Table Talk

Faculty Contract Negotiations

December 7, 2012

1:00-5:00pm

Members present: Jillian Daly, Michael Guerra, Cece Hudleson-Putnam, Rose LaMont, Emily Malsam, Tom Nomof, Diane Wirth, Michael Sundquist, Gene Womble

Recollections: Michael Guerra

1. The meeting began with a discussion of how to involve the two college Academic Senates in discussion of setting maximum class size. We agreed that YFA will begin the conversation with a series of Tri-Executive Board meetings.

2. We reviewed and approved the Minutes and Table Talk for the November 30, 2012 negotiations meeting.

3. Next, both teams discussed the Faculty Obligation Number (FON), the 75/25% rule, and how both affect the Part-time/Overload (PTOL) budget. The FON is the number of full-time faculty a district is obligated to have per State mandates. The 75/25% rule refers to the statewide goal of having 75% of all section offerings in a district be taught by full-time faculty. Due to the hiring freeze and layoffs/retirements, YCCD has dropped down to about 65/35%. We also reviewed cost analysis charts that showed net cost differences based on whether a section was taught by an adjunct or full-time instructor.

4. We then moved on to the main topic for discussion: determining minimum class size. We agreed to separate face-to-face class size from online class size until we could gather more data from our cohort district contracts regarding language for distance education. We then agreed to the following “Straw Design” for face-to-face minimum class size:

Minimum Class Size Shall Be 20 Students With the Following Exceptions:

- a. Classes required for graduation, career, or specific demographic
- b. Classes offered in limited classroom/lab with seating
- c. Classes subject to statutory regulation of mandatory maximum
- d. Pilot or experimental class offering in 1st or 2nd offering
- e. Classes used with Load balancing
- f. Stacked classes
- g. Classes requiring unique methodology

5. The meeting ended with an agreement to review contract language on distance education. We also agreed that to move forward with Workload negotiations, we needed participation of a Columbia College instructional administrator.

Submitted by Jillian Daly