

LCCEA 2011-20xx Bargaining Survey

The LCCEA Bargaining Team is preparing to bargain our Main Agreement for 2011-20xx (length of agreement to be determined). Please take a few minutes to complete the following survey of all faculty members. Please submit a completed survey by 6:00 P.M., April 1; you may submit responses after this, but we will begin to analyze the results at that time. Your responses will be anonymous, of course.

Your LCCEA Bargaining Team: Dean Bergen, Stacey Kiser, Adrienne Mitchell, Jim Salt

1. LCC Faculty Status

Contracted	63.4%	(109)
Part-time	36.0%	(62)
TOTAL	99.4%	171 (172)

2. Contracted Faculty members ONLY: What is your current salary step?

1 or 1.5	0.6%	(1)
2 or 2.5		(0)
3 or 3.5		(0)
4 or 4.5	0.6%	(1)
5 or 5.5	1.7%	(3)
6 or 6.5		(0)
7 or 7.5	2.9%	(5)
8 or 8.5	1.7%	(3)
9 or 9.5	6.4%	(11)
10 or 10.5	2.3%	(4)
11 or 11.5	2.9%	(5)
12 or 12.5	7.6%	(13)
13 or 13.5	15.1%	(26)
Don't know	26.7%	(46)
TOTAL	68.6%	118 (172)

3. Part-time Faculty members ONLY: What is your current salary step?

1 or 1.5	0.6%	(1)
2 or 2.5	1.7%	(3)
3 or 3.5		(0)
4 or 4.5		(0)

5 or 5.5		(0)
6 or 6.5	■ 1.2%	(2)
7 or 7.5	■ 1.7%	(3)
8 or 8.5	■ 1.2%	(2)
9 or 9.5	■ 1.2%	(2)
10 or 10.5	■ 1.7%	(3)
11 or 11.5	■ 1.7%	(3)
12 or 12.5	■ 0.6%	(1)
13 or 13.5	■ 1.2%	(2)
14	■ 8.1%	(14)
Don't know	■ 16.3%	(28)
TOTAL	■ 37.2%	64 (172)

4. Flight Tech Part-time Faculty members ONLY: What is your current salary level/step?

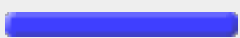
1-1		(0)
1-2		(0)
1-3		(0)
1-4		(0)
1-5		(0)
1-6		(0)
1-7		(0)
2-1		(0)
2-2		(0)
2-3	■ 0.6%	(1)
2-4		(0)
2-5		(0)
2-6		(0)
2-7	■ 0.6%	(1)
Don't know		(0)
TOTAL	■ 1.2%	2 (172)

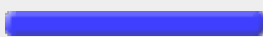
5. LCC department/division (departments with just a few faculty are not listed in order to protect responder's anonymity; please use 'Other' instead)

Academic Learning Skills	■ 7.6%	(13)
Adult Basic and Secondary Education	■ 5.2%	(9)
Advanced Technologies	■ 5.2%	(9)
Arts	■ 6.4%	(11)
Business	■ 4.7%	(8)
Child and Family Education	■ 1.2%	(2)
Computer Information Technology	■ 2.3%	(4)
Cooperative Education	■ 2.3%	(4)
Counseling	■ 1.2%	(2)

Culinary Arts and Hospitality Management	1.7%	(3)
English as a Second Language	2.9%	(5)
Flight Technology	0.6%	(1)
Health and Physical Education	4.1%	(7)
Health Professions	9.9%	(17)
Language, Literature, and Communication	11.0%	(19)
Library	1.2%	(2)
Mathematics	7.6%	(13)
Music, Dance and Theatre Arts	1.7%	(3)
Science	7.6%	(13)
Social Science	12.2%	(21)
Student and Employee Health Clinic		(0)
Student Life & Leadership	0.6%	(1)
Other	2.9%	(5)
TOTAL	100.0%	172 (172)

6. Please RATE (not rank) each of the following possible economic bargaining goals in order of importance to you, where one (1) is a very high priority and five (5) is a very low priority.

	Average rank					
	1	2	3	4	5	
Provide cost of living adjustments (COLA)						(2.0)
Provide salary steps for all faculty						(2.3)
Reduce/eliminate furlough days and the associated salary reductions						(2.8)
Add a half-step at the top of the contracted 13.5 step salary schedule						(3.1)
Add a half-step at the top of the part-time salary 14 step salary schedule						(3.0)
Protect faculty from layoffs						(2.0)
Reduce faculty vacancies						(2.3)
Increase support for faculty computers, software and online teaching						(2.8)
Increase the Early Retirement Stipend						(3.3)
Provide Medicare supplement insurance for retirees						(2.8)
Expand retirement benefits (e.g. 403b employer match, Tier 3 right to pay out for sick leave balance since PERS reform; eliminated application of sick leave balance for Tier 3 members)						(2.9)
Increase the Curriculum Development rate						

(currently \$29.44 hour)		(3.2)
Increase the Curriculum Development fund (currently \$42,000 year)		(3.1)
Increase college support for part-time faculty needing insurance for spouses and children		(2.5)
Add vision coverage to part-time faculty insurance benefits		(2.6)
Require College reimbursement for faculty suffering personal losses due to theft or vandalism at work		(3.2)

7. Please describe any other economic goals you would like us to negotiate:

Response

1 1) Reimbursement for supplies purchased for use in class and for basic work supplies that departments don't provide. I understand that each discipline has \$350 (I think that is the correct amount) to use for various reasons academic purposes, but for disciplines with a large number of faculty, that amount disappears quickly and ends up being ignored. I would rather see each faculty member be given an individual financial limit for classroom or work supply reimbursements. 2) I really, really, really want computers and projection units in every classroom. I get angry when I am assigned to a classroom that isn't equipped with a computer and projection unit. I spend an enormous amount of time putting together PowerPoint presentations and online activities for in class use, and being assigned to a classroom without a computer makes my job incredibly frustrating and difficult. I don't like having to fight with my department to reassign me to another classroom so that I can use the presentations and activities that I spend so much time preparing.

1 A fund to give career counseling and educational opportunities for part-time faculty to other secure other part-time work and/or develop a professional persona for outside contracts.

1 Allow part-timers to continue with ability to teach more than 8 classes each academic year.

1 at least partial coverage for home internet services for online instructors

1 Clarification: "Provide Medicare supplement insurance for retirees" All faculty - part-time and contracted. This is confusing "Add vision coverage to part-time faculty insurance benefits" as I believe we already have vision covered??? Offer all the same benefits to part-time faculty, as enjoyed by contracted faculty, over a specified accumulated FTE of several years.

1 COLA Budget cuts and its impact on workload

1 COLA

1 cola and step

1 Continue to allow full-time faculty to teach overload per last agreement.

1 Full time faculty positions for departments who can show consistent need to meet student demand. We have numerous staff who have worked a full academic year, or more, teaching maximum amounts of courses with large class sizes consistently, and one "temporary" full time instructor for the second year in a row. If someone looked at our staffing and student enrollment, it would not take a rocket scientist to see that our department could sustain at lease one, if not two full time faculty, and our pool

of part time faculty, instead of abusing the "exception" the union has agreed to year after year, waiting for some "shoe to drop".

1 Hard line. Just go in with a no bullshit, no prisoners stance. If PT isn't going to quit bitching about how we don't do anything for them, quit. I can use the money. Don't take a chunk of my paycheck by force to pay into the state's sketchy dubious system. I'd actually consider a class action if that happens.

1 I like being able to work 2 extra classes per year.

1 I think it would be beneficial for the college to consider making the teach-only positions permanent, still paying them at the 85% rate.

1 I would like for there to be a middle ground between full time and part time, where a person could teach 3 or 4 courses each term and have job security. So many of the full timers I know are overworked to the point where it impacts their health and teaching effectiveness, and so many of the part timers are struggling financially.

1 I'm part time faculty & I have vision coverage. You list it as a bargaining goal. I am shocked at the pay difference between part time & full time faculty.

1 Increase number of classes part-time instructors can work

1 Increase sabbatical reward amounts and number of recipients.

1 Insurance

1 Maintain what we have so we don't degrade our profession with the ebb & flow of economic times.

1 Most important for me is reducing faculty vacancies. To this end extra wait should be given to raising part time salaries to make their work more expensive to the college and make their pay more equitable.

1 move to substantially full time financial transparency

1 My children have ZERO medical insurance because I can't afford to add them. I took them to the free clinic at LCC a few weeks ago along with all the others living at the poverty level. Sad commentary on our system.

1 n/a

1 Part time faculty with more seniority should not be at risk of losing part of their employment as the enrollment surge drops off. In other words, if additional part-timers have been added and gained seniority as a result of the employment surge, part-timers who have more seniority should not have reductions of their former employment levels as a result of having more total numbers of part-timers with seniority and resultant distribution of courses among all with some seniority. New people coming in should not impact the number of classes more senior people can teach.

1 Provide more tuition waivers for part-time instructors.

1 Return to full steps and a longer contract.

1 Since part-time faculty typically do not receive any benefits (or they are so expensive we cannot afford them) these faculty members should receive compensation for developing curriculum for classes. (Also, please see non-economic goals listed below.) They also should be compensated for participating in mandatory meetings and or surveys. ie: the college is currently participating in the Community College Survey of Student Engagement. One of my classes was randomly selected to participate in this survey. I didn't receive notice of this until the Friday before classes started Spring term. Since this survey will require 50 minutes, I will need to rework

my lesson plans for this class. I really should be compensated for the additional work that will be necessary since participation is mandatory.

1 Since the curriculum development fund is actually a college economic issue (in which the college benefits from the additional time faculty put in to maintain pedagogical and curricular currency and develop classes) rather than a faculty economic issue, I don't think it should be something to be bargained on the faculty side. If the college hopes to maintain its vision as a League college, an AACU Roadmaps college etc., then the college should be putting dollars toward this CD fund as part of its operations, not as part of a salary negotiation. This is quite distinct from faculty professional development, which I see is not listed in this economic list and should be.

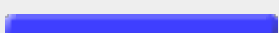
1 The size of the Curriculum Development fund is not an economic goal. That is what the college sets up to improve curriculum. The college shouldn't get bargaining credit for increasing that fund. If increasing the fund comes at the negotiated trading of something else, that is an economic loss, NOT a gain. Also, just as important, don't trade concrete or beneficial contract language for money. This has been done in the past and I don't want to see it done again.

1 The Weight Watcher coupons are great. I hope they continue next year.

1 Urging the college to allow contracted faculty who are less than 1.0 FTE to increase their FTE instead of hiring new faculty. (My dept has five contracted faculty who have full time benefits but are less than full time FTE. In addition, several of our vacant positions are less than 1.0 FTE.) This makes for very expensive FTE.

1 We need more FT faculty to do the work of the college; I am burned out beyond belief.

8. Please RATE each of the following non-economic issues in terms of their importance to you, where one (1) is a very high priority and five (5) is a very low priority.

	Average rank					
	1	2	3	4	5	
Add language providing 'No restrictions on selection of textbooks and/or other instructional materials'						(2.6)
Make the use of college equipment and facilities an employee benefit in order to protect faculty from College discipline for minor personal use of college equipment						(2.7)
Enhance faculty member's abilities to protect their class, students, and self from threatening students (e.g. right to remove student from the course)						(1.9)
Enhance distance learning language to produce equitable and reasonable workloads for distance learning courses						(2.5)
Enhance protection of faculty workloads						(2.1)
Negotiate language allowing departments to establish faculty department chairs						(2.6)

Strengthen part-time faculty 'layoff/reduction rights, such as layoffs based on seniority, recall rights, timely notice of canceling of classes, etc.		(2.4)
Language limiting the use of student evaluations to "professional growth only."		(2.7)
Add language requiring College to provide/maintain materials and equipment and provide support needed to perform professional assignments (e.g. classroom equipment, lab support)		(2.2)
Strengthen language protecting faculty rights when facing complaints (see below for details)		(2.2)
Strengthen language protecting current limits on class size (see current language in Article 35.1)		(2.1)
Make charters grievable and eliminate their subordination to laws and college policies and procedures		(2.7)
Add language that 'Part-time faculty shall be paid for participation in any governance processes'		(2.4)
Strengthen language protecting rights of faculty members teaching distance learning courses (see below for details)		(2.4)
Require Department/Division chairs to provide lists of part time faculty members' seniority unit accumulations		(2.5)

9. Please describe any other non-economic goals you would like us to negotiate.

Response

1 Adequate equipment and an infrastructure that supports online as well as classroom instruction. Our computer need to work in our offices and we need tech help in a timely manner when our computers refuse to work.

1 allow part time faculty to teach more than 7.5 credits per term , preferably 8 without calling this an overload

1 Decrease the digital divide... College should provide loan incentives for students to purchase personal computers/iPads

1 Distance learning sites need to be required to provide ON SITE Final Exam testing support or faculty need to be empowered to verbally dismiss the offending students from the room by name, with out risk of grievance or FERBA violation, or what ever issue that might currently cause. For example, administering a Final Exam from Bldg 4/Room 105 is fine on it's own, but an instructor can NOT properly monitor an exam with 35 students in the class room, while also monitoring 5-7 "miniature students" via the monitor at site #2 and another 5-7 students on the same monitor at

site #3. If we do see, or hear a violation at one of the distance sites, we can not tell that student by name to remove themselves from the room and turn their final into someone, as it would be a violation of their privacy. What if it includes multiple students? The tests need to be removed immediately, and the students leave the room immediately. The only way we can do this is to leave the 35 students alone, step outside and call on our cell phones to the Admin at the site and ask them to go into the distance class room and remove the test and ask the student to step out. That is IF the Admin is by their phone, and isn't in the middle of something else. Trust me, many of the students are fully aware of our current limitations.

1 faculty authority over the academic program protect all existing rights protect Faculty Council rights

1 How about lockers by the restrooms and other places, similar to the ones at the bookstore, for students to temporarily store their belongings? We need something to decrease theft on campus and maybe some safe havens for backpacks would help. Just brainstorming here...it may be totally unrelated to contract negotiations...

1 I am concerned that if the college is required to pay part-timers for their time in governance, it is important to include language that part-timer participation must not be curtailed as a result. This would lead to a reduction in the voice part-timer could have in the governance process. I am worried about unintended consequences here.

1 I rated "Strengthen language protecting current limits on class size" and "Enhance protection of faculty workloads" highly only under the assumption that no horse trading goes on here whereby some language is strengthened at the cost of other language or other weakening of class size limits or workloads. In other words, I define strengthening NOT as an estimated aggregate of language changes, but an action that also involves NO weakening anywhere in relation to class sizes or workloads.

1 I would like to see paid personal leave time become available for part-time faculty members. Currently, we get paid sick leave, but not paid personal leave. Since I rarely, if ever, use sick leave, it would be great if I could cash out some of my accrued sick leave, or trade it for short-term personal leave time, or accrue paid short-term personal leave time each term. It would be great to be able to take occasional short-term personal leave outside of scheduled breaks without having to worry about loss of pay.

1 I'd like the college to include a critical mass (e.g. more faculty members on a given committee than there are managers or administrators) of faculty members when making decisions about distance learning, e.g. on-line instruction, policies and procedures for development of hybrid/on-line courses. There have been pointed examples in our division of removing faculty voice from decisions which really should/do rest with faculty members. Last term, Aspire magazine featured various "articles", one by the LCC president in which on-line courses were advertised as being a panacea for already-overwhelmed and overextended students. It's my understanding that a number of LCC faculty members, independent of each other, wrote or expressed their disagreement with the persona which LCC presented. As usual, there was no response to my knowledge, from the college.

1 I've never had a dispute with a student, but if I did, I'd like to feel confident my department supported me. This is a function of the department head, and my relationship with that individual, isn't it?

1 Language protecting faculty from having the college claim ownership over materials developed in the course of their employment, especially (but not limited to) those

done using curriculum development funds. An initial bargaining position should be an absolute right over intellectual property created with one "concession" being an exclusion of those materials developed using cd funds. The requirement to hold one office hour per week per class on campus or be on campus a minimum of 30 hours a week should have exceptions for those teaching distance learning classes. Current language only permits exceptions at Division Chair discretion.

- 1 Language to assure that distance learning class sizes are the same as for conventionally taught classes. Language stressing the primacy of conventionally taught classes, establishing small distance to conventional ratios.

1 n/a

- 1 No more buildings built unless they include parking structures in them!!! Possibly increase amount or technology to protect all of our students and staff, ie: cameras in the parking lots to deter vandalism and theft.

- 1 Personal protection for students staff and faculty. Conduct and behavior expectations established for the entire community to eliminate the current hostile culture.

- 1 retired faculty seniority rights needs review

- 1 Revamp seniority process. People with a Ph.D. and considerable work experience in a subject area should have first choice to teach the subject over someone who does not have the degree.

- 1 Require department chairs to honor course certification requests for qualified instructors.

- 1 Safe environmental working environment

- 1 Since Lane had so many part-time instructors, the "idea" of part time seniority needs to be changed. I would like to see a new structure for part time faculty members based on years of service. It is not equitable for an instructor who has taught for 20+ years to have to compete for classes with someone who has just started teaching. When the seniority concept was first put in place, there was a solid contracted faculty with fewer part-time instructors. Faculty who have been here many years should be guaranteed the number of classes they want to teach. Dedication and loyalty should matter and count.

- 1 Strengthen shared governance

- 1 The cutting up of full-time jobs to part-time is a big issue. In my dept. (ALS) there are people retiring who are full-time, but it seems like LCC will force the Dept. to hire more part-time instead of replacing full. I think this is the biggest issue to work on. I also would like to see layoff protection that goes deeper than seniority. If someone has been around for years and years but only teaches one course that is less of a layoff issue than someone who is teaching the max term after term, even if they are lower on the totem pole.

- 1 The manner in which classes are assigned differs from department to department, and is often very opaque. It would be very beneficial to part-time instructors to have one policy which is consistent throughout the college. Also, this should be completely transparent. I believe this is a seniority issue which is very vague at best.

- 1 This is such an outstanding list that I could not think of anything that I thought should be added. Great job!

- 1 Tracking of the part-time teachers navigation through the college system and their professional development. I am not sure what this would look like - maybe checklist and quarterly check in's with someone?

- 1 Use seniority as a factor when scheduling part-time instructor for classes. For example, a new part-time instructor should not be offered a second class if another part-time instructor with more seniority has not been offered the class. Also, require a seniority list for part-time instructors.
- 1 We need full time faculty or full time faculty need more release time to manage the BS.
- 1 We need some mechanisms to make sure that our classrooms and equipment actually function. Can't count how many times technology in and out of hte classroom has been an issue for teaching:(
- 1 Yearly or quarterly evacuation practice for Building 11 to include teachers, students & support staff.

10. Other comments/thoughts you want your Bargaining Team to consider going into bargaining:

Response

- 1 1) Please, no discipline chairs. Faculty department chairs would be great. Returning to appointing discipline chairs would be detrimental in my discipline; it would create a nightmare situation in my discipline. 2) Regarding limits on classroom size. I teach classes that fill immediately. In psych, we can't offer enough sections of 201 for students because there are not enough classrooms available to offer more sections of the class. I want to have the right to increase my class size if I chose to do so. However, I would support increased protection of class size limits as long as instructors are allowed some personal discretion on the issue. 3) I believe that at a time when the state budget is such a mess and when we have so many students, that increasing financial compensation isn't that important. In my opinion, keeping tuition as low as possible and protecting fellow employees from layoff is more important to me than an additional step increase, increases in PERS and early retirement stipends, increases in Curriculum Development funding, etc. I do feel that health insurance is critical and support the increases in coverage for retirees and part-timer instructors' family members. However: a. Keeping tuition rates low for students and b. Protecting fellow employees from layoff are my main economic concerns. 4) I want my job to be made a little easier with campus improvements to classroom tech rather than receive increases in pay. Finally, a huge THANK YOU to my Union Officers and Bargaining Team! Seeing what has happened in Wisconsin and Ohio really drives home how lucky I am to have a union job with such fantastic union reps.
- 1 Don't trade concrete or beneficial contract language for money. This has been done in the past and I don't want to see it done again.
- 1 I am much more concerned about the non-economic factors right now -- given the budgetary crises faced by all levels of government. I'm more concerned about protecting teachers in their classrooms and assuring that workload requirements don't creep in the direction of overwhelming.
- 1 I feel that salary/benefit improvements are less needed than support and resources for teaching and learning. I would rather see money go towards improving our technology infrastructure, learning spaces, filling vacancies (faculty and staff) or even hiring more to control/improve workload issues. I feel like the college is visibly resource starved and would rather see money going in that direction. Don't throw all of our eggs into the salary/benefits basket.
- 1 I feeling very frustrated at all the concessions I am forced to make as a mid step

range full time faculty in order for those at the top to get more and for part-time faculty to get more. It's time to focus on those of us in the middle of the salary schedule who have been at Lane for 5 years or more. It's like we're in quick sand, going no where, while new faculty are hired at higher steps than us and long term faculty continue to get moved to higher steps when they've already maxed out on the salary schedule. Part-time faculty are part-time, their position shouldn't entitle them to the same benefits as full-time and full-time benefits shouldn't be reduced because of part-time insurance costs, etc.

1 I like being able to teach an overload for 2 classes per year.

1 I love that we have a strong union, but I don't want division chairs to be powerless. If we have a right to representation at all times, and we can't be criticized in front of others, then, technically, we can never be criticized. I don't think that's good for the students.

1 I sincerely appreciate the time all of you spend on the bargaining team.

1 I teach some of the entry level classes and deal with a WIDE variety of students. Many of my students have serious socialization issues - aka anger management and stress management problems sometimes resulting in disruptive and violent outbursts. We need a mechanism for mandating anger management/stress management classes to improve these students' coping mechanisms and to improve the SAFETY of staff, faculty, and students. I know this won't work for all of them, but I'm sure we can help some to become civilized.

1 I would suggest that when the LCCEA begins a grievance process, at whatever step of the process, that those involved (managers, administrators, etc.) receive a written, formal reminder that retaliation is expressly forbidden. Although this cannot guarantee that managers/administrators won't find ways to retaliate, it is a reminder, nevertheless. There are many instances in which a grievance was filed (in particular, a grievance), and though retaliation is hard to prove, it is nevertheless present. Explore the possibilities of using other non-economic measures to reinforce the protection of the union and faculty rights, and the expectation that the college will respect the letter and intent of the "law", e.g. our contract. I appreciate the work which has been completed by the union team regarding changing the complaint process language.

1 In this economic climate should we simply press for no change regarding salary and benefits for the coming year? Should we make this sacrifice for the benefit for the students and the overall need of LCC?

1 In tough economic times I hope we can narrow down to a few important issues and not bargain the kitchen sink. Also, if you are making things comparable for distance learning, don't forget hybrid courses. Thanks!

1 Increase full time positions so that not such a high fraction of part-timers is used

1 It seems as though the administration generally starts from a fairly outrageous position, so that a lot of your time and energy has to go toward just getting into the realm of what is reasonable. I am not an expert in bargaining, but you would have my support for starting with just as extreme a starting point, if that is what you think would most effective. Thank you for all that you do!

1 my thanks to all who do this difficult task for us

1 No prisoners, no make nice. Yeah sure we have to work with them tomorrow, but so what. If we teach them that we'll work with them whether they screw us or not, they'll take the lesson to heart.

- 1 Not really, but a question: why are we told we should sign in as "other" in departments with very few faculty in order to protect our anonymity when we sign in with our L#?
- 1 RE question #3, according to my contract, my Grade is 01 and my Step is 27. There was no option for this step, so I marked the highest step available.
- 1 Thank you for all you do. Anything you can accomplish to improve the salaries would be most helpful as they have been stagnant or reduced over the past decade.
- 1 Thank you for asking.
- 1 Thanks.
- 1 The college may need new leadership before we can become what is possible.
- 1 We need to get out of the box of negotiating what is economically the most lucrative for ourselves and consider the good of the whole (the state). Tier One members like myself have an excellent 8% guaranteed fixed rate retirement fund option. I don't think we should be trying to enhance the retirement packages of that group because they are already too generous and beyond what the state can and our individual college can afford.
- 1 We should tie faculty vacancies to management vacancies: the percent faculty vacancies should be no more than the percent management vacancies.
- 1 What I would personally like to see as the top three priorities for bargaining: Increasing our take-home pay is "numero uno"! Maintaining our benefits (health care, retirement, etc.) is number two. Finally, making sure no faculty lose their jobs is number three.

Background details:

Possible goals of strengthening complaint language include: a) defining "due process" and "just cause" in the contract; b) providing faculty members the right to grieve complaints the College considers to have merit and pursues possible disciplinary action; c) defining what a "complaint" is; d) providing right to representation at all times, not only if discipline is possible; e) providing that no reprimand or criticism of faculty member is allowed in front of others.

Possible goals of strengthening distant learning language include: a) Enhance distance learning language to produce equitable and reasonable workloads for distance learning courses; b) Guarantee that distance learning/instructional technology will not be cause for faculty retrenchment; c) Provide comparable workload credit to conventionally taught classes; d) Guarantee equivalent student contact to a conventional class; e) Workload limits established for distance learning courses.

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