

Large Class Accommodations Amendment Pilot Two-Year Trial Period

This agreement, as a two-year pilot, is an expansion of YFA/YCCD Collective Bargaining Agreement Article 4.10. Its intent is multiple:

- Faculty who desire to retain additional students are paid for their efforts;
- Part-time faculty can maximize their loads to 67%, utilizing the additional 7% of faculty load that oftentimes goes unused resulting in a lack of potential compensation and access for students
- Student access retention can have financial advantages for students, the faculty, and the college;
- This proposal will maximize access;
- This proposal will increase productivity.

Details of agreement

Where proven beneficial to promote student access, to maximize the earning potential of part-time faculty, and to further the college's attainment of metrics in the SCFF, the division dean and the instructor of record may mutually agree on the following:

- This agreement applies only to sections with base enrollment of 40 students (as Large Class Accommodations in 4.10 apply only to sections with base enrollment of 40 students);

Fall 2021 – Spring 2023 Pilot		
# of Sections	Pay begins with...	...up to
1	41 st student	134 students = 67%
2	81 st total student	134 students = 67%
3	121 st total student	134 students = 67%

- Part-time faculty can be assigned one course section and increase his/her load from 20% to the amount agreed upon with the division dean, up to 67%;
- Full-time faculty can be assigned one course section and increase his/her load from 20% to the amount mutually agreed upon with the division dean, not to exceed the maximum allowed overload without compliance with contractual permissions;
- Class sections will be determined by the division dean in high-demand, highly productive areas;
- **Section enrollment sizes will be mutually agreed between the division dean and instructor of record.**

Illustration

The following illustration pertains to the fall or spring semester when adjunct faculty load limits are 67%; whereas, in summer this limit does not exist.

- Adjunct Instructor A is typically assigned three sections of Psychology 101 online, each with an enrollment cap of 40. This assignment is loaded at 60%, 7% short of a full load for adjunct faculty. At 40 students per section, three full sections would enroll 120 students. Under current conditions, 60% is the most this faculty member can be assigned.
- Under this agreement, Instructor A will be assigned one section of Psychology 101 online, with an enrollment cap of 134 students. As enrollment increases beyond 120 students, so does the faculty member's load. The following formula (copied from the YFA Contract) will be used: $20\% \times [1 + (\text{enrollment at census} - 40) \times .025]$. 134 students, at 67%, would be the maximum enrollment for part-time faculty. Loads for full-time faculty may vary, depending on the agreement between the dean and the faculty member, not to exceed maximum overload without proper permissions and exceptions as laid out in the CBA.

Sections following this agreement will not qualify for the Block Grant Supplement (article 4.10) to the department because this agreement represents a financial incentive to the instructor of record, and begins incentive at first student beyond class capacity.

Agreement

Upon the conclusion of **Spring 2023**, the efficacy of this agreement will be assessed to determine the extent to which it assisted both the college and faculty in achieving the five points stated in the beginning of this document. Decisions to rescind, maintain, or expand the agreement will be made at that time.

3/11/2021

This pilot program does not set a precedent for future discussions regarding increases in class capacities.

This pilot program shall be studied to determine its impacts, both positive and negative. The following metrics shall be measured as part of the study: (1) enrollment at census compared to previous semesters of the same courses; (2) student retention at the end of the semester as compared to previous semesters in the same courses; and (3) student success rates as compared to previous semesters in the same courses. Common statistical tests that are likely, and appropriate to use, are regression analysis (to determine predictability) and analysis of variance (ANOVA) and/or t-tests to determine statistically significant differences between semesters).

YCCD Chancellor

YFA President

Date

Date