

# LCCEA 2013 - 20xx Bargaining Survey

The LCCEA Bargaining Team is preparing to bargain our Main Agreement for 2013-20xx (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., Sunday April 14; you may submit responses after this, but we will begin to analyze the results at that time. Your responses will be anonymous.

Your LCCEA Bargaining Team: Dean Bergen, Polina Kroik, Jim Salt, Dan Welton

## 1. LCC Faculty Status

|                                             |                                     |                  |
|---------------------------------------------|-------------------------------------|------------------|
| Contracted (regular)                        | <div><div></div></div> 54.2%        | (103)            |
| Part-time                                   | <div><div></div></div> 43.2%        | (82)             |
| Teaching-Only or Other Temporary Contracted | <div><div></div></div> 1.6%         | (3)              |
| <b>TOTAL</b>                                | <div><div></div></div> <b>98.9%</b> | <b>188 (190)</b> |

## 2. Contracted Faculty members ONLY (Regular or Temporary): What is your current Salary Step?

|              |                                     |                  |
|--------------|-------------------------------------|------------------|
| 1 or 1.5     |                                     | (0)              |
| 2 or 2.5     |                                     | (0)              |
| 3 or 3.5     |                                     | (0)              |
| 4 or 4.5     |                                     | (0)              |
| 5 or 5.5     | <div><div></div></div> 1.1%         | (2)              |
| 6 or 6.5     | <div><div></div></div> 2.1%         | (4)              |
| 7 or 7.5     | <div><div></div></div> 2.1%         | (4)              |
| 8 or 8.5     | <div><div></div></div> 1.1%         | (2)              |
| 9 or 9.5     | <div><div></div></div> 2.1%         | (4)              |
| 10 or 10.5   | <div><div></div></div> 2.6%         | (5)              |
| 11 or 11.5   | <div><div></div></div> 2.1%         | (4)              |
| 12 or 12.5   | <div><div></div></div> 4.2%         | (8)              |
| 13 or 13.5   | <div><div></div></div> 17.9%        | (34)             |
| Don't know   | <div><div></div></div> 25.3%        | (48)             |
| <b>TOTAL</b> | <div><div></div></div> <b>60.5%</b> | <b>115 (190)</b> |

## 3. Part-time Faculty members ONLY: What is your current Salary Step?

|          |                             |     |
|----------|-----------------------------|-----|
| 1 or 1.5 | <div><div></div></div> 1.6% | (3) |
|----------|-----------------------------|-----|

|              |                |                     |
|--------------|----------------|---------------------|
| 2 or 2.5     |                | (0)                 |
| 3 or 3.5     |                | (0)                 |
| 4 or 4.5     |                | (0)                 |
| 5 or 5.5     |                | (0)                 |
| 6 or 6.5     | ■ 0.5%         | (1)                 |
| 7 or 7.5     | ■ 1.1%         | (2)                 |
| 8 or 8.5     | ■ 3.7%         | (7)                 |
| 9 or 9.5     | ■ 1.6%         | (3)                 |
| 10 or 10.5   | ■ 1.6%         | (3)                 |
| 11 or 11.5   | ■ 2.6%         | (5)                 |
| 12 or 12.5   | ■ 1.1%         | (2)                 |
| 13 or 13.5   | ■ 1.1%         | (2)                 |
| 14           | ■ 8.4%         | (16)                |
| Don't know   | ■ 21.6%        | (41)                |
| <b>TOTAL</b> | ■ <b>44.7%</b> | <b>85<br/>(190)</b> |

**4. Flight Tech Part-time Faculty members ONLY: What is your current Salary Level/Step?**

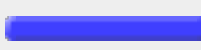
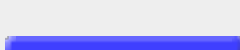
|              |               |                |
|--------------|---------------|----------------|
| 1-1          |               | (0)            |
| 1-2          |               | (0)            |
| 1-3          |               | (0)            |
| 1-4          |               | (0)            |
| 1-5          |               | (0)            |
| 1-6          |               | (0)            |
| 1-7          |               | (0)            |
| 2-1          |               | (0)            |
| 2-2          |               | (0)            |
| 2-3          |               | (0)            |
| 2-4          |               | (0)            |
| 2-5          |               | (0)            |
| 2-6          |               | (0)            |
| 2-7          |               | (0)            |
| Don't know   |               | (0)            |
| <b>TOTAL</b> | ■ <b>0.0%</b> | <b>0 (190)</b> |

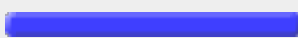
**5. LCC Department/Division (departments with just a few faculty are not listed in order to protect respondents' anonymity; please check 'Other' instead)**

|                                     |        |      |
|-------------------------------------|--------|------|
| Academic Learning Skills            | ■ 5.3% | (10) |
| Adult Basic and Secondary Education | ■ 3.7% | (7)  |
| Advanced Technologies               | ■ 5.8% | (11) |
| Arts                                | ■ 5.3% | (10) |
| Business                            | ■ 4.2% | (8)  |
| Child and Family Education          |        | (0)  |

|                                          |              |                  |
|------------------------------------------|--------------|------------------|
| Computer Information Technology          | 2.6%         | (5)              |
| Cooperative Education                    | 3.7%         | (7)              |
| Counseling                               | 2.6%         | (5)              |
| Culinary Arts and Hospitality Management | 1.6%         | (3)              |
| English as a Second Language             | 3.2%         | (6)              |
| Flight Technology                        |              | (0)              |
| Health and Physical Education            | 4.7%         | (9)              |
| Health Professions                       | 8.4%         | (16)             |
| Language, Literature, and Communication  | 12.6%        | (24)             |
| Library                                  | 0.5%         | (1)              |
| Mathematics                              | 11.1%        | (21)             |
| Music, Dance and Theatre Arts            | 1.1%         | (2)              |
| Science                                  | 7.4%         | (14)             |
| Social Science                           | 10.0%        | (19)             |
| Student and Employee Health Clinic       | 0.5%         | (1)              |
| Student Life & Leadership                | 0.5%         | (1)              |
| Other                                    | 3.7%         | (7)              |
| <b>TOTAL</b>                             | <b>98.4%</b> | <b>187 (190)</b> |

**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 a full Cost Of Living Adjustment (COLA)                                                                                       |  |   |   |   |   | (1.7) |
| Provide full Salary Steps for all faculty                                                                                             |  |   |   |   |   | (2.0) |
| Reduce/eliminate furlough days and the salary reductions tied to them                                                                 |  |   |   |   |   | (2.4) |
| Restore salary schedule 'losses' due to previous COLAs less than the actual inflation rates                                           |  |   |   |   |   | (2.3) |
| Raise Contracted salaries beyond inflation and the restoration of furlough days                                                       |  |   |   |   |   | (2.8) |
| Raise Part-time salaries beyond inflation and the restoration of furlough days                                                        |  |   |   |   |   | (2.4) |
| Reduce/Eliminate faculty vacancies                                                                                                    |  |   |   |   |   | (2.3) |
| Protect insurance 'out-of-paycheck' contributions by negotiating language requiring the College to pickup all of insurance rate hikes |  |   |   |   |   | (2.0) |

|                                                                                                                                                                                          |                                                                                      |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------|
| Increase the Early Retirement Stipend                                                                                                                                                    |      | (3.4) |
| Provide Medicare supplement insurance for retirees                                                                                                                                       |    | (2.9) |
| 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) |    | (2.8) |
| Increase the Curriculum Development rate (currently \$30.00 hour)                                                                                                                        |    | (3.3) |
| Increase the Curriculum Development fund (currently \$42,000 year)                                                                                                                       |    | (3.1) |
| Increase college support for part-time faculty needing insurance for spouses and children                                                                                                |    | (2.4) |
| Require College reimbursement for faculty suffering personal losses due to theft or vandalism at work                                                                                    |    | (3.2) |
| Maintain Early Retirement program (i.e., insurance benefits & small stipend)                                                                                                             |  | (3.0) |
| Maintain current contracted faculty rights to 'semi-retire' and return at reduced FTE on the contracted salary and benefits for up to two years                                          |  | (3.0) |
| Increase support for faculty computers, software and online teaching                                                                                                                     |  | (2.7) |
| Protect faculty from layoffs                                                                                                                                                             |  | (1.7) |

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

### # Response

- 1 \*\*open contract to .75 for P/T faculty (with seniority rights) \*increase health insurance coverage for health maintenance (currently 50% co-pay, reduce to 20% co-pay) \*increase dental insurance maximum yearly coverage \*health insurance coverage for massage
- 1 AFLAC type coverage for hospitalization costs which are not always covered adequately under state benefits. Sometimes drug costs under state plans are woefully inadequate in terms of "covered" medications. Hospitalization insurance can help here if \$100 or \$200 per day coverage is available, and it is not too expensive, really.
- 1 Allow retired faculty to enter the PT pool high level of seniority.
- 1 At least maintain current status compared to other community colleges in the region. I would like to see an increase back to where we were.
- 1 College should provide payment for any certifications that faculty are required to have in order for a program to retain it's third-party certification.
- 1 continue to work for equal pay for equal work for part timers there is at least a 30% pay gap. we should attempt to continue to narrow that.
- 1 create equity between part time faculty pay rates and full time faculty pay rates. Part time faculty are pathetically underpaid -- especially in comparison to contracted

faculty rates.

**1 full time status**

**1** I am, as a part time instructor, especially concerned about the possibility of being laid off.

**1** I believe that an institution thrives when the vast majority of faculty are full time, contracted and tenured. I think students are best served when faculty are secure in their jobs and have time to dedicate to developing curriculum and communication with their department/division coworkers. I believe we need to negotiate for more full time positions and reduce the proportion of part time faculty.

**1** I would like that as faculty are being asked to do more (on-line resources, working on social skills, knowledge of technology AND our content area), we should either be compensated more, more support provided or have management focus on education, not management. Part-time people are being asked to do more without the recognition.

**1** I would like to see an option where the college would allow someone to opt out of the college medical benefits package if they are already covered by their spouse. Then allow them to use some of the saving to put towards an IRA account. This will save the college money and allow flexibility for some faculty members who have dual coverage when it is not needed. This practice is used at many other institutions throughout the country.

**1** I would like to see full salary steps up to 30 as it used to be. I am mid career and am already at the top step. Its all downhill from here. Clarify language about how courses are assigned to part-time instructors. Each term we get two classes and then on down the seniority ladder, until there are no more classes, or ... it seems to vary by dept.

**1** I would really like to see the college pay for at least part of the healthcare costs for my family. This is actually the largest burden that my family faces.

**1** Improve availability of Curriculum Development funding for part-time faculty.

**1** increase pt pay to the point phasing out fts and hiring more pts is not to college's advantage

**1** It seems there are differences between departments in how courses are offered and assigned to part-time faculty--even within the same division. In order to understand whether this is fair or not, we need to all be working with the same system; campus-wide policies would be helpful to address this issues. Some part-timers have NO classes this term--in the same position I have been before--and it feels like this is NO WAY to LIVE.

**1** It's a small thing, but I would like College Finance's financial support for faculty enrollment in Oregon College Savings Plan automatic payroll deduction through the National Clearinghouse. Currently, this is not supported because it costs the College money. I find it ironic that an institution of higher ed doesn't support faculty saving money for their children's higher education. Somehow, we're able to deduct money for the Foundation or United Way, but not 529 Savings Plans.

**1** Let me explain how desperate I am to maintain health insurance through this job. I am so desperate that I will commute 400 miles/week (or more if need be) around the schedules of two kids in school, reducing my hours at my local teaching job to almost nil for almost no advancement, seniority, or job security in that job because that institution does not offer health benefits, nor does any other I could feasibly apply to, except universities, which almost never hire part-time instructors. This is it.

If I can't get health insurance for myself and my kids here, I will have no insurance for myself and my kids, if I'm lucky, may qualify for CHIPS, because that's how little money I make (and that's \*after\* factoring in several thousands dollars a year in income from a non-teaching source).

1 Maintain contracted right to overload -- this is paramount. This may be of similar importance to part-time faculty.

1 Maintain health insurance upon retiring

1 More full time openings...

1 Movement and a plan to create a substantially full-time faculty (well beyond filling vacancies)

1 Movement on the plan to replace desktop computers with laptops for faculty who request it. A plan for this was announced for this only a year ago, but Ken recently told me it was "still being developed."

1 non-taxable benefits like increased insurance coverage, or other things that aren't part of taxable income

1 Nothing at this time.

1 Okay, this is selfish, but I would like my union to support renewing teach-only positions indefinitely: the .85 pay is fair, given that we don't have to do department work, and given the huge number of faculty part-timers, isn't it better for at least SOME of us to earn a living wage? The college seems more amenable to this than regular full-time positions (naturally, because it's cheaper)--and though it does mean that full-time faculty have to continue to do the department work, the .85 positions don't add to their workload any more than the part-time positions we replace. Also, the .85 positions reward the efforts of those of us who have already devoted years (and sometimes decades) of our lives to Lane, instead of importing people via a national search who have no understanding of our particular students or school--and who will actually DISPLACE union members if hired. Why is my union arguing against my interests? I might have to rethink the "Union Thug" tee-shirt I've been wearing ever since Wisconsin! :-)

End of selfish rant. But on a related topic: I have just applied for one of the real full-time positions, which I am unlikely to get because the preferred qualifications include a PhD in comp/rhet, among other things I don't have: I wonder how such academic credentials are going to prepare someone to deliver the real community college curriculum--teaching academic niceties like MLA citation style while also helping students cope with homelessness, domestic violence, PTSD, stalker restraining orders, suicidal impulses, hungry children, untreatable diseases, unplanned pregnancies, felony convictions, and histories of addiction, generational poverty, dysfunction, and ignorance. Social justice--and change--in this environment is about more than having a "substantially full-time faculty," and it's about more than the usual job description covers. It's about having faculty who can do the REAL job; the kind of "higher education" some of us are dedicated to here at Lane is precisely the holistic model for student success that best practices point to. But not only do our job descriptions fail to acknowledge that we are really (as Jim said) "social workers"; the job description of the near-future won't even require us to be teachers--or human beings. Yes, I'm talking about the MOOC tidal wave that's about to hit home. While we've been kept busy and distracted with conventional union concerns, the educational paradigm has shifted to a corporate model in which those traditional concerns will be swept away along with the jobs they aim to protect. We need to be thinking long-term about the new future, and raising concerns about the nature and value of higher education that only human beings can provide, face-

to-face in classrooms and offices with real students. Instead of arguing for our (traditional/conventional) jobs, we should be arguing for what we know best serves students: in other words, we should change the frame, and take back control of the conversation.

1 Part-time faculty have no way to earn a living wage. Currently, I teach 7 classes in a year (approx \$28,000). I often work full-time hours despite not receiving compensation or benefits equal to full-time faculty. I cannot afford to add my kids to my health insurance plan (approx \$600/month), I am forced to work term-to-term (as opposed to a year contract) and I must choose between short changing my students or working extra hours I am not paid for (typically, I work the extra hours). In the summers, my family and I are on food stamps even though I do freelance work. I'm very disappointed with the lack of leadership the union has shown in making sure part-time faculty are well cared for. I've heard full-time faculty make comments indicating they will easily let us be laid off/let go to save their jobs several times--once in a recent union meeting. If you want the part-time faculty support, you need to support us.

1 Please keep the language allowing part-time faculty to teach the "+2" classes on top of their regular allowance of credits.

1 Preference to internal employees for faculty openings.

1 Provide additional steps for part-time faculty on Step 14 (because the administration profits from faculty who cannot advance on the salary schedule)

1 Provide Medicare supplement insurance for retirees who are not on medicare but their spouse is on medicare. (This is different from both retiree and spouse being on medicare. Supplemental Medicare ins is very expensive if purchased for spouse only.) Help with Medicare supplement insurance when both retiree and spouse are on medicare. Having a larger stipend for early retirement could help. I know of several employees with a disabled spouse and the employee may have to take early retirement to give aid at home.

1 Rated EXTREMELY IMPORTANT: Reimburse used sick leave, due to not willing to work in a sick building (#4); financial perks for working evenings and weekends (due to being kicked out of building workspace and having to work in community). Goal for LCC to find alternative work space for displaced dental programs.

1 Require the college to compensate part-time faculty for participating in committees and attending meetings. Without such compensation, it is difficult to feel that we are fully integrated into the campus community, and that our time is valued and that our participation is welcomed. Allow part-time faculty members to accrue paid personal leave time. Allow all faculty members to sell a portion of their unused sick leave back to the college, or to convert part of it to paid personal leave.

1 Seniority for part time faculty so those of us that have been here longer get first choice of classes. I have been here 5 years and those that are part time and have been here less are receiving more classes. This is an economic issue for me.

1 Steps, steps, steps, and steps...

1 The part-time seniority system in our department has become dysfunctional. Because seniority for part-time faculty has been defined so broadly, we now have a huge # of part-time faculty who are "senior" and so have assignment rights. This means that PT faculty who have taught for 20 years have the same assignment rights to courses that PT faculty who are here for 3. I would like to see assignment rights such that long-time part-time faculty get to teach the maximum allowed courses (and thus feed their

family that year) before all so-called "senior" faculty are assigned classes. I know that this is hard for new "senior" faculty, but if they've only been here for 3 years, they may still be able to make life changes. PT faculty nearing retirement can't just up and leave, and so I think if there's a way to support them through assignment rights, we should work out an actual "seniority" system that FT faculty (myself included) enjoy: that is, rights based on actual longevity rather than a single criterion benchmark that, once reached flattens everyone's history.

1 This looks fantastic for ALL!

1 Tie faculty pay losses to faculty involvement in decision making about college spending.

**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'                                                                               |    |   |   |   |   | (2.5) |
| Enhance faculty member's abilities to protect their class, students, and self from threatening students (e.g. right to remove student from the course)                                |  |   |   |   |   | (1.8) |
| Add language allowing faculty members to have disruptive/threatening students permanently removed from class                                                                          |  |   |   |   |   | (1.7) |
| Enhance protection of faculty workloads                                                                                                                                               |  |   |   |   |   | (2.0) |
| Negotiate language allowing departments to establish faculty department chairs                                                                                                        |  |   |   |   |   | (2.5) |
| Strengthen part-time faculty 'layoff' reduction rights, such as layoffs based on seniority, recall rights, timely notice of canceling of classes, etc.                                |  |   |   |   |   | (2.2) |
| Add language limiting the use of student evaluations to "professional growth only."                                                                                                   |  |   |   |   |   | (2.5) |
| Add language requiring the College to provide/maintain materials and equipment and provide support needed to perform professional assignments (e.g. classroom equipment, lab support) |  |   |   |   |   | (2.0) |
| Strengthen language protecting faculty rights when facing complaints (see below for details)                                                                                          |  |   |   |   |   | (2.1) |
| Strengthen language protecting current limits on class size (see current language in                                                                                                  |  |   |   |   |   | (2.1) |

|                                                                                                                                                                      |  |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------|
| Article 35.1)                                                                                                                                                        |  |       |
| Require faculty agreement before returning faculty to buildings abandoned due to health hazards (e.g. Building 4)                                                    |  | (2.1) |
| Add language that 'Part-time faculty shall be paid for participation in any governance processes'                                                                    |  | (2.3) |
| Strengthen language protecting rights of faculty members teaching distance learning courses (see below for details)                                                  |  | (2.3) |
| Require Department/Division chairs to provide lists of part time faculty members' seniority unit accumulations                                                       |  | (2.3) |
| Add all departmental workloads to contract (replacing current 'Examples' of full work loads)                                                                         |  | (2.2) |
| Enhance distance learning language to produce equitable and reasonable workloads for distance learning courses                                                       |  | (2.3) |
| 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 |  | (2.5) |

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

### # Response

- 1 \* Enhance personal safety in classrooms by changing language re. concealed weapon carry: students can/faculty cannot. \* Consider other threats to safety of faculty in classroom setting and ways faculty can protect themselves and their students.
- 1 \*require that at least one part-time faculty be paid to participate on each governance council, especially if requirement to be paid for participation.
- 1 Ability to access administrative systems (with proper training) such as the "capacity override" system to avoid waits adding students the first week or to reserve rooms without having to go through the scheduling office. Intellectual property rights over course lectures, especially in online classes or embedded in audio/video materials created for instructional purposes.
- 1 Administrators should be accountable when they violate the contract.
- 1 Allow part-time faculty to teach more classes per term.
- 1 Changes in seniority rights. Seniority is being used to prevent more qualified people from teaching courses they should be teaching while people with less qualification but greater seniority are teaching those courses.
- 1 Clear definition of required non-academic work and provision of pay/reassignment (faculty member's choice) for non-academic work in addition to the defined amount.
- 1 Continue to allow part-time faculty to teach overload classes, with assignment of overloads based on the current seniority system. Also negotiate a contract provision to allow part-time instructors to maintain eligibility for benefits if they take \*any\* term off (not just Summer term), provided that they maintain a certain minimum

average teaching load in the previous 3 terms. So this would be similar to the current provision for Summer term, but it could be used in any term, as long as the faculty member has met the FTE requirement for the previous 3 terms.

1 Define or eliminate the "additional six hours of work per week" in the current contract that is so vague it is meaningless and obviously unenforceable.

1 eliminate spring inservice

1 Ensured faculty representation/participation in administrative search committees.

Not just having x number of faculty appointed to participate on a search committee, but adherence to faculty rights/policies in respect to search committee work during final exam week or winter/spring breaks. When the administration doesn't respect faculty workload and instructional duties, it makes it nearly impossible for a faculty member to attend all the required search committee interviews, etc. This sometimes results in faculty reps not being able to have a voice in the actual selection stages. (Same goes for student reps)

1 Faculty control over the academic program. Re-institute previous 20+ year old contract language providing any member the right to grieve a contract violation.

Mandate economic analysis in the budget process based on learning; i.e. state reimbursements are tied to the academic units responsible for FTE generation.

Mandate overhead calculated by employee unit, thus separate faculty, managers, classified, and separate part-time and permanent assignments, with minimal pooling of overhead or classifying the overhead of one group as that of another.

1 Given the varying workloads within our division, while the notion of having a faculty department chair is a worthy one, it is problematic for the two departments in our division which have very small faculty groups, as well as higher teaching loads/workloads than the one larger department within our division. Further, when the division dean is not clear or skilled in basic areas of leadership, this puts a much higher burden on the individuals who are acting as lead faculty members or department chairs.

1 I am amazed at the course loads (grading especially) that some of us to compared to others. Our department's curriculum is full-time faculty driven and they are driving us insane with the amount of grading we are to do. Some courses have hardly any grading at all. Maybe it's the field, but maybe not. I would like to understand if there are any "limits" about how much work can be required of us. It drives me to seek other employment because this lifestyle (tremendous workload) is unsustainable. I don't know if this is a negotiable issue or not; thanks for considering it, anyway.

1 I am in favor of enhanced job security as a part-timer.

1 I would like to see full time faculty in the classroom and let the part time folks that work full time teach the online classes. I have students that complain they never see the real full time faculty. Many are teaching online and are not seen as faculty.

1 I would like to see part-time employees treated with the same regard as full-time. I have been a part-timer for 7 years and have other part-time friends who have been here for much longer. I think many of us have given up on ever being full-time, but it would be nice to at least get to work a full load every term, if we want.

1 I would like you to negotiate for a quicker response time for the course evaluations. At UofO, these are submitted online by students and made available to faculty as soon as grades are submitted. My Spring 2012 evaluations at LCC were not made available to me until week 3 of Fall 2012 (4 months later). The current wait time at LCC makes the use of this feedback less relevant, and for instructors with the same

students in the next term, their feedback can not be utilized to make improvements in consecutive terms. I strongly advocate for this system to be moved to an electronic system.

1 I would support any negotiation which engages in strengthening the rights and liberties of all employees at Lane. As an instructor, I am most concerned with our ability to operate without regulation by administration (Choosing our own materials, lectures, assignments, etc). Accompanying such freedom is an inherent trust in the ability and commitment of faculty members. In addition to this freedom/trust, I would strongly support any efforts to protect and support faculty in their digression of eliminating disruptive/abrasive students from classrooms.

1 I'd like a simpler way for the College to reimburse work-related expenses. When I need something for my work, I don't like having to go through two different people. I end up spending quite a bit of my own money because I just want to get it done without the red tape.

1 It would be great if Faculty Council could be an actual part of the college governance system. Currently the Learning Council is and the Student Affairs Council is, but not Faculty Council and I don't understand this.

1 Job postings for faculty should first be in house and then go out to the general public.

1 Mainly, it's awareness of goals we should aim to AVOID, e.g., any vague language that commits Lane to being a "digital campus" or other cloaked references that might be used to replace human teachers with taped lectures by "superprofessors"--or language about the importance of standardized assessment that leaves room for a move to (for example) automated software that grades essays based on linguistic or punctuation patterns, or to peer grading. Some of the buzz words I hear going around--and that have already been officially adopted in Lane's initiatives and whatnot--are Trojan horses! How is it that we academics, theoretically trained in critical thinking and language awareness, have failed to notice??

1 Maintain equity for an online class the same as lecture classes.

1 Mandated texts depends upon who is mandating. If admin is making the decision, not ok. If faculty is making a dept or div wide policy, mandates may be reasonable.

1 Nothing else at this time.

1 Work load issues and adequate compensation to meet increased demand

1 Workload issues for lead instructors in career tech programs.

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

### **# Response**

1 ability of faculty to retire but continue to teach at full time rate for 2 years

1 Apparently I don't know the details of "protecting faculty rights when facing complaints" but all of the examples I've ever been privy to suggest this is not a problem at all. If anything, perhaps "due process" needs to be rolled back to a definition that makes sense (i.e., protects students, other faculty & staff, and the taxpayers).

1 As a 20+ year member of the LCC faculty, I realize that I marked most items in your questionnaire as a very high priority. We seem to be in a downward spiral on many economic issues and an upward spiral in non-economic challenges as faculty. In the past two years, I have found myself worried for my own physical safety and the

safety of my students while in a classroom setting. LCC's policy of admitting ANY student is inappropriate in the current, cultural climate of our country. Students who are mentally ill, currently suffering serious PTSD, or in required anger management programs need to be screened to be absolutely certain they will not be a threat to faculty, students or themselves while attending LCC. Additionally, I believe that LCC absolutely HAS to adopt some entrance standards because the student who is totally illiterate (can't read or write or think) is an unreasonable burden in the classroom and provokes negative interactions in said classroom.

1 As a part-time faculty member, I am constantly wondering whether I will have "placements" (i.e. Paychecks) from term to term. I would love to see a strengthening of commitments regarding part-time benefits and rights.

1 As the team probably knows, there are workload differences among the departments and divisions. I would like to see some movement towards balancing of workload for full time instructors in terms of class sizes, time commitment to grading and class preparation.

1 Can we bargain for a replacement for Moodle 2? Instructors and students agree that it is not working and is so user-unfriendly that it actually wastes both instructor and student's time. Blackboard is better, and I have heard of other educational sites that are better yet.

1 Class size for vocational technical programs needs to be defined according to equipment resources, physical space limitations and general safety, not "break even" or 'cost recovery' models. Example - I currently am required to have 24 students in a lab environment that is obviously set up for 18 students.

1 Concerned about the double-dip faculty: retired but allowed to work. This takes jobs away from those of us just starting.

1 Don't waive contract language to reach a deal without notification and approval of the faculty. Report details of language changes in the main contract with sufficient time for study before any ratification vote.

1 First and foremost, show us the money!

1 Full steps...

1 Good luck! Your efforts are very much appreciated.

1 Good luck.

1 I am a part-time faculty member in the Mathematics Division. I have twice submitted a packet for consideration of an advertised full-time position. I was not awarded an interview, which is fine, but when I inquired about how my packet was deemed insufficient I was told that that information was somehow "secret". It seems to me that that information could and should be disclosed. It certainly leaves me to wonder about possible age discrimination, for example. Is it really inappropriate to say how an application was assessed (on it own merits, not in comparison to others)?

1 I think the distance learning language detailed below will be especially important in the near future, in light of the administration's discussions of "restructuring developmental instruction", Learning Commons instructional delivery formats, and Achieving the Dream course configuration discussions.

1 I think we need a Teaching and Learning Center. Other colleges have them, and we have a broad and general commitment to improving our outcomes collegewide but so much is done by committee and I think we need to institutionalize it. We had SLI, then CCIL and these were almost workable--don't give up on that idea. The current "R and D" structure does not work--it's not a priority and so has just disappeared. I

think distance learning language is important, but it's really hard to establish what it would look like. I know some faculty who grade student work automatically--without having to read their work at all--it's a scantron system. And so what is equitable workload for a course that requires no actual grading? Since many distance ed courses that students take have similar systems in place, I don't know how you could establish equitable workload contractually without also determining the instructional method and grading method, which to me would mess with academic and pedagogical freedom, which I guess I revere as much as workload guarantees.

1 I would appreciate it if internal applicants for full-time positions were given some degree of preference over external applicants in the hiring process. Thank you for all of your efforts!!

1 I would like to see seniority rights changed related to the way classes are given to part-time instructors. As a long time part-time instructor, I am now having to fight for the classes I need simply because we are only allowed a certain number of credits "on the first round pick." In a department that now has 30+ part time instructors, this choosing process has now become problematic for instructors who have given much time, dedication, and loyalty to the college.

1 In other words, in addition to responding/reacting to traditional contract issues, in my view we need to be proactive in protecting ourselves, and our students, from the takeover of higher ed. It's not just the administration, or the state, we are bargaining with: the entire faculty system is under attack by corporate and political players who don't give a rat's ass about any of the things we are used to bargaining about--they just want to eliminate us, and they're using "affordability" and "accessibility" as cover. At least among ourselves, we need to be talking about their real agenda and how to counteract the propaganda they're disguising it with.

1 Increase pay to reflect a more realistic number of days worked. I don't just work 175 days a year. It's closer to 250.

1 Increased demand should reflect an increase in support services

1 Just a word of sincere gratitude to the union for looking out for the well-being of part-timers. The union makes all the difference between us being peons or not (and please believe me, I know the difference, based on past employment experiences).

1 Maintaining contracted right to overload is absolutely necessary. Part-time faculty with seniority may feel this is a need as well.

1 On distant learning - not sure how workload is defined but I would like to note that I am part time and teach online and spend almost more time online with students, setting up the class, and grading than I do in my in class classroom. I just don't want folks to under-estimate the work it takes for a good online class.

1 One of my main concerns is keeping my job, and maybe having a bit more of it, rather than giving up the occasional overload course because the college has hired new part-timers.

1 Part-time faculty teaching both credit and non-credit classes, whose teaching/preparation hours add up to full-time or greater, are considered by the college to be part-time, with the associated "less-equal-than-others" status (in itself an issue). Whatever the technical justification, how can that be considered fair?

1 Pertaining to vacancies, transparency in what the protocol is for selecting which faculty vacancies are filled and which are left unfilled by administration. Also, Language defining what expanse of time is appropriate for a faculty vacancy to

remain vacant (e.g. 5 years, 7 years, 10 years).

1 Please negotiate with the idea of getting the best results for staff as a whole.

1 Protect professional development

1 Require true collaboration with faculty before requiring any performance-based pay measures based on methodologies such as student "success" on standardized testing, on automated scoring of essays, on required participation in MOOCs, etc.

1 Thank you for all of your work! You are appreciated!

1 Thank you for being there for us! These times feel very desperate to me. This job is all that's standing between me and really not being able to take care of my children. Thank you.

1 Thank you for representing us!!!

1 Thank you for your tireless efforts in our stead.

1 Thank you for your work on our behalf!

1 Thank you for your work!

1 Thank you!!

1 Thanks for all your hard work!

1 Thanks for your work!

1 The reason for my giving a priority to full-time salaries is that full-time instructors have made many sacrifices over the last 15 years to try to bring part-time salaries up to par, though they are not perfectly there yet.

1 We still continue to work in an environment where some collegiality is discouraged (e.g. division issues are instead directed to be addressed only at department meetings, rather than at a division level), and there is a punitive threat for not following the mandates of the administration--for example, our dean communicated the Greg Morgan wanted our department to offer one particular class online. This is a class that a majority of contracted faculty members have decided is not appropriate for an online venue--when we openly discussed our disagreement with Greg Morgan's pressure, the comment was made by the dean that suggested that if we wanted to be paid, we would do as we were told. However, one contracted faculty member thought that we should follow Greg Morgan's mandate (or any other person in authority), and gained the verbal praise from the dean. Open expression and freedom to discuss different opinions remains elusive, as it has for years. We don't know how to quantify this issue into a Bargaining issue, but it affects morale and trust at basic levels. Faculty need to feel empowered, to know that our voice is more important than that of achievement compacts conceived by the State, that our professional integrity remains intact. The mechanism of the union is one of the most powerful ways to achieve this end.

1 While I REALLY appreciate union protection!, in the case of faculty incompetence or poor performance, it is important to provide tools to allow deans to discipline or remove them. College reputation and student success are on the line.

1 your work is appreciated

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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