
- If at any time after Shambles the enrollment in a headcount course increases, the instructor will be paid on the basis of the highest enrollment reached. If enrollment reaches 10 or more, the instructor will receive full pay.
- Instructors teaching on headcount will be paid 1/10 of the normal course pay for each student enrolled (see Article 9.1B below).
- An instructor whose section is below full enrollment should monitor the class on Banner and preserve a screen shot or class list showing the highest enrollment reached.

C. Course Reassignment:

If an adjunct’s load falls below 6 LHEs because their assigned courses have been canceled or reassigned, the Dean or designee shall assign them other courses previously assigned to an adjunct with less seniority, following the procedure below. Only adjuncts who have completed 11 or more semesters of teaching are eligible to have a course reassigned to them.

1. Reassignment will be based on seniority. Wherever possible, courses will be taken from the least senior part-time faculty members first.
2. An adjunct must have taught the reassigned course at Oakton within the previous three years or have the Dean’s approval.
3. An adjunct may not be reassigned to a course section designated for a specific instructional approach, mode of delivery, course site or restricted audience.
4. An adjunct may only be reassigned to a course section that meets the full enrollment requirement, generally 10 students.
5. Ordinarily, an adjunct should only be reassigned to courses within the window of availability indicated on their Adjunct Scheduling Preference Form.
6. Ordinarily, when other options are available, an adjunct will not be moved out of a course if this would cause the adjunct to lose all courses for that term.
7. An Affiliated Adjunct who requires reassignment two semesters in a row to maintain load will not be eligible for Affiliated Adjunct status in the following year and the position will be removed from that discipline.

Eligibility to Receive a Course Reassignment – Summary of 2.6C above

Seniority Level	Eligibility for Reassignment	Additional Criteria
Adjuncts who have taught fewer than 11 semesters	Not eligible	
Adjuncts who have taught 11 or more semesters	Eligible for a course previously assigned to adjuncts/part-time faculty who have taught fewer than 11 semesters	Only to prevent falling below 9 LHEs (Affiliated Adjuncts) or 6 LHEs (adjuncts with 11 or more semesters).
Affiliated Adjuncts and adjuncts who have taught 22 or more semesters	Eligible for a course previously assigned to adjuncts/part-time faculty who have taught fewer than 22 semesters	Only to prevent falling below 9 LHEs (Affiliated Adjuncts) or 6 LHEs (adjuncts with 22 or more semesters).

2.7 Payment for Canceled and Reassigned Courses:

The College recognizes that courses assigned to but then withdrawn from an adjunct faculty member may have already been prepared for at the cost of time. If an adjunct’s assigned course is canceled or reassigned 10 days or fewer before the course’s start date, the College will either offer a replacement course or pay \$150 to compensate for the adjunct’s lost preparation time.

2.8 Learning Center Tutors – Initial Assignments:

- Prior to scheduling tutors for an academic term, the Learning Center will notify prospective tutors via Oakton email to submit the tutor availability form. Prospective tutors will have at least 15 days to return the form.
- Initial tutoring assignments will be made on the basis of seniority, defined as the number of prior semesters of Learning Center tutoring in the tutor's subject area.
- In order of seniority, adjunct faculty tutors will normally be offered a minimum assignment of 3 LHEs (135 clock hours), or whatever smaller number of hours the tutor has requested, subject to the availability of hours as determined by the operational needs of the Learning Center.
- Whenever possible, assignments will be offered within the days, times, and campus location requested on the availability form.
- After initial minimum assignments have been offered, additional hours may be assigned at the discretion of the Learning Center.
- Tutors who are unable to accept the assignment offered will notify the tutor supervisor as soon as possible by phone or email.
- The Learning Center will maintain tutor seniority lists by subject area to facilitate seniority-based tutor assignments. Seniority lists will be available for inspection at any reasonable time and made available in digital form at the request of a tutor or the Association.

Article III

Professional Conduct and Responsibilities

3.1 Professional Conduct:

Each adjunct faculty member shall meet generally accepted standards of professional conduct, independent of their teaching performance. Professional conduct includes but is not limited to:

- being prepared for and meeting courses and laboratories at scheduled times;
- submitting midterm class lists and final grades;
- keeping office hours;
- complying with departmental and institutional policies and procedures regarding texts, assignments and grading standards;
- adhering to provisions of this contract.

Faculty who refuse or consistently neglect to meet these standards, as determined by the Dean or designee, may be dismissed from current assignments and shall not be eligible for future assignments. Professional conduct is not subject to remediation.

Allegations of harassment, discrimination, or sexual misconduct will be investigated in accordance with relevant College policies and procedures. Currently these are Policy 1100 and Procedure P1100 (Nondiscrimination); Policy 1101 (Harassment); and Policy 1102 and Procedure P1102 (Sexual Misconduct). These policies and procedures are published in the Faculty-Staff Links channel of the Employee tab in myOakton.

3.2 Professional Responsibilities, Teaching and Related Tasks:

In addition to meeting standards of professional conduct, teaching faculty are expected to perform activities including but not limited to:

- constructing course syllabi, consistent with the approved generic course syllabi, that stipulate course objectives, content, and grading criteria;
- preparing instructional materials;
- activating D2L course shells for assigned courses;
- delivering instruction;
- consulting with and evaluating students;
- maintaining clear student grade records, including any components (such as attendance) that contribute to students' grades;
- administering Oakton Class Climate Surveys (student course evaluations);
- participating in department or institutional assessments of student learning;
- participating in department or institutional surveys.

It is the practice of the college to use Oakton's email system (at the oakton.edu domain) as a primary means of contact with employees and for faculty to use in communicating with students. During an academic term when an adjunct faculty member is teaching, it is expected that responses to email will be timely, normally within seven days after the message was sent. It is understood that some email messages may require a more immediate response in order not to compromise teaching and learning. For example, online courses will generally require more immediate response to student emails. Instructors are advised to include information in their syllabi explaining their policies for responding

to email. During any term in which an adjunct faculty member is not teaching, it is their responsibility to check their oakton.edu mailbox regularly and to respond to messages as needed.

3.3 Assessment of Student Learning:

Department or institutional practice may require that adjunct faculty members participate in reasonable departmental or institutional activities, assigned prior to the beginning of the semester, designed to improve teaching and learning.

3.4 Meeting Schedules and Attendance:

A. Adjunct faculty shall receive notification of their academic department and division meetings in the same mailings as notification is given to full-time faculty, and are invited to attend such meetings. Affiliated adjunct faculty are expected to attend department and division meetings and do not receive additional compensation for attendance.

B. Voluntary Meeting Attendance Package: Adjunct faculty may voluntarily commit to attend department and division meetings each semester and to be compensated for attendance. Normally these will consist of one orientation week department meeting, four monthly department meetings, and four monthly division meetings. To be eligible for payment, an adjunct faculty member must commit to attendance at the beginning of the semester and is required to attend a minimum of two-thirds (6 of 9) of the meetings in a semester. The adjunct will be paid .25 LHE for fulfilling the commitment to meeting attendance. Payment will be assigned at the beginning of the term. Failure to attend a minimum of two-thirds of the total number of meetings will result in the adjunct not being eligible to receive payment for meeting attendance in the following semester. Any meeting canceled will count as a meeting and as a meeting attended.

C. Mandatory Meeting Attendance: New adjunct faculty shall be required to attend 6 clock hours of new faculty orientation, for which they will be compensated at the meeting rate defined in Article 9.3 below. All adjunct faculty are required to attend their department meeting scheduled during orientation week, for which they will be compensated at the rate defined in Article 9.3 below. The College recognizes that there may be cases where an adjunct faculty member cannot reasonably be expected to attend a given session. In such cases, alternate arrangements may be made by the Dean in consultation with the faculty member.

Except for the mandatory meetings named in this section, an adjunct faculty member cannot be mandated/directed to attend any Department or Division meeting unless the faculty member has committed to attend such meetings as set forth in Article 3.4B above. Affiliated adjunct faculty are not eligible to be compensated for department/division meeting attendance.

Adjunct faculty members will be eligible for mileage reimbursement for each one-way trip between campuses when teaching assignments or department/division meetings require them to travel between campuses on the same day. The adjunct faculty member will submit appropriate documentation to the division office by the end of the respective semester.

3.5 Office Hours:

A. Adjunct faculty members shall schedule one 50-minute academic office hour weekly for each 3 credits taught on campus in whole or in part. In the event that an adjunct faculty member's

teaching assignment results in more than two office hours per week, the faculty member may schedule any hours in excess of two hours per week online.

- B. Adjunct faculty members shall schedule 1 academic office hour per week online for each 3 credits taught on line. An office hour can be concurrently spent on campus.
- C. Office hours for courses taught in a compressed timeframe will be pro-rated such that the same total of office hours is maintained as would be required for a course scheduled over the entire semester.
- D. Adjunct faculty members participating in the Persistence Project can reallocate some of their semester office hours to the first few weeks of classes to accommodate the time spent with students as a requirement of the project. Adjuncts will reflect these changes on the course syllabus and office hours form.

3.6 Absences:

- A. Adjunct faculty members who must miss a scheduled course or laboratory must notify their department chair or division office in advance, when possible. Unexpected absences must be reported in as timely a fashion as possible.
- B. The salary of an adjunct faculty member who has excessive unexcused or non-emergency absences will be adjusted on a pro-rated basis for these absences. Ordinarily 20% is considered "excessive." The Dean or designee shall determine when absences are excessive, based on the 20% criterion. Adjunct faculty who miss 20% or more in two consecutive semesters may be denied class assignments in subsequent semesters. Embedded tutors are covered by this provision.
- C. Tutors working in the Learning Center are expected to work all hours as scheduled. Compensation is for the hours actually worked. Absences by tutors other than embedded tutors are not subject to the absence provision in 3.6B above. Hours missed may be made up based upon operational needs of the Learning Center and approved by the Learning Center. Failure to provide prior notice of an absence may result in the loss of opportunity to make up hours missed.

3.7 Jury Duty:

An adjunct faculty member may be absent to appear in court for jury duty or as a subpoenaed witness in a court proceeding. An adjunct faculty member who knows of the need to be absent for jury and/or witness duty shall immediately inform the department chair of the dates and possible duration of the absence and inform their department/division office a minimum of 24 hours in advance of the return to work date. Adjunct faculty will receive compensation at their customary rate for the period of said absences.

3.8 Evaluation of Teaching Effectiveness:

As a means to promote high-quality instruction, the College will periodically observe and evaluate adjunct faculty performance in the classroom. Evaluation will be conducted by the department chair/coordinator, in consultation with the dean, according to the procedures and rubric contained in Attachment E, Adjunct Faculty Observation. Formal observation will occur in the first, fifth, and tenth semester of teaching, and once every ten semesters thereafter. The dean or designee may

conduct a classroom observation outside this regular schedule if complaints warrant such action. The Faculty Classroom Observation Rubric (included in Attachment E) will be used for all class observations. The College and the Association agree that the procedure and rubric will not be changed during the term of this contract without mutual agreement.

Following the completion of an observation, the Preparation for Observation form and signed Observation Rubric will be included in the adjunct faculty member's personnel file in Human Resources.

If a classroom observation leads the dean or designee to determine that an adjunct faculty member's skills and/or subject area knowledge are deficient, and Article 3.11 (Diminished Capacity) does not apply, the dean or designee may, in consultation with the adjunct faculty member, prepare a plan and timetable for remediation in accordance with Article 3.10 (Administrative Intervention/Remediation of Teaching Deficiencies).

3.9 Professional Development and Continued Eligibility:

Adjunct faculty members are expected to engage in professional development activities that are intended to improve the quality of their students' learning, and that enable them to maintain their professional skills and currency in their fields. To remain eligible for continued employment, adjunct faculty members must periodically demonstrate professional development/content currency and/or institutional service by submitting evidence of activities relevant to teaching and learning. Adjunct faculty may consult with their chair or coordinator to identify appropriate professional development activities for their teaching discipline. See Attachment G: Continued Eligibility Form and Sample Letter

A. Implementation: Each fall, the Department of Human Resources will identify adjunct faculty who, by the end of that semester or the following spring semester, will have taught for 10 semesters or a multiple thereof. By October 1, Academic Affairs will notify these adjunct faculty members in writing of the requirement to submit evidence of appropriate activities to the Vice President of Academic Affairs, or designee, by the following July 1. Evidence of three activities over five years must be provided, at least one of which must be a professional development activity.

B. Evidence of continued eligibility: Evidence of continued eligibility includes but is not limited to:

Professional Development Activities

- Completion of a graduate or undergraduate course relevant to the teaching assignment
- Participation in a professional development activity relevant to the teaching assignment
- Publication of an article or book
- Presentation or participation in a professional conference or workshop, including Oakton programs
- Earned continuing education units
- Earned licensure or certification
- Preparation of a portfolio demonstrating professional development activities/content currency

Institutional Service Activities

- Service on a college-wide, department, or division committee
- Participation in a grant project

- Student club advisor
- Participation in Persistence Project
- Participation in a college-wide student success initiative
- Facilitation or lead of a co-curricular activity
- Adjunct mentor
- Study Breakfast volunteer

The Vice President of Academic Affairs or designee(s) shall determine the acceptability of evidence for continued eligibility to ensure a measure of uniformity as well as reasonable expectations of faculty throughout the College. The Vice President of Academic Affairs or designee will notify faculty members of acceptance or rejection of evidence along with specific rationale within one month of receipt.

- C. Failure to submit acceptable evidence: Failure to submit acceptable evidence as evaluated by the Vice President of Academic Affairs or designee may make the faculty member ineligible for future assignments. Faculty who subsequently submit acceptable evidence will be reemployed in the next semester in the customary manner.
- D. College Support: Adjunct faculty members may be reimbursed for expenses incurred for professional development activities. Eligible expenses include
- professional association memberships
 - tuition and fees for courses (including graduate and certification courses)
 - registration fees, travel and related expenses for workshops and conferences
 - expenses to update qualifications (as described in Article 2.1 Qualifications).

Submitting Requests

Whenever possible, adjuncts should submit reimbursement requests to their Dean in advance. The Dean shall respond within two weeks and, if the request is denied, will give a written explanation. Approval will be contingent on the estimated value of the activity to the faculty member and the College, instructional time that would be lost, and the availability of funds. Such determinations shall not serve as precedent. Travel requests must be submitted in conformity with standard College procedures for approval and reimbursement.

Funding Limits

Each adjunct may be reimbursed up to \$375 per academic year (fall, spring, summer) or \$750 for each two-year period dating from the start of the contract (i.e. \$750 for 2017-18 and 2018-19, \$750 for 2019-20 and 2020-21). Reimbursement will be on a first-come, first-served basis, subject to the following annual limits on total reimbursements:

2017-18	2018-19	2019-20	2020-21
\$51,500	\$53,000	\$54,500	\$56,000

- E. Student Success Initiative: A pool of 12 LHEs per academic year (Fall, Spring or Summer) will be designated to be assignable to adjunct faculty members for leadership and/or participation in student success initiatives or initiatives developed in furtherance of the College’s strategic goals. A list of such initiatives will be developed jointly by the Association and the College. The Association

and the College will collaboratively distribute the LHEs. This incentive program sunsets and is discontinued upon expiration of this collective bargaining agreement.

3.10 Administrative Intervention/Remediation of Teaching Deficiencies:

To safeguard the quality of instruction, the College may on occasion intervene with an adjunct faculty member in order to correct deficiencies in teaching, subject matter currency, or fulfillment of the professional responsibilities outlined in Article 3.2 above. Intervention may be prompted by classroom observation, class climate surveys from within the last 5 years, or other factors the College deems appropriate. Intervention is not intended to be punitive; rather, it is meant to create opportunities to improve teaching performance and maintain professional standards. The procedure outlined here corresponds to the Dean's Guideline "Intervention/Remediation Process for Adjunct Faculty" (Attachment F to this contract) which will not be altered during the term of this contract except by mutual agreement. Embedded tutors are subject to this provision.

A. Intervention Procedure:

1. Informal Intervention

Generally, intervention is initiated following an unsatisfactory classroom observation, a serious complaint, or a pattern of failure to fulfill professional responsibilities. Initially, the chair/coordinator will meet with the adjunct faculty member to discuss the issues, hear the faculty member's response, and determine whether a formal remediation is needed. Commonly, this meeting will resolve the issue and no further action is needed.

2. Notice of Remediation

If the issue is not resolved and the problem persists, the chair/coordinator asks the dean to convene a remediation meeting, during which a remediation plan will be developed in consultation with the adjunct faculty member. The dean will schedule the meeting and notify the Association. In giving notice of the meeting, the dean will describe the behavior that needs to be corrected and the basis for the decision that remediation is necessary. The meeting will be attended by the dean, chair/coordinator, the adjunct faculty member and, at the adjunct's request, an Association representative.

3. Remediation Plan and Timetable

Following the meeting, the dean or designee will distribute the remediation plan to the parties. The plan will specify expected outcomes, means of assessing progress, recommended professional development or other assistance from the college where appropriate, and a timetable for completion. Normally, the adjunct faculty member will be given one semester to complete the plan, during which time their performance will be assessed. Remediation can be scheduled during a summer term, by mutual consent, if the adjunct faculty member is teaching. At the Dean's discretion, the remediation period may be extended.

4. Follow-up

If the adjunct faculty member fulfills the terms of the plan and has improved performance sufficiently, in the sole judgment of the College, the matter is concluded and the dean issues a second memo to all parties to that effect. The memo will be retained in the faculty member's unofficial division file, but this and any other documents relating to the remediation will be expunged at the adjunct faculty member's request after 5 years. In subsequent semesters the

adjunct will be assigned courses in the usual and customary manner. If the adjunct faculty member has not fulfilled the terms of the plan within the prescribed time frame, or if their performance has not improved sufficiently in the sole judgment of the College, the faculty member shall not be eligible to teach courses in subsequent terms.

- B. Non-reemployment: Nothing herein shall prevent Oakton from permanently not reemploying an adjunct faculty member for conduct not directly involving teaching performance which it deems, in its sole discretion, to be irremediable, including but not limited to
- repeated unexcused failure to attend a course or intentional failure to follow College policies or directives
 - sexual harassment, carrying a weapon on College premises or conduct that is injurious to the health, safety and welfare of the students or other college employees.

The above does not deny an adjunct faculty member the right to appeal a discharge or disciplinary action as identified in Article 8 below.

3.11 Diminished Capacity:

In instances where there are compelling indications of diminished capacity of a faculty member in one or more areas of professional responsibility and conduct as defined in Article 3.1 and 3.2, 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 intervention will occur in a meeting with the faculty member, Dean and, if so desired, faculty member advisor and/or Adjunct Faculty Association representative.

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 Dean 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 Dean, 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, not to exceed fifteen

consecutive weeks, and referral to a mutually agreed upon external consultant/physician/expert (with the cost for this initial visit to be paid by the College). Reports of a medical nature from the consultant/physician/expert will be retained in a confidential file separate from the faculty member's personnel file.

Article IV

Academic Freedom

- 4.1 Academic Freedom in Practice: Faculty members shall be free to present instructional materials that are pertinent to the subject and level taught. Departmental practice may require the adjunct faculty to use either a text chosen by the department or a primary text to be chosen from a designated list. While the selection of a primary text may in some cases be limited, it is understood that supplementary materials of the faculty member's choosing may be incorporated into the required reading of the course. In all cases, while the adjunct faculty member is entitled to freedom in the classroom in presenting instructional materials, he/she shall not introduce into instruction controversial matters which have no relation to the subject.
- 4.2 Academic Freedom is defined in the following Statement of Principles:
- A. The adjunct faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution, if such research involves the use of college resources, including data collected during the course of providing instruction.
 - B. The adjunct faculty member is a citizen, a member of a learned profession, and while in College employ, a member of the educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and as a member of the educational community, he/she should remember that the public may judge his/her institution by his/her utterances. Hence, he/she 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 he/she is not an institutional spokesperson.
 - C. Unless specifically authorized, adjunct faculty members may not act or speak on behalf of the College.

Article V

Intellectual Property

- 5.1 The ownership of any materials, processes, or inventions developed solely by an adjunct faculty member's individual effort, time and expense shall vest in the adjunct faculty member and be copyrighted or patented, if at all, in his/her name.
- 5.2 The ownership of materials, processes, or inventions produced solely for the College and at College expense as a pure work for hire shall vest in the College and be copyrighted or patented, if at all, in its name. 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. A standard template will be the basis of each of these negotiated agreements.
- 5.3 In those instances where materials, processes, or inventions are produced by an adjunct faculty member with College support by way of use of significant personnel time, facilities, or other College resources, but without direct financial support in the way of LHE assignment or stipend, the ownership of the materials, processes, or inventions shall vest in, and be copyrighted or patented, if at all, by the faculty member. When the College chooses to provide support for such projects, the college may require the faculty member to grant a license to the college for the use of the materials providing that the license shall not be for more than 3 years.
- 5.4 Renewal of the license shall be contingent on the college providing adequate support for updating the material. If such support takes the form of additional LHE assignment or stipend, the work involved becomes partially a work for hire as specified under Section 5.2 above. As such, the faculty member and the college will negotiate an agreement of such ownership in good faith.

Article VI Grievance Procedure

6.1 Grievance Definition: A complaint by (1) an adjunct faculty member or (2) a group of adjunct faculty or (3) the Association that there has been a violation, a misinterpretation or misapplication of any provision of this Agreement may be processed as a grievance.

6.2 Definition of Days:

“Days” in the regular college year as used herein shall mean Monday through Friday, excluding College holidays or days on which the College is closed because of weather or other emergency. “Days” during summer session shall be days Monday through Thursday if the College is closed on Friday.

6.3 Grievance Procedure:

A. The parties are encouraged to resolve through informal discussions any grievance as defined herein.

Informal Level: When a cause for complaint occurs, the affected adjunct faculty member shall request a meeting with his/her department chair in an effort to resolve the complaint. At the adjunct faculty member’s request, a representative of the Adjunct Faculty Association may participate in such a meeting. If the adjunct faculty member is not satisfied with the outcome of the meeting, he/she and/or the Association may formalize the complaint in writing as provided below. Any resolution at this level shall be subject to review by the Vice President of Academic Affairs or his/her designee and shall not be precedent-setting or binding in any manner.

A. Step 1: If a complaint is not resolved at the informal level, the formal grievance may be submitted in writing within 20 days of the occurrence of the event giving rise to such grievance or within 20 days of the time when such events might reasonably have been ascertained to occur. Upon receipt of the grievance, the Dean of the grievant shall schedule a meeting, such to be conducted within 10 days of the receipt of such grievance. A copy of the grievance shall be sent to the Association, if not a grievant, and the Association shall have the right to be represented at such meeting by a representative. Within 10 days of the meeting, the Dean shall render a written decision with reasons. A copy of this decision shall be forwarded to the grievant(s) and the Association.

C. Step 2: If any grievant is not satisfied with the disposition of the grievance at Step 1, or if no disposition has been made within the time stipulated above, the grievance shall be transmitted to the Vice President of Academic Affairs or the Vice President for Student Affairs or his/her designee, as appropriate. Within 10 days after the grievance has been so submitted, the Vice President of Academic Affairs or his/her designee, as appropriate, shall schedule a grievance meeting with the grievant(s). The Association shall be notified of such meeting and shall have the right to have a representative attend. Within 10 days of the grievance meeting, the Vice President of Academic Affairs or the Vice President for Student Affairs or his/her designee, as appropriate, shall render a written decision with reasons. A copy of this decision shall be forwarded to the grievant(s) and the Association.

D. Step 3: If the Association is not satisfied with the disposition of the grievance at Step 2, or if no disposition has been made within the period above provided, the Association may submit the grievance to binding arbitration. The arbitrator shall be selected by the American Arbitration Association in accordance with its procedures, and the American Arbitration Association shall likewise serve as the administrator of such arbitration proceeding.

The arbitrator shall have no power to alter and/or subtract from the terms of this Agreement. The fees and expenses of the arbitrator and of any court report mutually agreed upon by the parties shall be shared equally by the Association and the Board.

E. Grievances involving the immediate discharge (see Article 8.1, Discharge or Disciplinary Action) of an adjunct faculty shall go directly to Step 3 of the grievance procedure.

F. These timelines may be extended by mutual consent.

G. A grievance which challenges the action of a group of more than one Administrator or an Administrator above the level of the immediate supervisor may be initiated at Step 2 with the Vice President of Academic Affairs or Vice President for Student Affairs.

H. Where it is necessary for the grievant(s) to have a representative of the Association to attend a formal meeting or hearing, he/she/they shall be released from duty without loss of pay or other benefits. At an arbitration hearing, necessary witnesses shall likewise be released from duty to permit their presenting testimony. Witnesses are released from duty for such time as their presence is required.

Article VII Personnel Files

7.1 Maintenance of Files:

The Administration shall keep one official personnel file in the Human Resources Office for each adjunct faculty member. No other official file shall be kept on faculty except records relating to grievances and discrimination complaints, for affirmative action complaints, or medical or personal health information.

7.2 Placing Material in the Personnel File:

A. No material may be placed in a faculty member's personnel file until the faculty member has been notified electronically and sent a copy of the material to their last known address.

B. Materials of a negative nature may be placed in the file by the appropriate supervisor whose name shall be noted on the material.

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 the material being placed in the file. Such written responses will be placed in the faculty member's file.

7.3 Viewing the File:

A. A faculty member shall have the right to inspect his/her personnel file by appointment at any reasonable time. Requests to review personnel files are to be made through the Office of Human Resources.

B. The faculty member may be accompanied by an Association representative.

C. An Association representative shall have the right, with the written consent of the faculty member, to inspect the faculty member's personnel file.

D. A Board employee may be present during such review.

E. A faculty member shall be able to copy materials from his/her personnel file.

7.4 Removing Materials from the File:

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 by result of a legal action. Documents relating to completed remediation of teaching deficiencies will be expunged at the adjunct faculty member's request after 5 years (see Article 3.10 above).

Article VIII

Disciplinary Procedures

- 8.1 Discharge or Disciplinary Action: The parties recognize the authority of the Board to suspend, demote, discharge or take other appropriate disciplinary action against adjunct faculty member for just cause. Should the adjunct faculty member consider any such discharge or disciplinary action to be improper, he/she may grieve the matter in accordance with provisions of Article 6.3 Grievance Procedure.

- 8.2 Pre-Disciplinary Meeting: Except in a serious emergency, prior to the implementation of any disciplinary action against a faculty member, the Assistant Vice President of Academic Affairs or designee will conduct a meeting with such adjunct faculty member. A notice of the meeting and the reason shall be sent to the adjunct faculty member and the Association. The adjunct faculty member will be notified prior to the meeting that he or she may bring a representative appointed by the Adjunct Faculty Association, or another representative of his/her choosing to such meeting. At such meeting the adjunct faculty member shall be apprised of the reasons for such contemplated disciplinary action and shall be given an opportunity to comment and/or rebut the same.

Article IX Compensation

9.1 Pay Schedule for Course Instruction and Other LHE-Based Compensation:

Except where specified otherwise, adjunct faculty members are paid at the following rates.

A. Salary Step:

- An adjunct begins in Step 1 and advances a step by completing 1 year of service in that step, defined as 2 semesters (fall or spring) with a load of at least 3 LHEs. Semesters need not be consecutive.
- Summer assignments do not count toward step advancement.
- For most course assignments, LHEs equal the credit hours for the course. Exceptions are described in 9.1B below.
- For adjuncts in Step 14 in 2017:
 - Adjuncts who had completed more than 1 year of service in Step 14 by the end of 2016-2017 will enter Step 16 upon completing the second year in Step 14.
 - Adjuncts who had completed 1 year or less in Step 14 by the end of 2016-2017 will enter Step 15 upon completing 1 year of service in Step 14.
- For adjuncts in Step 16 in 2016-2017:
 - Adjuncts who had completed more than 1 year of service in Step 16 by the end of 2016-2017 will enter Step 18 upon completing the second year in Step 16.
 - Adjuncts who had completed 1 year or less in Step 16 by the end of 2016-2017 will enter Step 17 upon completing 1 year of service in Step 16.

Standard Pay Rate per LHE

Step	2017-2018	2018-2019	2019-2020	2020-2021
1	\$1088	\$1110	\$1132	\$1155
2	\$1121	\$1132	\$1154	\$1166
3	\$1146	\$1154	\$1166	\$1189
4	\$1172	\$1181	\$1189	\$1200
5	\$1198	\$1207	\$1216	\$1224
6	\$1224	\$1234	\$1243	\$1252
7	\$1248	\$1260	\$1270	\$1280
8	\$1265	\$1286	\$1298	\$1308
9	\$1285	\$1303	\$1324	\$1337
10	\$1309	\$1324	\$1341	\$1364
11	\$1336	\$1348	\$1363	\$1382
12	\$1374	\$1376	\$1388	\$1404
13	\$1415	\$1417	\$1419	\$1430
14	\$1456	\$1460	\$1462	\$1461
15	\$1456	\$1460	\$1504	\$1506
16	\$1500	\$1500	\$1524	\$1549
17	\$1500	\$1500	\$1545	\$1570
18	\$1535	\$1544	\$1568	\$1595

Doctoral Pay Rate per LHE

Step	2017-2018	2018-2019	2019-2020	2020-2021
1	\$1164	\$1188	\$1212	\$1237
2	\$1197	\$1210	\$1234	\$1248
3	\$1222	\$1232	\$1246	\$1271
4	\$1248	\$1259	\$1269	\$1282
5	\$1274	\$1285	\$1296	\$1306
6	\$1300	\$1312	\$1323	\$1334
7	\$1324	\$1338	\$1350	\$1362
8	\$1341	\$1364	\$1378	\$1390
9	\$1361	\$1381	\$1404	\$1419
10	\$1385	\$1402	\$1421	\$1446
11	\$1412	\$1426	\$1443	\$1464
12	\$1450	\$1454	\$1468	\$1486
13	\$1491	\$1495	\$1499	\$1512
14	\$1532	\$1538	\$1542	\$1543
15	\$1532	\$1538	\$1584	\$1588
16	\$1576	\$1578	\$1604	\$1631
17	\$1576	\$1578	\$1625	\$1652
18	\$1611	\$1622	\$1648	\$1677

B. LHE Formulas for Special Course Categories:

For most courses, the LHEs assigned are equal to the credit hours for the course. However, the following exceptions apply:

Course Type	Conversion Formula
Open Lab	LHEs = credit hours x .70
Standard Lab	LHEs = credit hours x 1.0
English Composition (also includes developmental composition, ESL, creative writing, technical writing, and journalism)	LHEs = credit hours x 1.25
Health related and child care practicums	LHEs = 0.33 x # of students
Practicums in other technology programs	LHEs = 0.17 x # of students
Honors contracts (up to a maximum of 1 LHE per course)	1/10 of normal course pay per student, i.e. 1/10 x # of students x LHEs
Independent study and pro-rata courses	
Headcount (See Article 2.6)	

9.2. Discipline-Specific Compensation:

A. Applied Music:

Faculty teaching applied music are paid at the following rate per 50-minute academic hour:

2017-2018	2018-2019	2019-2020	2020-2021
\$49.44	\$50.92	\$52.44	\$54.01

For bargaining unit eligibility, each student in private lessons represents .6 LHE.

B. Nurses performing Clinical Assignments:

Nurses on clinical assignments perform two types of responsibilities: Patient Assessment/Clinical Patient Evaluation (PA/CPE) and clinical rotations on the clinical floor with students. PA/CPE responsibilities are paid at the following rate per clock hour:

2017-2018	2018-2019	2019-2020	2020-2021
\$26.78	\$27.58	\$28.40	\$29.25

Clinical rotations are paid at the following rate per 50-minute academic hour:

Step	2017-2018	2018-2019	2019-2020	2020-2021
1 (Year 0)	\$47.89	\$49.32	\$50.79	\$52.31
2 (Year 1)	\$48.41	\$49.86	\$51.35	\$52.89
3 (Year 2)	\$49.44	\$50.92	\$52.44	\$54.01
4 (Year 3)	\$49.44	\$50.92	\$52.44	\$54.01
5 (Year 4)	\$54.58	\$56.21	\$57.89	\$59.62

For step advancement, hours are converted to LHEs at the rate of 45 clock hours per LHE (1 clock hour = 1.2 academic hours). All begin at Step 1 and advance a step on completing 1 year of service, defined as two semesters of at least 3 LHEs (3 LHEs = 135 clock hours = 112.5 academic hours). On reaching Step 5, a nurse remains in that step and continues to be paid the Step 5 rate.

C. Counselors first hired prior to August 1, 2013:

Counselors first hired prior to August 1, 2013 are paid per clock hour as follows:

2017-2018	2018-2019	2019-2020	2020-2021
\$48.41	\$49.86	\$51.35	\$52.89

For bargaining unit eligibility, hours are converted at the rate of 45 clock hours per LHE. Counselors hired after August 1, 2013 are covered by the Classified Staff contract.

D. Librarians:

Adjunct faculty librarians are scheduled to work clock hours and paid at their step rate defined in Article 9.1. Librarians' clock hours are converted to LHEs as follows:

Academic Year	1 LHE equals
2017-2018	39.0 clock hours
2018-2019	39.0 clock hours
2019-2020	39.0 clock hours
2020-2021	37.5 clock hours

Adjunct librarians are paid for work scheduled and performed on campus. Their hourly compensation encompasses all work performed, including preparations.

E. Coaches:

The distribution of coaches' load between terms may be adjusted, by mutual agreement, to ensure compliance with maximum load limits described in Article 2 above.

Sport	Title	Primary Season	LHEs Assigned			
			Total	Fall	Spring	Summer
Cheer	Head Coach	Fall & Spring	6	3	3	0
Cross Country	Head Coach	Fall	5	4	1	0
Golf	Head Coach	Fall	9	6	3	0
Golf	Asst. Coach	Fall	3	2	1	0
Half Marathon	Head Coach	Fall	2	2	0	0
Indoor Track	Head Coach	Fall & Spring	5	2	3	0
Men's Baseball	Head Coach	Spring	11	4	7	0
Men's Baseball	Asst. Coach	Spring	6	3	3	0
Men's Basketball	Head Coach	Fall & Spring	11	5.5	5.5	0
Men's Basketball	Asst. Coach	Fall & Spring	6.5	3.5	3	0
Men's Soccer	Head Coach	Fall	11	6	4	1
Men's Soccer	Asst. Coach	Fall	6	5	1	0
Men's Tennis	Head Coach	Spring	6	2	4	0
Outdoor Track	Head Coach	Spring	5	1	4	0
Volleyball	Head Coach	Fall	11	7	4	0
Volleyball	Asst. Coach	Fall	6	6	0	0
Women's Basketball	Head Coach	Fall & Spring	11	5.5	5.5	0
Women's Basketball	Asst. Coach	Fall & Spring	6.5	3.5	3	0
Women's Soccer	Head Coach	Fall	11	6	4	1
Women's Soccer	Asst. Coach	Fall	6	5	1	0
Women's Softball	Head Coach	Spring	11	4	7	0
Women's Softball	Asst. Coach	Spring	6	1	5	0
Women's Tennis	Head Coach	Fall	6	4	2	0

For coaches hired after August 1, 2013:

Sport	Title	Primary Season	LHEs Assigned			
			Total	Fall	Spring	Summer
Cheer	Head Coach	Fall & Spring	4	2	2	0
Men's Basketball	Asst. Coach	Fall & Spring	6	3	3	0
Women's Basketball	Asst. Coach	Fall & Spring	6	3	3	0

F. Embedded Tutors:

Embedded tutors, including ROAD Math tutors, work concurrently with an instructor in a designated class for the duration of the course and are paid on the basis of a 50-minute academic hour for the hours the class meets. They are paid at their step rate in Article 9.1 using the formula of 45 academic hours per LHE (45 academic hours = 37.5 clock hours).

G. Adjunct faculty tutors working in the Learning Center:

Tutors first hired prior to August 1, 2013 are paid their step rate in Article 9.1 using the 45 clock hours per LHE formula.

Tutors first hired after August 1, 2013 are paid hourly at the rates below, entering at Step 1. Step advancement occurs upon completing two semesters of tutoring. On reaching Step 4, a tutor remains in that step and continues to be paid the Step 4 rate.

MA/CPA Step	2017-2018	2018-2019	2019-2020	2020-2021
1	22.41	23.08	23.77	24.48
2	22.93	23.62	24.33	25.06
3	23.44	24.14	24.86	25.60
4	23.96	24.68	25.42	26.18

PhD Step	2017-2018	2018-2019	2019-2020	2020-2021
1	23.93	24.65	25.39	26.15
2	24.45	25.18	25.93	26.71
3	24.96	25.71	26.48	27.27
4	25.48	26.24	27.02	27.83

9.3 LHE Formulas for Other Compensation:

For most hourly assignments not previously described, hours are converted to LHEs at the rate of 45 clock hours per LHE (.022 LHEs per hour) and paid according to the schedule in Article 9.1. Such assignments include the following, subject to the conditions described:

Assignment	Conditions/Limitations	Pay formula
Enrollment in CPD courses	courses meeting 22.5 hours or more	45 clock hours per LHE i.e. .022 LHE per clock hour i.e. LHEs = clock hours/45
Sponsor an academic student club/organization	LHEs based on hours, type of responsibility, and commitment required, as determined by Dean in consultation with Director of Student Life and Campus Inclusion and approved by VPAA	
Peer resource person for fellow adjunct	15 hours per adjunct assigned up to limit of 3 LHEs per term	
Curriculum development (preparation of new course proposal/syllabus)	LHEs recommended by Dean, approved by Council of Deans and VPAA	
WSAT reading	Readers: .022 LHE per clock hour Organizers: .0275 LHE per clock hour	
Orientation Week department meetings	Attendance required (Article 3.4C)	
Dept./division voluntary meeting package	.25 LHE per semester (Article 3.4B)	
New Faculty Orientation	6 hours (.132 LHE) total (Article 3.4B)	
Institutional committees	Subject to appointment (as identified by AFA and VPAA)	
Other directed work (short-term projects, mandatory)	Recommended by chair, but can only be assigned by Dean/Director	

training, isolated meetings)		
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Exceptions to the 45 clock hours per LHE rule:

Assignment	Conditions/Limitations	Pay formula
Search committees	Includes other College-wide committees requiring extensive work outside committee meeting time (e.g., Curriculum Committee)	.033 LHE per clock hour
Substitution (short term, per class)	Substitutes must maintain scheduled office hours, except as approved by Dean	.029 LHE per 50-minute academic hour
Long-term substitution	Continuously for more than 4 weeks (2 weeks in summer)	pro-rata at the adjunct's step rate for the period covered
Withdrawn/canceled courses	See Article 2.7	\$150 per course LHEs = 150/(step rate)

9.4 Benefits:

- A. Credit Union: Adjunct faculty members shall have the right to join and to use the Premier Credit Union if such shall be allowed by the credit union.
- B. Tax Sheltered Annuity: Adjunct faculty members may invest in the available tax sheltered annuity program at Oakton Community College.
- C. Health Insurance for Affiliated Adjuncts: Individuals appointed to Affiliated Adjunct Lecturer positions will be eligible to participate in the health insurance plans offered by the College to its eligible employees. The Affiliated Adjunct's share of total health insurance costs to the College shall be 25% of an individual health insurance coverage and 33% of all other health insurance coverages.
- D. Tuition and Fee Waiver: An adjunct or their family member (as described below) may receive a tuition waiver for up to 4 College credit courses per semester and 2 in summer. This includes the adjunct, children, domestic partner, and spouse-by marriage or civil union living in the same household. The College will waive up to \$125 in fees per academic year for the adjunct or their family member. Eligibility for tuition waiver for summer courses is based on having been an adjunct in the preceding spring semester.

Domestic partnership is defined by the criteria established by the Department of Human Resources for the administration of employee benefits.

- E. SURS Employment Dates: As described elsewhere in this contract, adjuncts' course assignments require that some of their work is conducted before and after the period when classes are in session. For the purposes of reporting adjuncts' employment

information to the State Universities Retirement System (SURS), the College will record an adjunct's dates worked for each semester as follows:

- the work start date for a semester will be the "Faculty Return" date indicated in the Academic Calendar;
- the work end date will be the "Grades Due" date indicated in the Academic Calendar.

This shall be the case irrespective of actual start and end dates for class sessions. This practice will take effect at the start of the Fall 2018 semester.

Article X
Duration of Contract

10.1 Effective Date and Duration: This agreement shall be effective August 14, 2017 and shall continue in effect until on the day before the start of the Fall 2021 academic term.

Date Executed:

Board of Trustees
Oakton Community College

Adjunct Faculty Association
of Oakton Community College

Chairperson

President

Secretary

Member, Negotiating Team

Member, Negotiating Team

Member, Negotiating Team

Glossary

Academic Hour: A period of 50 minutes.

Academic Year: The fall and spring semesters.

Adjunct Faculty: All part-time faculty who have been assigned a load of at least 6 LHEs in the current semester; or who have been assigned no fewer than 3 LHEs in the current semester and 6 LHEs in either of the two previous semesters, not including the summer. Semesters shall include interim terms associated with that semester.

Affiliated Adjunct Faculty: Affiliated Adjunct faculty positions are one year appointments. Affiliated Adjuncts teach a minimum load of 9 LHEs in fall and spring semesters and an annual load of 27.1 to 32 LHEs, of which no more than 30 LHE may be course assignments. These are not tenured positions and not subject to the tenure provisions of the Community College Act. The position is discontinued at the end of the 2018-19 academic year. **See Article 2.2 and 2.3.**

Association: Association is a synonym for the Adjunct Faculty Association of Oakton Community College, IEA-NEA (AFA). Another synonym is “Adjunct Faculty Association.”

Bargaining Unit: The group of part-time faculty who satisfy the definition of adjunct faculty (above) shall be called members of the bargaining unit. See the recognition clause in **Article 1.1.**

Census Date: The date as of which the College is required to report enrollment data to the Illinois Community College Board. Census day is the 10th business day of the Spring and Fall semesters and the official reporting day for all colleges and universities. Oakton counts the 10th day as the Monday of the third week of classes and captures the student information and enrollment totals for comparison and research.

Diminished Capacity: A reduced ability to understand or an alteration to a person’s mental state, usually the result of brain injury, alcohol or drug abuse, Alzheimer’s disease or other factors which exist at the time of teaching or performing other duties that raise the issue of whether the person is able to perform the functions of his or her employment.

Interim Terms: For the purposes of LHE load limits, LHEs earned during an interim term will be counted as follows:

Winterim is associated with Spring Semester.

Summer Interim I is associated with Summer Term.

Summer Interim II is associated with Fall Semester.

LHE: Lecture Hour Equivalent, or LHE, is the unit of workload for all adjunct faculty assignments. Normally, LHEs assigned for a course are equal to the credit hours for that course (but see exceptions in **Article 9** above). LHEs are used for the purposes of determining pay, bargaining unit membership, maximum assignment loads, and seniority. For these purposes all adjunct faculty assignments, even those compensated on a flat rate or hourly basis, are converted to LHEs using the formulas in **Article 9, Compensation.**

Official Notification: While it is the practice of the College to use Oakton email as its primary mode of correspondence, official notifications may also be sent as postal mail, certified mail or overnight carrier. Interoffice mail will be used only when the faculty member is at work on campus and classes are in session. See **Article 3.1 Professional Responsibilities, Teaching and Related Tasks** for College standards for responding to emails from students and colleagues.

Part-Time Faculty: Faculty who teach fewer than 6 LHEs in the current term, and who did not teach 6 or more LHEs in either of the two previous semesters.

Professional Conduct: See **Article 3.1.**

“Qualified” or “Fully Qualified”: These are interchangeable terms. Qualified includes, but is not limited to the academic credentials, training, classroom evaluations, recent teaching and other work experience, currency in discipline-related technology, pedagogical techniques in the classroom, and fulfillment of minimum qualifications for Oakton Community College Faculty as listed in the Titles and Qualifications document prepared by the Academic Council (currently located under “Faculty” in the HR Forms and Documents channel of the HR, Payroll & CPD tab in myOakton.)

Remediation: The formal process where a faculty member, whose performance of responsibilities has fallen below satisfactory levels as evaluated by the department chair or discipline coordinator, can attempt to remedy deficiencies to continue employment with Oakton Community College.

Seniority: The number of prior fall and/or spring semesters in which a faculty member has carried a load of no fewer than 3 LHEs.

Year of Service: The completion of two semesters (fall or spring) with a work load of at least three LHEs. A year may consist of two fall semesters, two spring semesters, or one fall and one spring semester, and the two semesters need not be consecutive.

Attachment A

Adjunct Scheduling Preference Form

Complete this form with as much detail as possible to provide information about your qualifications and availability to teach. Required fields are marked with a *.

Each department's program needs, your qualifications, and contractual seniority procedures are all part of the determination for teaching assignments.

Please be aware that your submission of this document is a request for a teaching assignment, not a guarantee.

***Date:**

***Name:**

***Contact information Email:**

Phone:

(Please note that all electronic communications concerning teaching assignments will be sent to your **Oakton email address.**)

***Please select the term for this request:**

[drop down menu]

____ I am not interested in teaching for the term selected.

***Select a department:**

[drop down menu]

(Submit a unique/separate request for each department in which you teach.)

***The courses I prefer to teach:**

(Only list courses you are qualified to teach. Please do not include specific sections)

Are you requesting a course you developed?

If yes, Course name _____ # _____

If my preferred courses are not available, I am qualified and willing to teach the following courses:

***Select days and times for teaching.**

(The first three weeks of faculty student interaction during class are essential for student success. If you have conflicts during the first weeks of the semester, consider requesting late start classes.)

____ I prefer to teach late start classes this semester

***Days and Times I prefer for teaching:**

***If my preferred days/times are not available, I will consider teaching courses offered at the following days and times.**

____ Please contact me if courses are available at these times.

***Days and Times I am NOT available for teaching.**

***Number of teaching LHEs I am requesting for this term in this department**

_____ LHE

Total LHEs may not exceed 13 LHEs in a Fall or Spring semester or 27 LHEs in an academic year which includes Fall, Spring and Summer.

I have also requested a teaching assignment LHEs in another department.

____ No ____ Yes Department _____

Non Teaching LHEs

____ I understand that non-teaching assignments will contribute to my LHE total for each semester.

Non Teaching LHE assignments may include, but are not limited to:

- Departmental Meetings or the Meeting package/contract
- Faculty Seminar
- Honors Contracts

- Tutoring
- WSAT Readings
- College-wide or Search Committees

I may have non-teaching LHE assignments this semester. ____Yes ____No

***Campus Preference**

____Des Plaines ____Skokie (RHC) _____No Preference

____I am willing to teach at both campuses this term.

***Online and Hybrid Courses**

Do you have the required qualifications to teach online courses? ____Yes ____No

____I prefer to teach online courses this semester.

____I prefer to teach hybrid (online and on campus) courses this semester.

Comments:

Complete and submit this form no later than 30 days prior to the start of registration for the upcoming term.

The Adjunct Faculty Association (AFA) contract describes the rules and guidelines for the course assignment process. Find details from the contract with this link.

Attachment B
The Affiliated Adjunct Commitment Contract



AFFILIATED ADJUNCT FACULTY COMMITMENT

To:

Please return signed form by _____, 20__ to your Division Dean

I understand that an Affiliated Adjunct Faculty position assignment is normally assigned a minimum fall or spring semester load of 9 LHEs and minimum annual load of 27.1 LHEs. Loads are not to exceed 13 LHEs in a fall or spring semester or 32 LHEs in a 12 month academic calendar year (of which no more than 30 LHEs may be for courses). Should I exceed these hours in a given term or year, I understand that penalties may apply, as specified in Article 2.3C of the Adjunct Faculty contract.

It is also understood that if I accept the Affiliated Adjunct Faculty position assignment, I will agree to these assignment loads offered by Oakton Community College, that I will not voluntarily leave Oakton's employment as an Affiliated Adjunct Faculty member until this commitment is fulfilled (unless unforeseen life-changing circumstances occur in my life), and that I will make Oakton Community College my primary employer for the period of the Affiliated Adjunct Faculty assignment. Adjunct faculty appointed to an Affiliated Adjunct position may not be employed full time outside of Oakton Community College.

Check all four:

- I accept the Affiliated Adjunct Faculty position offered to me for the _____ academic year.
- I understand this assignment is temporary, part time and is not eligible for tenure.
- I am not employed in a full time position outside of Oakton Community College.
- I have submitted my Adjunct Scheduling Preference Form and understand that course assignments are based upon institutional need.

Or check only this box:

- I do not accept the Affiliated Adjunct Faculty position offered to me.

Name _____

Signature _____

Date _____

Please return this signed form to your Division Dean by _____

Attachment C
ADJUNCT AND AFFILIATED ADJUNCT STAFFING GUIDELINES
FOR CHAIRS AND COORDINATORS

	Annual load limits	Fall/Spring semester load limits	Summer load limits
Affiliated Adjuncts	Minimum: 27.1 LHEs Maximum: 30 LHEs for courses 32 LHEs total	Minimum: 9 LHEs Maximum: 12 LHEs (flexibility to 13)	Minimum: enough to reach 27.1 LHE annual load Maximum: 9 LHEs
All other adjuncts	Maximum: 27 LHEs	Maximum: 12 LHEs (flexibility to 13)	Maximum: 9 LHEs

ORDER OF ASSIGNING COURSES FOR FALL AND SPRING

1. Assign one section of a course to adjuncts or affiliated adjuncts who have developed that specific course, irrespective of mode of delivery (e.g., online or hybrid section) provided qualifications are met.
2. Give 9 LHEs to 22+ semester affiliated adjuncts and 6 LHEs to 22+ semester adjuncts based on seniority list, with adjuncts and affiliated adjuncts in one group. (Seniority does not mean that the most senior person necessarily gets all her first choices. It means that the most senior people get assignments before others, if there is not enough to go around.)
3. By seniority, give LHEs to Affiliated Adjuncts who do not have 22+ semesters to meet their minimum load of 9 LHEs (see chart above).
4. By seniority, give 6 LHEs to 11+ semester adjuncts.
5. By seniority, give 6 LHEs to all other adjuncts and part-time faculty. If there are not enough LHEs to give 6 LHEs to all, each instructor gets one class before anyone gets two.
6. By seniority, give additional LHEs to all groups of adjuncts based on seniority, up to the relevant load limits.

ORDER OF ASSIGNING COURSES FOR SUMMER

1. By seniority, assign Affiliated Adjuncts sufficient course load to meet the 27.1 minimum annual load.
2. By seniority, assign adjuncts one course each not to exceed the maximum annual and summer loads.
3. By seniority, assign affiliated adjuncts and adjuncts additional courses, not to exceed the maximum annual and summer loads.

Attachment D

Clock Hour to LHE Conversions for Determining Faculty Load

Most assignments use 45 clock hours per LHE (.022 LHE per clock hour), including the following:

Assignment	Conversion formula
Nurses on clinical rotation and PA/CPE	1 clock hour = .022 LHEs LHEs = clock hours/45
Counselors hired before August 1, 2013	
Learning Center tutors	
CPD courses meeting at least 22.5 hours	
Academic student club/organization sponsors	
Peer resource person for fellow adjunct	
Curriculum development	
WSAT reading (Organizers: .0275 LHE/hr.)	
Orientation Week department meetings	
Institutional committees	
Other directed work	

Other:

Course Assignments:	Conversion Formula
Applied Music	LHEs = .6 x # of students
Open Lab	LHEs = credit hours x .70
Standard Lab	LHEs = credit hours x 1.0
English Composition (developmental, ESL, creative, technical writing, and journalism)	LHEs = credit hours x 1.25
health related and child care practicums	LHEs = 0.33 x # of students
practicums in other technology programs	LHEs = 0.17 x # of students
Embedded tutors (incl. ROAD math)	LHEs = academic hours/45
Honors contracts (max 1 LHE per course)	1/10 of normal course pay per student, i.e.
Independent study and pro-rata courses	
Headcount	1/10 x # of students x LHEs
Miscellaneous:	
Search committees	LHEs = .033 x clock hours
Substitution (short term, per class)	LHEs = .029 x academic hours
Long-term substitution (more than 4 weeks, 2 weeks in summer)	pro-rata at adjunct's step rate for the period covered
Withdrawn/canceled courses	\$150 flat LHEs = 150/(adjunct's step rate)

Adjunct faculty librarians:

Academic Year	Conversion formula
2017-2018	LHEs = clock hours/39
2018-2019	
2019-2020	
2020-2021	LHEs = clock hours/37.5

Attachment E

Forms and Documents for Classroom Observation and Faculty Evaluation

A. Evaluation Procedure Letter

Date:

Dear,

Oakton Community College has designed a new evaluation process to help recognize and foster the teaching excellence of our many adjunct and part-time faculty. In September of 2011, an Adjunct Faculty Evaluation Task Force was formed by the Vice President of Academic Affairs to develop and implement a new process for classroom observations of all adjunct and part-time faculty. To that end, the Task Force developed a new classroom observation form, a timeline and an implementation plan.

Timeline

The Task Force established the following timeline for the classroom evaluation process:

- **First Semester**: During the adjunct's first semester teaching at Oakton, the faculty will be observed by his or her Chair / Coordinator using the attached rubric.
- **Fifth Semester**: The second classroom observation will be held during the fifth semester of teaching so that the adjunct may plan development activities to include in his/her continued eligibility report due the 10th semester of his/her teaching at the College. Again, the Chair / Coordinator will observe the faculty member.
- **Fifth Year (10th Semester)**: The next observation will be held during the fifth year (10th semester) of the adjunct's career and every fifth year (10th semester) thereafter. These observations again are to be completed by the Chair / Coordinator in collaboration with the Dean of Curriculum and Instruction. Note: This timeline does not exclude other evaluations by the Chair or Dean should they deem them necessary.

You are receiving this letter because this is your first, fifth or tenth semester (or a multiple of ten semesters) teaching at Oakton. Your Chair or Coordinator will be making an appointment with you to observe your class. Copies of the classroom observation preparation form and observation rubric are attached. Also available on the R:Drive/Public/facultyobservation.

What's The Process?

- 1) Your Chair or Coordinator will make an appointment with you to observe your class at a mutually agreed upon time and date. Observations are to be completed by the end of the following semester, in which the notification is received.
- 2) You should complete the "Preparation for Observation" form prior to the classroom observation and return it to your Chair or Coordinator.
- 3) The observation will occur at the agreed upon time.
- 4) Following the observation, the Chair or Coordinator will meet with you to discuss the observation.
- 5) After the Chair or Coordinator and you make any comments and sign the form, the observation form must be returned to the Division Dean with a copy sent to me, the Dean of Curriculum and Instruction.

This classroom observation will provide you with valuable information to validate your excellent teaching, provide feedback for areas that may need development, and ultimately increase the success of our Oakton students. Any suggestions your chair or coordinator make may help you plan your professional development activities in the future.

If you have any questions about the process, please contact your Chair, Coordinator, Dean or me. We look forward to working with you to implement this process. We believe this redesigned system will better serve the needs of both our faculty and students and further our strategic goal of academic excellence.

Sincerely,

Ruth Williams, Dean of Curriculum and Instruction

Copies: Chair:
Dean:
Attachments Included: Observation Rubric
Preparation Form

Attachment E

Forms and Documents for Classroom Observation and Faculty Evaluation

C. Faculty Classroom Observation Rubric

Faculty being observed _____

Observer _____

Course/Section _____

Date _____

Area Being evaluated	Unsatisfactory	Marginal	Average	Strong	Outstanding	Not Observed (NO)
Goals & Objectives	Has no stated or perceived goals and class activities do not support course objectives.	Explanation of goals is weak, missing or does not support specific course objectives.	Explanation of goals is not explicitly clear and class session goals may not support course objectives	Goals are sufficiently clear and adhere to course objectives.	Specifically writes goals on board and/or states class goals, which support course objectives.	
	COMMENTS:					
Organization of lesson plan	Has no lesson plan, or has a plan which is rambling, disjointed or does not relate to the objectives of the course.	Has a lesson prepared but it does not support course objectives, or the lesson plan loses focus at points.	Has a lesson plan but does not utilize previous lessons to scaffold students' learning of material and provides some learning opportunities	Has a lesson plan prepared which follows course outlines and provides learning opportunities.	Is very well organized and builds the lesson utilizing previous lessons to scaffold students' learning of the material.	
	COMMENTS					
Use of Class Time	Valuable class time is wasted or seriously misallocated in ways that do not support course objectives, and/or the class started significantly late or ended significantly early.	Spends more class time off subject than on; in addition, time for class activities is miscalculated so as to be too rushed or too slow for the students, or the class started a few minutes late or ended a few minutes early.	Spends some time off subject or miscalculates time for some class activities so as to be too rushed or too slow for students	Uses class time in a well-planned and well-paced fashion.	Utilizes every moment of student contact as a learning opportunity. Time is allocated very well for planned activities and appropriate student engagement.	
	COMMENTS					
Classroom Management	Control of the classroom environment and/or student activities is significantly lacking, and elicits a sense of chaos that does not support course objectives. The students are unprepared and/or significantly off task.	Classroom management is either too stifling or too lax. The majority of students may lack class materials or are not prepared. On occasion, students are not kept on task.	Some but not all class activities, including discussions are adequately managed. Some students may lack class materials or are not prepared.	All class activities, including discussions, are adequately managed. The majority of students seem prepared for class and are kept on task.	All class activities, including discussions, are managed very well.	
	COMMENTS					

Area Being evaluated	Unsatisfactory	Marginal	Average	Strong	Outstanding	Not Observed (NO)
Subject Matters Expertise	Knowledge of, or explanation of current developments in the subject matter are significantly lacking.	Knowledge of, or explanation of current developments in the subject matter are inconsistent at best	Demonstrates adequate knowledge of current developments in the subject	Demonstrates adequate knowledge of current developments in the subject matter and explains those developments sufficiently well to the students.	Demonstrates superior knowledge of current developments in the subject matter and explains those developments well to the students.	
	COMMENTS					
Teaching Methodologies	Appears to have little or no knowledge of current teaching methodologies and therefore does not use them in the classroom, thereby hindering student learning.	Appears to have knowledge of some current teaching methodologies, but does not apply them consistently in the classroom.	Demonstrates adequate knowledge of current teaching methodologies and at times uses that knowledge to help students learn the subject matter.	Demonstrates adequate knowledge of current teaching methodologies and uses that knowledge to help students learn the subject matter.	Demonstrates superior knowledge of current teaching methodologies and applies that knowledge in ways that stimulate independent learning in the students.	
	COMMENTS					
Presentation & Delivery	Classroom presentation is unprofessional, unclear and/or very confusing. Delivery is monotonous and/or dull.	Classroom presentation is unclear and confusing. Delivery is weak.	Classroom presentation is at times clear and at times unclear or the delivery is at times weak.	Classroom presentation is clear and direct. Delivery is adequate and engaging.	Classroom presentation is professional, clear and eloquent. Delivery is stimulating and dynamic.	
	COMMENTS					
Student Involvement	Does not provide opportunities for students to become involved, does not promote questions or discussion nor allows for group work.	Provides very few opportunities for students to become involved, to work with the subject matter or to ask questions.	Provides for student involvement through one or two of the following: questions, class activities, discussions and/or group work	Provides for student involvement through questions, class activities, discussions, and/or group work.	Ample opportunity is provided in the classroom for student activities such as questions, activities, reflection and/or group work.	
	COMMENTS.					
Rapport	Exhibits a lack of respect towards students, and does not know their names. Classroom atmosphere is sterile and/or cold.	Knows students' names but does not interact sufficiently with students to build a comfortable classroom atmosphere.	Demonstrates adequate rapport with students. Knows students' names and interacts with some students	Demonstrates good rapport with students. Knows students' names and provides for an adequately comfortable classroom atmosphere.	Demonstrates superior rapport with the students. Knows students' names and appears to have built a strong classroom atmosphere of collegiality and respect.	
	COMMENTS					

Area Being evaluated	Unsatisfactory	Marginal	Average	Strong	Outstanding	Not Observed (NO)
Technology	Exhibits little or no use of available and appropriate technologies in either classroom management or instruction.	Uses available teaching technologies in a minimal manner within the classroom or for classroom management but not both.	Uses available teaching technologies in an adequate manner, or in appropriate measure both within the classroom and for classroom management	Uses available teaching technologies in an adequate manner, and in appropriate measure, both within the classroom and for classroom management.	Uses a variety of available teaching technologies in an integrated and logical manner, and in appropriate measure, both within the classroom and for classroom management.	
	COMMENTS					
Critical Thinking	Does not support or encourage students' ability to think critically; delivers content in a rote manner	Has not consciously created an environment where students engage in critical thinking activities, but does respond to student inquiry.	Presents students with opportunity to identify, define, analyze, interpret, and evaluate: ideas, information, problems, solutions, and consequences but does not provide adequate class time for students to develop critical thinking	Supports students who identify, define, analyze, interpret, and evaluate: ideas, information, problems, solutions, and consequences.	Creates and supports an environment where students identify, define, analyze, interpret, and evaluate: ideas, information, problems, solutions, and consequences.	
	COMMENTS					
Cultural Competence	Fosters a classroom environment that is dismissive, disrespectful and exclusionary; does not consider the academy a place of free and unfettered inquiry.	Does not consistently foster a classroom environment that is supportive, respectful and inclusionary;	On occasion does not maintain a classroom environment that is acceptably supportive, respectful and inclusionary	Maintains a classroom environment that is acceptably supportive, respectful and inclusionary, and where the academy is a place of inquiry.	Intentionally creates and fosters a classroom environment that is supportive, respectful and inclusionary, and where the academy is a place of vibrant inquiry.	
	COMMENTS					
In Class Assessment of Student Learning Levels	Is oblivious to student learning levels and uses no formal or informal techniques to determine if students understand the material being covered in the class.	Shows some awareness of student learning levels but uses little or no formal or informal techniques to determine if students understand the material being covered in the class.	Shows adequate awareness of student learning levels but uses some formal and/or informal techniques to determine if only some students understand the material being covered in the class.	Is aware of student learning levels and uses some formal and/or informal techniques to determine if students understand the material being covered in the class.	Is highly attentive to student learning levels and consistently uses both formal and informal techniques to determine if students understand the material being covered in the class.	
	COMMENTS					

Additional Comments by the Observer:

Comments by the Faculty:

Observer's Signature: _____ Date: _____

Faculty's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Dean of Curriculum and Instruction: _____ Date: _____

Paper copies of this completed form with signatures should be sent to the Division Dean and the Dean of Curriculum and Instruction.

Attachment E Forms and Documents for Classroom Observation and Faculty Evaluation

D. Faculty Online Class Observation Rubric

Faculty being observed _____ Observer _____

Course/Section _____ Date _____

Area Being evaluated	Unsatisfactory	Marginal	Average	Strong	Outstanding	Not Observed (NO)
Goals & Objectives	Has no stated or perceived goals and class activities do not support course objectives.	Explanation of goals is weak, missing or does not support specific course objectives.	Explanation of goals is not explicitly clear and class session goals may not support course objectives	Goals are sufficiently clear and adhere to course objectives.	Specifically states class goals, which support course objectives.	
	COMMENTS					
Organization of Unit or Module	Has no unit or module plan, or has a plan which is rambling, disjointed or does not relate to the objectives of the course.	Has a lesson prepared but it does not support course objectives, or the lesson plan loses focus at points.	Has unit or module plan but does not utilize previous lessons to scaffold students' learning of material and provides some learning opportunities	Has a unit or module plan prepared which follows course outlines and provides learning opportunities.	Is very well organized and builds the units utilizing previous lessons to scaffold students' learning of the material.	
	COMMENTS					
Use of Course Time	Valuable course time is wasted or seriously misallocated in ways that do not support course objectives.	Time for course activities is very miscalculated so as to be too rushed or too slow for students	Spends some time off subject or time for some course activities is miscalculated so as to be too rushed or too slow for students	Course is well planned and well-paced	Time is allocated very well for planned activities and appropriate student engagement	
	COMMENTS					
Subject Matters Expertise	Knowledge of, or explanation of current developments in the subject matter are significantly lacking.	Knowledge of, or explanation of current developments in the subject matter are inconsistent at best	Demonstrates adequate knowledge of current developments in the subject	Demonstrates adequate knowledge of current developments in the subject matter and explains those developments sufficiently well to the students.	Demonstrates superior knowledge of current developments in the subject matter and explains those developments well to the students.	
	COMMENTS					

Area Being evaluated	Unsatisfactory	Marginal	Average	Strong	Outstanding	Not Observed (NO)
Teaching Methodologies	Appears to have little or no knowledge of current online teaching methodologies and therefore does not use them in the course, thereby hindering student learning.	Appears to have knowledge of some current online teaching methodologies, but does not apply them consistently in the course.	Demonstrates adequate knowledge of current online teaching methodologies and at times uses that knowledge to help students learn the subject matter.	Demonstrates adequate knowledge of current online teaching methodologies and uses that knowledge to help students learn the subject matter.	Demonstrates superior knowledge of current online teaching methodologies and applies that knowledge in ways that stimulate independent learning in the students.	
COMMENTS						
Use of Internet Resources	Does not take advantage of relevant internet sites.	Includes some links to internet resources, but their purpose or relationship to learning outcomes is unclear.	Includes links to some internet resources that are relevant to student learning outcomes. Some may lack currency.	Internet resources are usually current. They are relevant to and supportive of student learning outcomes.	Internet resources are always relevant to and supportive of student learning. They are current and their connection to course learning objectives is clear.	
COMMENTS						
Presentation & Delivery	Online lecture content is unprofessional, unclear and/or very confusing. Delivery is monotonous and/or dull.	Online lecture content is unclear and confusing. Delivery is weak.	Online lecture content is at times clear and at times unclear or the delivery is at times weak.	Online lecture content is clear and direct. Delivery is adequate and engaging.	Online lecture content is professional, clear and eloquent. Delivery is stimulating and dynamic.	
COMMENTS						
Critical Thinking	Does not support or encourage students' ability to think critically; delivers content in a rote manner	Has not consciously created an environment where students engage in critical thinking activities, but does respond to student inquiry.	Presents students with opportunity to identify, define, analyze, interpret, and evaluate: ideas, information, problems, solutions, and consequences but does not provide adequate class time for students to develop critical thinking	Supports students who identify, define, analyze, interpret, and evaluate: ideas, information, problems, solutions, and consequences.	Creates and supports an environment where students identify, define, analyze, interpret, and evaluate: ideas, information, problems, solutions, and consequences.	
COMMENTS						

Area Being evaluated	Unsatisfactory	Marginal	Average	Strong	Outstanding	Not Observed (NO)
Cultural Competence	Fosters an environment that is dismissive, disrespectful and exclusionary; does not consider the academy a place of free and unfettered inquiry.	Does not consistently foster an environment that is supportive, respectful and inclusionary;	On occasion does not maintain an environment that is acceptably supportive, respectful and inclusionary Considers the academy as a limited place of inquiry	Maintains an environment that is acceptably supportive, respectful and inclusionary, and where the academy is a place of inquiry.	Intentionally creates and fosters an environment that is supportive, respectful and inclusionary, and where the academy is a place of vibrant inquiry.	
	COMMENTS					
In Class Assessment of Student Learning	Is oblivious to student learning and uses no formal or informal techniques to determine if students understand the material being covered in the class.	Shows some awareness of student learning but uses little or no formal or informal techniques to determine if students understand the material being covered in the class.	Shows adequate awareness of student learning but uses some formal and/or informal techniques to determine if only some students understand the material being covered in the class.	Is aware of student learning and uses some formal and/or informal techniques to determine if students understand the material being covered in the class.	Is highly attentive to student learning and consistently uses both formal and informal techniques to determine if students understand the material being covered in the class.	
	COMMENTS					

Additional Comments by the Observer:

Comments by the Faculty:

Observer's Signature: _____ Date: _____

Faculty's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Dean of Curriculum and Instruction: _____ Date: _____

All online courses will also be reviewed by a distance learning technology team with special attention given to Oakton standards as expressed in the Oakton Community College Online Rubric, 2nd Edition, 2012 and other standards. As needed a lead member of that team will join in meetings with the faculty member and observer.

Paper copies of this completed form with signatures should be sent to the Division Dean and the Dean of Curriculum and Instruction.

Attachment F

Deans' Guideline: Intervention/Remediation Process for Adjunct Faculty

Steps in the Intervention/Remediation Process

1. The Remediation Process is initiated, generally, by an unsatisfactory classroom observation, a serious complaint, or a pattern of failure to fulfill professional responsibilities.
2. Prior to initiating the process, normally the chair/coordinator will meet with the adjunct faculty member to discuss the issue(s), hear the faculty member's response and determine a course of action to address the issue(s), as appropriate.
3. If resolved at this stage, the Remediation Process is not pursued.
4. If the issue is not resolved and the problem persists, the chair/coordinator asks the dean to convene a remediation meeting.
5. The dean schedules the meeting, including the AFA.
6. The meeting is held, and the dean writes a memo to document the proceedings, following the template below.
7. Remediation activities may be scheduled during the summer term, by mutual consent, if the faculty member is teaching.
8. If the adjunct faculty member fulfills the terms of the remediation, the matter is concluded, and the dean issues a second memo to document this.
9. Five years after a successful remediation, any documents relating to the remediation will be expunged at the adjunct faculty member's request.
10. If the adjunct faculty member has not fulfilled the terms of the remediation within the prescribed time frame, the faculty member shall not be assigned courses in subsequent terms.
11. At the Dean's discretion, the remediation period may be extended.
12. The College and the AFA agree that the Deans' Guideline: Intervention/Remediation Process for Adjunct Faculty will not be changed during the life of the contract without mutual agreement of the parties.

Template for the Dean's Remediation Report Memo

1. Names of those present at meeting, the date of the meeting, and the circumstances for initiating the remediation
2. Summary of the discussion: the issue(s) and any clarifications by faculty member
3. List of actions to be taken to remedy the issue(s), with deadlines for specific actions, if appropriate.
4. Anticipated completion date of process and evidence to be provided of successful completion
5. Memo is sent by the dean to the faculty member, with copies to the chair and the AFA.
6. Memo is retained in the faculty member's (unofficial) division file.
7. Upon successful completion of remediation, a second memo is issued to state that fact and also filed in the division file.

Attachment G Continued Eligibility Form

Continued Eligibility for Employment as a Part-time or Adjunct Faculty Member

In fulfillment of section 3.9 of the 2017-2021 Agreement between Oakton Community College and the Adjunct Faculty Association of Oakton Community College, part-time and adjunct faculty members are required to demonstrate professional development/content currency relevant to their teaching and/or institutional service by submitting evidence by July 1 after every ten semesters of service at Oakton excluding summer terms. Evidence of three (3) activities over five years must be demonstrated. At least one of these must be a Professional Development Activity. The text of section 3.9 is attached. **It is strongly recommended that you get prior approval from your chair or coordinator and dean before actually completing the activity.**

Please use this form to list activities you have undertaken and attach any relevant documentation (e.g., copy of transcript, portfolio demonstrating professional development, conference or workshop registration, publication, CEU's, etc.)

Date:

Name:

Signature:

Department and Division:

List Professional Development Activities* Relevant to Your Teaching Assignment. A minimum of one activity is required in this category. Please attach supporting documentation.

Activity	Sponsor (if relevant)	Date

On a separate piece of paper, and in 200 words or less, please indicate how these professional development activities enhance your teaching effectiveness in the area(s) of your teaching assignment.

List any activities that demonstrate Institutional Service. Please attach supporting documentation.**

Activity	Sponsor (if relevant)	Date

On a separate piece of paper, and in 200 words or less, please indicate how these activities enhance your teaching effectiveness in the area(s) of your teaching assignment and/or your effectiveness to support student learning and the college's strategic goals.

Five Year Continued Eligibility Goals: Identify at least three activities you plan on completing or being involved in as you consider your work at Oakton over the next five years (e.g. Participate in a program offered by the Center for Professional Development or participate in the student engagement project for at least one semester):

- 1.
- 2.
- 3.

Approvals:

	Yes _____	No _____	
Review/approval of Department Chair/Coordinator:			Date
	Yes _____	No _____	
Review/approval of Division Dean:			Date
	Yes _____	No _____	
Review/approval of Dean of Curriculum and Instruction:			Date

If approval is not granted, the chair and/or dean will specify the reason(s) that the professional development activity is not appropriate.

The completed and signed form is to be submitted to the Dean of Curriculum and Instruction and subsequently placed in the faculty member's Personnel File.

*Sample Professional Development Activities:

- Completion of a graduate or undergraduate course relevant to the teaching assignment.
- Participation in a professional development activity relevant to the teaching assignment.
- Publication of an article or book.
- Presentation or participation in a professional conference or workshop, including Oakton programs.
- Earned continuing education units.
- Earned licensure or certification.
- Preparation of a portfolio demonstrating professional development activities/content currency.

**Sample Institutional Service Activities:

- Service on a college-wide, department, or division committee.
- Meeting commitment package.
- Participation in a grant project.
- Student club advisor.
- Participation in Persistence Project.
- Participation in a college-wide student success initiative.
- Facilitation or lead of a co-curricular activity.
- Study Breakfast Volunteer
- Adjunct Mentor

Attachment H
Memoranda of Understanding

1. Collegiality and Recognition
2. Mentorship Program
3. Correction of Affiliated Adjunct Selection Process Timetable

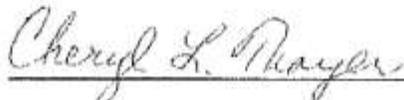
Memorandum of Understanding: Collegiality and Recognition

This memorandum of Understanding is entered into between the Adjunct Faculty Association (AFA) and Oakton Community College (the College) this 8th day of June 2017.

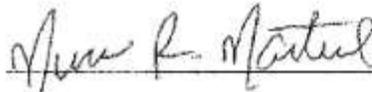
Based upon AFA and the College's shared interest in celebrating the accomplishments of all faculty, the AFA and the College agree to:

- Schedule a poster session during Orientation Week to recognize faculty publications and other professional accomplishments
- Develop a process to post information about faculty accomplishments on the college and/or divisional/departamental websites
- Involve adjunct faculty in first year faculty activities, such as
 - Breakfast/lunch with the President
 - New Faculty Reception during orientation week

The parties agree that this MOU is ~~non-contractual~~, ^{NOT used 6/8/17 eL 6/8/17} nor subject to the contract grievance procedure.



Adjunct Faculty Association President



Chief Human Resources Officer

Memorandum of Understanding: Mentorship Program

This Memorandum of Understanding is entered into between the Adjunct Faculty Association (AFA) and Oakton Community college (the College) this 20th day of November 2017.

The AFA and the college agree to form a joint subcommittee of adjunct faculty (3) and the administration or designee (3), selected by each constituency, to perform the tasks listed below in this time frame:

By the end of Spring 2018: develop and design the plan for a mentorship program. (The work of the committee can begin upon ratification of the CBA.) In Fall 2018, implement the program on a trial basis.

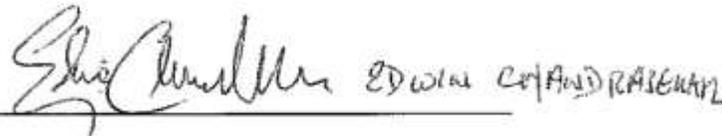
AFA members who serve on the subcommittee will be compensated with 1 LHE, up to a maximum total of 3 LHEs.

- Gather information
- Design a mentorship program for new adjunct faculty with an appropriate process for assignment of mentors
- Recommend options for recognition of mentors
- Review the mentorship pilot project at the end of Fall 2018 and make recommendations about next steps for the program to the AFA President or designee and the Chief Human Resources Officer.

The parties agree that this MOU is not subject to the contract grievance procedure.



Adjunct Faculty Association President



Vice President for Administrative Affairs

Date: 11-21-17

Date: 11/21/2017.