Professor Harry Zarin
President
Montgomery College Chapter
American Association of University Professors
Rockville, MD

Dear Professor Zarin:

This confirms the understanding reached between the College and the Chapter regarding distance education course offerings. After review and good faith discussion, the parties have modified the 2010 agreement regarding distance education offerings based on experience over the last four years. It is the intent of the parties that these provisions shall be effective from July 1, 2014 until June 30, 2015 and can be modified or revised by mutual agreement. If negotiations for a new agreement are not complete by June 30, 2015, the current agreement will continue to be in effect until a new agreement is reached. Thereafter, the provisions can be incorporated into the negotiated Agreement between the parties by mutual agreement.

The Distance Education Side Letter applies to courses that are defined as follows: *Blended Online Section*: A blended online section combines face-to-face classroom instruction and online internet-based learning using a course management system. The amount of instruction that takes place online may range from 10-99 percent of the total instructional minutes.
Online Section: An online section provides 100 percent of instruction solely through a course management system. Assessments and/or orientations may be completed online or at an on-campus/proctored location, based on faculty preference. Neither is considered part of instruction.
Blended Synchronous Classroom Section: A blended synchronous classroom section combines face-to-face classroom instruction and synchronous classroom learning using software such as Elluminate. The amount of instruction that takes place within the synchronous classroom may range from 10-99 percent of the total instructional minutes.
Online Synchronous Classroom Section:
An online synchronous classroom section provides 100 percent of instruction entirely through a course management system and a synchronous classroom program such as Elluminate. Assessments may be completed online or at an on-campus/proctored location, based on faculty preference.
MOOC: A massive open online course (MOOC) is a model for delivering learning content online to any person who wants to take a course, with no limit on attendance.

Emerging Technologies
Because of the swiftly changing nature of distance education technologies, new formats for online teaching in addition to those defined above may emerge, for example, but not limited to, MOOCs. It is assumed that all emergent distance formats are covered under the provisions of the current side letter, until additional negotiations to include those new technologies take place.

In addition, most distance education issues fall under the purview of collegewide area Deans or a designated member of management to discuss and resolve in a manner that best fits the individual disciplines.

Distance Education Remuneration:

In recognition of the additional training and time needed for the development of courses delivered through online technology, faculty may choose to apply for remuneration:

1. For the development of fully online or hybrid classes listed in the existing catalogue by a single faculty member for his or her use only in a specific semester
    a. Faculty members will be paid at 1 ESH per course hour during the semester in which they are developing the course(s) for the first two courses.
    b. Faculty members who are developing a distance education course for the first time must complete the development of the course at least one semester prior to offering it.
    c. Faculty members can negotiate payment for the development of additional courses or significant redevelopment of existing courses with their Deans and Vice President of E-Learning, Innovation, and Teaching Excellence.
    d. Faculty members who accept remuneration for course development are subject to the Montgomery College Intellectual Property policy (PNP 68001) http://www.montgomerycollege.edu/verified/pnp/68001.doc
    e. Faculty members who choose not to be remunerated and do not use College resources to develop an online course offering are not subject to the Montgomery College Intellectual Property Policy.

2. For the development of fully online or hybrid non-credit courses not in the existing catalogue
    a. a course proposal should be sent through the Workforce Development and continuing Education curriculum process to determine course hour equivalency
    b. Faculty members will be paid at 1 ESH per course hour during the semester in which they are developing the course(s) for the first two courses.
    c. Faculty members who are developing a distance education course for the first time must complete the development of the course at least one semester prior to offering it.
    d. Faculty members can negotiate payment for the development of additional courses or significant redevelopment of existing courses with their Deans and Vice President of E-Learning, Innovation, and Teaching Excellence.
    e. Faculty members who accept remuneration for course development are subject to the Montgomery College Intellectual Property policy (PNP 68001) http://www.montgomerycollege.edu/verified/pnp/68001.doc
    f. Faculty members who choose not to be remunerated and do not use College resources to develop an online course offering are not subject to the Montgomery College Intellectual Property Policy.
3. For the development of common courses
    a. Identification:-Potential common courses may be identified and recommended for development by the College administration or academic disciplines when they fit the criteria below.
    b. Definition: A common course is a generic course that can be replicated for use by multiple instructors with minimal training. It

- Uses-the Course Management System selected by the college
- Reflects accepted discipline, departmental, and College standards
- Reflects the Montgomery College Standards for Online Teaching and the standards in the Online Course Observation Form
- Is ideally designed and developed collaboratively by discipline faculty representing Montgomery College's campuses that offer the course together with instructional designers from the Office of E-Learning, Innovation, and Teaching Excellence.
- Is complete and usable, with only minimal editing, by any trained discipline instructor; is sufficiently detailed that no additional online course materials are required
- Requires a coordinator to upload and maintain more than three sections taught by multiple instructors during the Fall semester, Winter/Spring semester, or collective Summer sessions.
- Is customizable by trained faculty
- Meets the essential standards for well designed courses set by Quality Matters
- Is a course developed by Montgomery College faculty specifically for our student population

c. Development: Faculty members will be paid at a minimum of 1 ESH per course hour divided among the faculty participants based on the work expectations during the semester(s) in which they are developing the course(s). The charts below suggest standard divisions of ESH based upon work expectations, though these may be redistributed according to the needs of the individual development team, and with the agreement of its members.

Option 1: Two semester development process with Lead faculty designing and support faculty revising		
	Sem 1	Sem 2
Lead Faculty	2/3 designated ESH	¾ designated ESH
Support Faculty (shared)	1/3 designated ESH	¼ designated ESH
Option 2: Two semester development process with Lead faculty and support faculty co-designing		
	Sem 1	Sem 2
Lead Faculty	2/3 designated ESH	2/3 designated ESH
Support Faculty (shared)	1/3 designated ESH	1/3 designated ESH
Option 3: 1 semester development process with a preexisting course designed by lead faculty member and revisions by support faculty		
	Sem 1	
Lead Faculty	2/3 designated ESH	
Support Faculty (shared)	1/3 designated ESH	

d. Coordination: After a common course site is developed, a course coordinator is required to maintain the course and to work towards Quality Matters Certification for quality online course design. ESH for common course coordination will be provided by the Office of E-Learning, Innovation, and Teaching Excellence. Because of the varying size and nature of common courses within different disciplines, every course coordinator will not necessarily do all of the same tasks (please refer to Distance Education Common Course project document for potential tasks associated with coordination). The Common Course Coordinator and Dean negotiate which tasks will be needed. Then, the amount of ESH provided for coordinating is established in negotiation among the Coordinator, Dean, and Vice President of E-Learning, Innovation, and Teaching Excellence based upon the agreed upon tasks. Coordination ESH may range between a minimum of .25 ESH (approximately 10 hours of work) and 2 ESH (approximately 80 hours of work). The tasks, approximate hours, and amount of ESH should be agreed upon by the date of the final schedule proof for each term to ensure scheduling continuity. The Course Coordinator position is rotated between faculty every three years, and faculty can be reappointed.

4. If a faculty member accepts payment for the development of an individual course or common course but does not complete the development of that course within one academic year, or develops a course that is deemed unsatisfactory by his or her discipline or Dean, he or she is required, with Board of Trustees approval, to reimburse the College for all funds paid directly to the faculty member or paid on his/her behalf.

5. In the event of significant platform or version changes to the College-selected course management system that require retraining and/or redevelopment of materials, college management and the Chapter should negotiate additional compensation for faculty.

6. Additional development, delivery, support, and coordination of distance courses is paid for, as with any other type of course, only through mutual agreement among the faculty member, Dean, and Vice President of the Office of E-Learning, Innovation, and Teaching Excellence. Such support is not intended to be routine, but would be given when an increased workload justifies it.

Class size
In determining class size for courses offered in a distance education format, strong consideration should be given to any unique features required of course delivery in this format that might significantly impact faculty workload and/or the educational experience of the students enrolled. When scheduling classes in a distance learning format, faculty members and the Dean will meet to discuss a consistent and appropriate class size for each online course offering before the deadline for the submission of the live online schedule. In addition, individual faculty members and Deans may meet to discuss whether an individual course section should have a greater or smaller class size based upon a unique teaching situation. Per the definition at the beginning of this document, MOOCs will be unlimited in terms of class size.

The committee notes that once Academic Restructuring is finalized, some titles and responsibilities named in this document, particularly those of Deans and Department Chairs, may change. We recommend a brief re-opener of this document once those decisions are finalized to update those titles and align those responsibilities, if needed.

If these terms are consistent with the discussions and meet with the Chapter's approval, please sign and return one original of this letter.

Sincerely,

Jacia Smith
Director of Employee Engagement and Labor Relations

_____   _____
For the Chapter-Harry N. Zarin, President   July 7, 2014