



Faculty Association Negotiations Update No. 12

STRONGER TOGETHER!

To: All Faculty

From: Herschel Greenberg, Co-lead Negotiator

Joshua Christ, Co-lead Negotiator and FA Vice President

Date: 03/21/2025

We met with the District team for the 12th time for 2 hours on Friday, Mar. 21st, 2025.

Team members in attendance Meeting #8:

District: Sokha Song, Lance Heard, Kelly Fowler, Shannon Carter, and Adam Roman

FANT: Herschel Greenberg, Joshua Christ, Emily Woolery, Benjamin Vu, Beta Meyer, and Gayle Watkins

Guests: Raul Madrid, Jr. and Carol Nelson

District Discussion

Brown Act: Carol Nelson spoke on behalf of the District, explaining specific Brown Act regulations. Carol provided information through various shared screens, including the scheduling of available spaces on campus, the rules regulating posting the agenda for the public, and the process for public comments during Brown Act meetings. Carol stated she would operate all faculty professional development training in order to meet Brown Act requirements. The FA asked many questions about the Brown Act, including questions about public comments affecting the meeting time for a committee, the parking situation when community members come to campus, and the responsibility of the district if Brown Act rules are not followed properly. Other discussion topics included parliamentarians, remote participation, and whether or not the Academic Senate is defined as a legislative body. No contract language was proposed at this time; however, the discussion gave FANT the direction needed to write a proposal.

FA Proposals

Appendix A.8.c Earned Degrees: The FA proposed adding an ongoing doctoral stipend to adjunct base LHE rates. The doctoral stipends for adjunct is calculated as \$145 per LHE based upon a full-time credit salary adjustment of \$4350, divided by the 30 contracted annual LHE. The FA strongly believes that all adjunct faculty with doctoral degrees should earn the same stipend as full-time faculty with earned doctorates. There is an equity issue to those high achieving adjunct faculty who earned doctoral degrees and are providing added value to the institution without appropriate financial compensation. This proposal seeks to resolve this inequity.

Appendix A.6.c – DEISA Professional Growth Increments: Full-time and DEISA Professional Growth Increase: Adjunct: The FA proposed a new DEISA Professional Growth Increment (PGI) for full-time professors and a new DEISA Profession Growth Increase: Adjunct (PGIA) in order create compensation for all faculty who complete DEISA training sufficient to fulfill new Title 5 requirements, 5 CCR 53602. Furthermore, the FA wants to ensure that as DEISA becomes part of faculty evaluations as mandated by Title 5, all faculty have adequate training in the competencies required of DEISA. Appendix A.6.c DEISA PGI is a mirror of the current PGI contract language, including the same number of required completion hours and the same stipend increase. Appendix A.6.d DEISA PGIA offers an equitable ongoing pay rate for adjunct professors that complete the DEISA requirements, and it mirrors the full-time DEISA PGI. Adjuncts who complete DEISA PGI would earn \$152 per LHE based upon a full-time credit salary adjustment of \$4,561, divided by the 30 contracted annual LHE. The FA also believes in multiple modalities for DEISA training, including, but not limited to, university courses, on- and off-campus professional workshops, online training seminars, and conferences. DEISA applies to all faculty, including counselors, librarians, and instructional specialists.

FA Response

Article 10.B.6 Adjunct Office Hours Pilot Program: The FA accepted the \$200,000 without the rollover funds for this one-year pilot program. The FA accepted the matched rates from Article 10.B.5. However, the FA did not agree with two additional changes written in the District’s response.

First, the FA continues to argue that adjunct professors using the pilot program should not be required to write lengthy reports that specify the nature of the office hour and the interaction with the student.

While there should be an exit survey, the focus of that survey should be to collect quantitative data (such as the average number of students that attended), not qualitative data (such as what material was discussed). Furthermore, the FA does not believe the District should be gathering information on the office hours' impact on student success. Success can be impacted by too many factors, and the FA continues to remove this proposed language.

Second, the District proposed a new ranking to determine the priority for adjunct professors requesting office hours. The District proposed that priority be given to adjunct professors in disciplines with only one adjunct faculty member, those teaching courses with historically low success rates, and those with the greatest assigned LHE. The FA changed the prioritization of assigning the pilot program office hours using a student-centered lens. The FA believes that the needs of the students are paramount when talking about office hours, and adjunct professors who are teaching the most LHE have the most students who need access to office hours. After that, the FA agreed with the District's prioritization of adjunct professors who are the only ones from their discipline requesting hours from the pilot program. The FA also agrees with the final prioritization based on a discipline's course overall success rate lower than 70%. The FA added numbers to indicate these priority rankings.

Next Negotiations

The next negotiations meeting is set for Friday, March 28th from 9:00am – 11:00am.