

YCCD/YFA Negotiation Proposals – February 5, 2018

1. Article 6– Evaluation
2. Article 7 – Part-Time Faculty
 - a. The District and YFA will convene a working group to study office hours for part-time faculty and explore state funding source
 - b. Part-time faculty reemployment rights and procedure as discussed
 - c. Mileage reimbursement language (reference to Ed Code 87032)
 - d. District shall provide part-time faculty the opportunity to purchase the same life insurance policy
3. Article 4 – Workload
 - a. Added language regarding assessment “participation in outcomes assessment and analysis, individually and/or in groups. “ to Articles 4.1.3 and 4.1.5
 - a. Article 4.7 - Class Size Balancing
 - b. Article 4.9 - Class Size (Working draft language attached)
 - c. Article 4.10 - Large Class Accommodations
 - d. Article 4.11 - Coaches (proposed draft language attached)
4. Article 14 Compensation
 - a. Restructure Full-time Salary Schedule (attached). Key tenets:
 - i. On the salary schedule, Column IV is the highest non-doctorate column and serves as the base for all remaining cells as below.
 - ii. Compress to 25 steps
 - iii. Apply 2% increase to steps 3 and 13 to be labeled as Steps A and K respectively, and 2% to step 32 to be labeled as Step Y.
 - iv. Constant increases from Step A through K and K through Y.
 - v. 2% increase to doctoral stipend, added to Column IV to become Column V
 - vi. Columns I, II, and III set at 88%, 92% and 96% of Column IV as currently with Columns I and II maximum at Step L.
 - b. Restructure Adjunct Salary Schedule (attached). Key tenets:
 - i. Compressed from 10 steps fall and spring and 13 steps in summer down to 11 steps total.
 - ii. Phased-in extension of fall/spring pay through new step K
 - iii. Slight increase in “parity”: Previously, if an adjunct faculty member worked 525 hours (s)he would earn 49.8% of the annual salary of the same step and column. Increase this parity to 50%. (In practice, moving from dividing annual salary by 1055 to dividing by 1050.)

- c. One-time off-schedule 2% salary based on earnings for period of July 1, 2017-through the end of the month of implementation date, to be paid on the end-of-month check the month following implementation date, and 2% on schedule effective the first of the month following implementation date.
 - i. Example: implementation date (ratified by membership and approved by the Board is in February. The one-time off-schedule payment would be calculated from July 1, 2017 through February 28, 2018, and paid on the March 31, 2018 check. The 2% would be applied to the schedule effective March 1, 2018. The dates move based on implementation date.
- d. Benefits
 - i. Beginning October 1, 2017, YCCD shall pay up to \$1,478 per month for medical benefits. Retroactive payment of faculty out-of-pocket benefits cost differential for period of October 1, 2017 through implementation of the agreement. (e.g. pay back \$58 difference between previous maximum and new \$1478 maximum for October 2017 and subsequent months, depending on implementation date)
 - ii. Beginning October 1, 2018 through September 30, 2021, YCCD shall continue to provide two fully-paid options provided that the cost is \$1,600 or less. Medical benefits shall be renegotiated beginning in Spring of 2021.
 - iii. Fully paid dental and vision benefits will continue to be provided by the District.

- e. Total Compensation Progress to Median
The parties agree that FTES/FTEF represents a critical income-to-expense ratio in California's community colleges, that the expected FTES/FTEF ratio for a healthy district is 17.5, and that if the District is earning FTES in a way that is comparable to this value then the faculty should be compensated commensurately when compared with similar districts. An analysis of FTES/FTEF in the District for Fall 2017 indicates an overall value of 16.15, which limits the District's ability to compensate its employees. Similarly, Faculty Total Compensation falls significantly below that of the agreed-upon comparison cohort. The parties agree to the following plan to move both of these measures upward in tandem.
 - 1. For FY 2017-18, see previously described components including a 2% salary increase, restructuring of the salary schedules, and payment of benefits increases.

2. For FY 2018-19

- a. Upon completion of Spring 2018, with all positive attendance FTES submitted, calculate the district FTES/FTEF ratio including all Fall 2017 and Spring 2018 courses. Utilize this value as baseline for future improvements.
- b. Effective July 1, 2018, increase salaries by the statutory COLA percentage plus 0.5% to provide some immediate motion toward median Total Compensation.

3. For FY 2019-20

- a. Upon completion of Spring 2019, with all positive attendance FTES submitted, calculate the district FTES/FTEF ratio including all Fall 2018 and Spring 2019 courses.
- b. Calculate the FTES/FTEF progress by determining the percentage of the gap between baseline and 17.5 that has been bridged.
 - i. Example:
 1. If baseline = 16.15, then the gap is $17.5 - 16.15 = 1.35$.
 2. If 2019-20 value is 16.75, then improvement is $16.75 - 16.15 = 0.60$.
 3. The percentage of the gap covered is: $0.60 / 1.35 = 44.4\%$.
- c. Using benefits values for the agreed-upon cohort obtained in Spring 2019 and salary schedules for the agreed-upon cohort published on each district's website as of May 1, 2019, for the 2019-20 year or most current available, calculate the median of Total Compensation for the agreed-upon cohort for each of the three benchmarks.
- d. Calculate the gap between YCCD total compensation and the median of the cohort on each of the three benchmarks.
- e. Effective July 1, 2019, utilize any available COLA and other funds as necessary to increase YCCD faculty salaries for the three benchmarks to cover a comparable portion of the gap between YCCD and median. The remaining cells of faculty salary schedules will be adjusted according to the structure of each schedule.
 - i. Example continued (i.e. if the FTES/FTEF value has covered 44.4% of the gap):
 1. If the low benchmark is \$3000 behind the cohort median, the YCCD cell will be increased by 44.4% of \$3000, or \$1332.
 2. If the medium benchmark is \$4000 behind the cohort median, the YCCD cell will be increased by 44.4% of \$4000, or \$1776.

3. If the high benchmark is \$2000 behind the cohort median, the YCCD cell will be increased by 44.4% of \$2000, or \$888.
4. The remaining cells of the salary schedule will be adjusted accordingly.

4. For FY 2020-21, follow the steps listed for FY 2019-20, adjusting dates accordingly.
5. The foregoing steps will not result in a decrease in salary or benefits payments. Should the FTES/FTEF ratio decline, the ratio must return to its previously calculated value before additional increases will be granted for gap coverage.
6. If the FTES/FTEF ratio exceeds the targeted 17.5 value prior to either FY 2019-20 or FY 2020-21, as calculated above, the parties may mutually agree to meet to discuss adjusting the laboratory load factor.

7. **Caveats.** The foregoing increases in total compensation represent the intention of both parties under the current statewide and local framework. However, known and unknown risks exist and may preclude automatic increases. The automatic increases in total compensation stated for 2019-20 and 2020-21 will be suspended if the Board of Trustees, in a public meeting, passes a resolution attesting to one of the following:
 - a. The district's FTES total as reported to the state will decline, resulting in a reduction in apportionment. (That is, the district is unable to emerge from stability in the allotted time and maintain its previous FTES totals.)
 - b. The new funding formula enacted by the legislature and implemented by the Chancellor's Office results in a significant loss in actual revenue from the state.
 - c. The Chancellor's Office issues a "workload reduction" or similar budgetary action because the state's economy cannot support the Community Colleges as in previous years.
 - d. Other significant fiscal emergency as declared by the board.

In the event of such a declaration, the parties will meet to negotiate the impacts and develop a plan for moving forward.

5. Repair Reopener Article 31
 - a. Remove outdated information (e.g. 2012)
 - i. Change Article 31.1 to read "June 30, 2018"
 - ii. Strike Article 31.2
 - b. District reopener will include Article 4 for additional work, including non-instructional workload.

6. Article 38 – Eliminate because it became Article 7 instead and renumber Articles 39 & 40 to be 38 & 39. Seek and repair all other references to 39 &40.

7. Appendix B - Workload

a. The base load for each full-time instructional faculty member will be 15 equated hours for all credit courses, effective Fall 2018.

b. **Equated Hours.** Hours of lecture and laboratory, scheduled as either full-term or short-term courses, count toward the 15 equated hours differently. Laboratory hours are credited as 75% of lecture hours.

i. 1 weekly hour of lecture = 6.67% load.

Example: A typical 3-unit lecture is 3/15 or 20% of a fulltime faculty load. A faculty member teaching all lecture will teach 15 units of lecture, or 15 weekly hours in a traditional schedule, to achieve 100% load.

1 weekly hour of laboratory = 75% x 6.67% lecture load = 5% lab load.

Example: A typical 1-unit laboratory meets 3 hours per week in a traditional schedule. Applying the 75% laboratory factor, the load is 75% x 3/15 or 15% of a fulltime faculty load. This is effectively 3/20 of a load. A faculty member teaching all laboratory will teach 20 weekly hours in a traditional schedule to achieve 100% load.

ii. The faculty member's total teaching load can be calculated as:

$$\text{Total Teaching Load} = \frac{\text{Weekly Lecture Hours}}{15} + \frac{\text{Weekly Lab Hours}}{20}$$

c. The workload for Work Experience and Independent Study is prorated based upon past practice of 5% load per 8 students supervised, or 0.625% load per student.

d. To promote equity in compensation between instructional and non-instructional faculty members for reassignments, if reassigned time for a non-instructional faculty member results in an overload, it shall be compensated comparable to that for an instructional faculty member with an instructional load. **Illustrative example:** A 10% reassignment for an instructional faculty resulting in 10% overload results in payment for 26.25 hours at the instructional rate. A 10% reassignment for a non-instructional faculty member resulting in a 10% overload would be compensated as a stipend for 26.25 hours at the instructional rate. If these two faculty members are at the same step and column, their payments for this same 10% reassignment will be identical.

4.9 CLASS CAPACITY

- 4.9.1 **Minimum Class Size Guidelines.** Each college shall develop a set of “Guidelines for Minimum Enrollment,” delineating the minimum expected class size based on factors appropriate to the institution. Guidelines will be developed in consultation with the YFA and posted on the college website in an appropriate location.
- 4.9.2 Class capacities will be set in a manner which honors the pedagogy of individual disciplines, promotes a safe classroom environment, and encourages fiscal sustainability. This article is designed to reduce the overall number of class capacities considered standard and to enhance the consistency between the colleges regarding class capacities.
- 4.9.3 **Class Capacities.** The **five** standard class capacities shall be **45**, 40, 35, 30, and 25 students. Exceptions to these standards shall be granted when the facility in which the class is scheduled holds fewer than the accepted standard number of students. If a larger facility becomes available, the class standards are applicable.

Analysis and assignment of all existing courses into one of the **five** standard class sizes will occur as closely as possible to the timeline below.

Current Class Size	Analysis	Effective Date
35 to 39 students, inclusive	Fall 2018	Spring 2019
30 to 34 students, inclusive	Spring 2019	Fall 2019
24 to 29 students, inclusive	Fall 2019	Spring 2020
Under 24 students	Spring 2020	Fall 2020

After Fall 2020, class capacities may be revisited by the Class Capacity Committee provided the course has been offered for at least four semesters at the determined size, not including summer sessions.

- 4.9.4 **Establishing Standard Class Capacities.** This process is designed to establish consistent class capacities across the district, resulting in comparable courses at both institutions having the same class capacity.

4.9.4.1 The **Class Capacity Committee** shall be formed to analyze and assign courses to one of the standard class capacities. The committee shall consist of the following representatives from each college for a total of eight members: the Vice President of Instruction, an academic dean, a representative of the Academic Senate, and a representative of the YFA. The Committee shall convene and conduct reviews on a timely basis and make every attempt to reach consensus. If a majority decision cannot be reached, the decision may be submitted to binding arbitration.

- 4.9.4.2 **YCCD Class Capacity Determination Form.** The Class Capacity Committee shall convene in Fall 2018 to develop the YCCD Class Capacity Determination Form. The form shall be designed to work with either a single course or groups of similar courses. The form shall include provision for rationale including safety, effective pedagogy, external mandates, and other relevant criteria. The form shall permit the requesting faculty to describe how the courses align with previously-established class capacities.
- 4.9.4.3 **Existing courses.** Faculty members from both colleges shall jointly prepare and submit a YCCD Class Capacity Determination Form. If comparable courses are not taught at both colleges, the individual college's faculty shall prepare the form. The form shall denote all classes of the particular type across both colleges and request a consistent class capacity to be established.
- 4.9.4.4 **New courses.** Faculty proposing a new course shall confer with colleagues at the other college and jointly, if applicable, prepare and submit a YCCD Class Capacity Determination Form. The Class Capacity Committee shall convene in a timely manner and consider the request. The Curriculum Committee shall not act to approve the new course until the Class Capacity Committee has issued its recommendation.
- 4.9.4.5 **Rubric of Criteria.** A rubric of criteria used in establishing class capacities shall be prepared by the Class Capacity Committee and maintained by the District.

4.11 WORKLOAD FOR ATHLETICS, PHYSICAL, RECREATION, AND HEALTH EDUCATION

For purposes of workload calculations, coaching and physical activity courses are considered laboratory instruction.