7.3.5 Salary for Continuing Education, Apprenticeship and Part-Time General Education (GenEd) Instructors

Beginning July 1, 2013, afternoon high school instructors will be paid an Hourly rate of $38.06.

Ivan Gome 3-18-13
Date

Karen Patjens 3-20-13
Date
7.11.4 **Personal Leave**

Five (5) additional days of Personal Leave will be granted for the period of 7/26/13 through 9/13/13. The additional leave days will expire on 9/13/13 and will not carry over.

Ivan Gorne  3/18/13

Karen Patjens  3-20-13

3/15/13  Faculty Reopeners  Tentative Agreement
8.7 Distance Learning

The college will pilot distance learning course development and instruction during the 2013-14 Academic Year (AY). During the pilot year, under the direction of the designated dean of instruction, the college may revise the Current Practices for Online Learning Courses in Bates’ Extended Learning (see attached document). Definitions for the three major types of eLearning educational activity follow:

1. **Online** courses are conducted completely on the web.
2. **Hybrid** courses replace some – but not all – classroom time with online learning.
3. **Web-enhanced** courses meet in regular class sessions but use online resources for additional interaction, posting of assignments and course materials.

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Ivan Gorne 3/18/13
Karen Patjens 3-20-13

3/15/13 Faculty Reopeners Tentative Agreement

Extended learning courses include contract training courses, continuing educations courses, and may include for-credit courses offered as student funded courses. Instructors, whether moonlighting full time faculty or adjunct faculty, are paid their regular rates of pay. Minimum and maximum enrollments are pre-determined based upon the contract or self-support formula.*

Course Development: The instructor is paid four hours per credit to develop the curriculum for a new online course. The same instructor or, another instructor, is paid an additional four hours per credit to load the courses into the online platform.

Course Instruction: The instructor is paid the same number of hours, at the same rate of pay, for an online course, as they would be paid for a traditional classroom course. For example; if the course is 30 hours for a traditional on campus course, the online instructor would be paid the same 30 hours. Minimum enrollment for student funded courses is determined the same way as a traditional classroom student-funded course. In a traditional course, if the minimum enrollment is not reached, the course is cancelled.

When Minimum Enrollment is Not Met: Unlike a traditional course, if an online course is student funded, and the course has one or more students enrolled in the course, but less than the minimum enrollment requirement, the instructor has the option of teaching the course for a percentage of the total hours. The instructor will be paid the same percentage of course hours as the percentage of minimum enrollment that has been reached. For example, a 30 hour course is offered with a minimum enrollment requirement of 10 students. The actual enrollment is only five students. The instructor would be offered the option of teaching the full course for only five students for 15 hours rather than cancelling the course.

When Maximum Enrollment is Exceeded: When a Large number of Students are Taking the Same Course in Contract Training: In our Chinese partnerships, enrollment has been anywhere from 9 students to 90 students. When the enrollment has been 9, the instructor was paid 50% of the hours of the course. When there were 90 students, the students were broken into 3 or 4 cohorts of 22 to 30 students and the faculty were paid for teaching 3 or 4 courses.

Occasionally, a self support course is closed due to enrollment reaching maximum enrollment. When possible, we have offered the instructor if they would like to open a another course for additional students. While this hasn’t happen, the same option would be offered to an online instructor teaching a self-support course.

• Note: Most continuing ed courses, due to budget cuts in recent years, are now self support rather than state supported FTE generating. Minimum enrollment is determined differently for student funded courses than it is for state-supported FTE generating course. Course tuition is determined by all costs (including salary, benefits, and supplies, plus a minimum of 15% indirect, and 15% overhead). This total is divided by the minimum enrollment. The lower the minimum enrollment, the higher the cost per student.
8.17 Employee Calendar

To the extent possible, the faculty calendars for 2013 through 2016 will include three college directed professional development days in addition to the first day of fall quarter in each respective year.

3/15/13 Faculty Reopeners

Tentative Agreement 3/18/13
8.20 Program Effectiveness Three-Year Review and Reporting Process

Program review will be implemented through a process agreed to by the parties, which may be amended by mutual agreement if necessary. The process will be posted on the college website.
8.21 Program Sustainability Analysis

In the event the employer or program faculty determines that a program's sustainability is in question, a Program Sustainability Analysis will be initiated.

The Program Sustainability Analysis will be implemented through a process agreed to by the parties, which may be amended by mutual agreement. The process will be posted on the college website.
9.6.2.d) **Reduction-in-Force (RIF)**  
Dismissal at the end of Employment Agreement

The Program Sustainability Analysis Committee determines that a program is no longer sustainable and no satisfactory alternative to a RIF can be found. (see Sections 9.7.1, 9.9.7.1)