

LCCEA 2008-2011 Economic Reopener Bargaining Survey

The LCCEA Bargaining Team is preparing to bargain our Economic Reopener agreement for 2008-2011. Please take a few minutes to complete the following bargaining survey of faculty members. Please submit a completed survey by the end of the day, Tuesday February 26, 2008 (you may submit responses after this date, but we will begin to analyze the results then). Your responses, of course, will be anonymous. LCCEA Bargaining Team: Dean Bergen, Chair, bergend@lanecc.edu; Stacey Kiser, kisers@lanecc.edu; Adrienne Mews, mewsa@lanecc.edu; Steven Senderling, senderlings@lanecc.edu; Jim Salt, saltj@lanecc.edu

1. LCC Faculty Status

Contracted	72.0%	(113)
Part-time	27.4%	(43)
TOTAL	99.4%	156 (157)

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

1		(0)
2		(0)
3	1.3%	(2)
4	1.3%	(2)
5	3.8%	(6)
6	1.3%	(2)
7	1.9%	(3)
8	5.7%	(9)
9	3.2%	(5)
10	2.5%	(4)
11	5.1%	(8)
12	2.5%	(4)
13	17.2%	(27)
Don't know	29.3%	(46)
TOTAL	75.2%	118 (157)

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

1		(0)
2		(0)
3		(0)
4	0.6%	(1)

5	0.6%	(1)
6		(0)
7		(0)
8	1.3%	(2)
9		(0)
10	0.6%	(1)
11	2.5%	(4)
12	2.5%	(4)
13	1.9%	(3)
14	7.0%	(11)
Don't know	10.8%	(17)
TOTAL	28.0%	44 (157)

4. Flight Tech Part-time Faculty members ONLY: What is your 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	0.6%	(1)
TOTAL	0.6%	1 (157)

5. How many years before you plan to retire or otherwise leave LCC?

1 - 4 years	22.9%	(36)
5 - 9 years	29.3%	(46)
10 - 19 years	33.1%	(52)
More than 20 years	12.1%	(19)
TOTAL	97.5%	153 (157)

6. LCC insurance level

Employee only	39.5%	(62)
Employee plus One	21.7%	(34)

Full Family	28.7%	(45)
None	9.6%	(15)
TOTAL	99.4%	156 (157)

7. LCC department/division

Academic Learning Skills	4.5%	(7)
Adult Basic and Secondary Education	6.4%	(10)
Advanced Technology	2.5%	(4)
Art and Applied Design	4.5%	(7)
Business Technology	5.1%	(8)
Computer Information	2.5%	(4)
Cooperative Education	1.9%	(3)
Counseling	4.5%	(7)
Culinary and Hospitality Management	1.3%	(2)
Health Professions	7.6%	(12)
Flight Technology		(0)
Health and Physical Education	6.4%	(10)
Language, Literature, and Communication	12.7%	(20)
Library	0.6%	(1)
Mathematics	7.0%	(11)
Media Arts and Technology	1.3%	(2)
Multicultural Center		(0)
Music, Dance and Theatre Arts	1.9%	(3)
Science	8.3%	(13)
Social Science	14.0%	(22)
Student and Employee Health Clinic	0.6%	(1)
Other	6.4%	(10)
TOTAL	100.0%	157 (157)

8. How important is it to you that we maintain our contracted 175 day work year, and thus eliminate last spring's temporary reduction of the workyear to 172 days and its associated 1.8% cut in annual salaries?

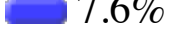
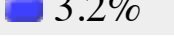
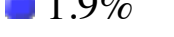
Very important	24.2%	(38)
Important	26.1%	(41)
Neutral or no opinion	25.5%	(40)
Unimportant	12.1%	(19)
Very unimportant	11.5%	(18)
TOTAL	99.4%	156 (157)

9. How important is it to you that we restore the 175 day workyear and COLA (just referred to) during the first year of the contract (i.e., 2008-2009)?

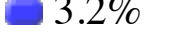
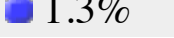
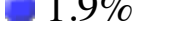
Very Important	25.5%	(40)
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Important	 28.7%	(45)
Neutral	 29.9%	(47)
Unimportant	 7.6%	(12)
Very unimportant	 8.3%	(13)
TOTAL	 100.0%	157 (157)

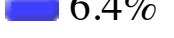
10. How important is it to you that we ensure a full Cost of Living Adjustment (COLA) that fully protects salaries from inflation throughout our contract?

Very important	 62.4%	(98)
Important	 24.8%	(39)
Neutral or no opinion	 7.6%	(12)
Unimportant	 3.2%	(5)
Very unimportant	 1.9%	(3)
TOTAL	 100.0%	157 (157)

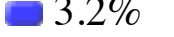
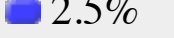
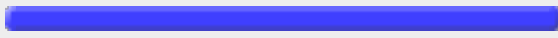
11. How important is it to you that we ensure that salary steps are provided to all faculty eligible for them, throughout the three year agreement?

Very important	 59.2%	(93)
Important	 33.8%	(53)
Neutral or no opinion	 3.2%	(5)
Unimportant	 1.3%	(2)
Very unimportant	 1.9%	(3)
TOTAL	 99.4%	156 (157)

12. How important is it to you that we increase total annual salaries above COLA adjustments?

Very important	 24.8%	(39)
Important	 32.5%	(51)
Neutral or no opinion	 26.1%	(41)
Unimportant	 8.9%	(14)
Very unimportant	 6.4%	(10)
TOTAL	 98.7%	155 (157)

13. How important to you is it to maintain current insurance benefits/coverage?

Very important	 73.9%	(116)
Important	 20.4%	(32)
Neutral or no opinion	 3.2%	(5)
Unimportant	 2.5%	(4)
Very unimportant		(0)
TOTAL	 100.0%	157 (157)

14. How important to you is it to prevent future increases in out-of-paycheck

contributions for insurance?

Very important	51.6%	(81)
Important	35.0%	(55)
Neutral or no opinion	9.6%	(15)
Unimportant	2.5%	(4)
Very unimportant	0.6%	(1)
TOTAL	99.4%	156 (157)

15. How important to you is it to reduce current out-of-paycheck contributions for insurance?

Very important	15.9%	(25)
Important	26.1%	(41)
Neutral or no opinion	30.6%	(48)
Unimportant	19.7%	(31)
Very unimportant	6.4%	(10)
TOTAL	98.7%	155 (157)

16. At present, short-term leave funding for faculty members to attend conferences, take courses, go to workshops, etc. is limited to \$2100 every three years and there are only sufficient funds for either one-half of the contracted faculty or one-fourth of the contracted and part-time faculty. LCC's 55 (current) managers are provided a total of \$40,000 a year for conference and workshop attendance, while the budget for faculty is only \$93,500 for all 575 full- and part-time faculty members. For FPD to have as much per person as the managers, the short-term leave budget would have to be increased by 100% to cover just contracted faculty and by 350% to cover both full- and part-time faculty. Given this context, how important to you is it to increase short-term leave funding for faculty members?

Very important	13.4%	(21)
Important	36.9%	(58)
Neutral or no opinion	24.8%	(39)
Unimportant	15.9%	(25)
Very unimportant	7.0%	(11)
TOTAL	98.1%	154 (157)

17. If you are a contracted faculty member, how many terms of long term leave (a.k.a. sabbatical) do you plan to apply for over the next three years?

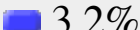
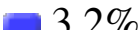
None	35.0%	(55)
One	35.7%	(56)
Two	1.9%	(3)
More than two	1.9%	(3)
TOTAL	74.5%	117 (157)

18. Please rank in order of importance the following professional development areas (rank 1-5, where 1 is the most important)

Average rank

	1	2	3	4	5	
Short-term leave (e.g. conference travel, workshops, etc)						(2.1)
Long-term leave (a.k.a. sabbaticals)						(2.9)
New Faculty Orientation (a.k.a. Faculty Connections)						(3.6)
On-campus professional development opportunities (e.g. Academic Colloquia, class observations)						(3.3)
Professional-Technical/ Technology fund						(3.0)

19. Currently our contract sets the rate of pay for curriculum development work, but unlike Faculty Professional Development, does not require the College to provide any set amount of funds. For many years, the practice of the College has been to provide \$42,000 annually for curriculum development. Currently, this covers only about 5% of the proposals for curriculum development funding submitted in unit plans. Given this context, please respond to the following statement: "The LCCEA should bargain appropriate levels of funding, not just rates of pay, to support the curriculum development work of the faculty."

Strongly agree		31.8%	(50)
Agree		39.5%	(62)
Neutral		20.4%	(32)
Disagree		3.2%	(5)
Strongly disagree		3.2%	(5)
TOTAL		98.1%	154 (157)

20. If the LCCEA negotiates language governing the curriculum development fund, we should seek to:

significantly increase the fund		38.9%	(61)
slightly increase the fund		34.4%	(54)
ensure only that the fund is protected for inflation		16.6%	(26)
only establish rules governing how the fund is used		6.4%	(10)
TOTAL		96.2%	151 (157)

21. Under the Early Retirement MOA of our contract, faculty members are eligible for early retirement benefits at age 55. The MOA provides for a stipend and insurance benefits for the retired employee and their spouse. If a person retires at age 58 they receive a \$175 a month stipend until age 62. If they retire before age 58 the stipend is prorated so that the amount does not exceed what the college would have paid if the faculty member had retired at age 58. Regarding insurance, the College contributes toward the premium up to the amount they were paying for Employee plus one at the time of retirement, to both the faculty member and their spouse until each qualify for Medicare coverage. Which of the following best captures your view on the Early Retirement agreement?

The Early Retirement stipend should be increased		3.8%	(6)
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The Early Retirement insurance benefits should be increased (e.g. by better protecting insurance benefits from insurance rate hikes)	17.2%	(27)
Both the Early Retirement stipend and benefits should be increased	27.4%	(43)
The Early Retirement stipend and benefits should be maintained at their current level	31.2%	(49)
The Early Retirement stipend and benefits should be reduced	3.2%	(5)
The Early Retirement stipend and benefits should be eliminated	3.8%	(6)
TOTAL	86.6%	136 (157)

22. Please give your best estimate of the average number of hours you spend per week on teaching duties (class time, class preparation, grading, office hours, and examining student work).

1 - 10 hours	0.6%	(1)
11 - 20 hours	7.6%	(12)
21 - 30 hours	18.5%	(29)
31 - 40 hours	20.4%	(32)
41 - 50 hours	33.1%	(52)
51 - 60 hours	12.7%	(20)
61- 70 hours	3.2%	(5)
More than 70 hours	0.6%	(1)
TOTAL	96.8%	152 (157)

23. Please give your best estimate of the average number of hours you spend per week on non-teaching duties (e.g. college committees; long term curriculum planning, development and coordination; unit planning; governance activities; working as Association representative in joint activities; serving on hiring committees; participation in peer to peer evaluation and peer mentoring processes; etc).

1 - 5 hours	42.7%	(67)
6 - 10 hours	29.9%	(47)
11 - 15 hours	12.7%	(20)
16 - 20 hours	4.5%	(7)
More than 20 hours	7.0%	(11)
TOTAL	96.8%	152 (157)

24. In the last few years, your total workload has

Increased significantly	42.0%	(66)
Increased slightly	33.8%	(53)
Remained the same	14.0%	(22)
Decreased slightly	1.3%	(2)
Decreased significantly	0.6%	(1)

Don't know / it is impossible to say	7.0%	(11)
TOTAL	98.7%	155 (157)

25. Please **RATE** (not rank) each of the following bargaining goals in order of importance to you, where one (1) is the top priority and five (5) is the lowest.

	Average rank				
	1	2	3	4	5
Maintaining the 175 day workyear (thereby eliminating last spring's temporary reduction to 172 days and its associated 1.8% cut in annual salaries)					(2.7)
Ensuring a full Cost of Living Adjustment and provision of salary steps throughout our contract					(1.6)
Increasing total annual salaries beyond COLA adjustments					(2.5)
Reducing the Faculty Workload					(2.7)
Maintaining Medical Insurance Benefits					(1.5)
Reducing Out-of-Paycheck Insurance contributions					(2.7)
Maintaining or Increasing Early Retirement Insurance and Stipend					(2.9)
Increasing Faculty Professional Development funding					(3.0)

26. Please **identify any other economic areas not addressed above which you want the Association to pursue in bargaining.**

Response

1

1 1) M&S budget to adequately and equitably reflect FTE per department. 2) Equity on extra fee accounts. Some departments are allowed to assess fees and other departments not.

1 1) Official workload and unofficial workload are two different things. Over the past few years, my job assignment (official workload) has remained the same, while the amount of work I do (unofficial workload) has increased tremendously. In the past this was due to ineffective local management and large numbers of part-time instructors within our unit. Now it is primarily due to ineffective upper level administration, although some still stems from large numbers of part-time instructors within our unit. 2) Use incentives to get rid of (us) old timers who are stuck in the past and bring in as much new energy as possible to fix what's broken before the college collapses.

1 1. Faculty should investigate an appropriate process for selecting 403b providers. 2. We need to address the workload issue, by insuring that full time faculty who retire, are replaced.

1 1. high cost of part-time health insurance for dependents. 2. early retirement stipend, etc., needs to connected to inflation

1 An automatic mileage stipend for teaching class/classes off campus.

1 As a part time faculty member I would like to be able to work more or be paid more

or both. I currently teach as many classes as I can at the part-time rate.

1 Better support for the part-time instructors who contribute to the college.

1 College support and funding for the online teaching environment needs to be increased. The savings the college has experienced in outsourcing our Moodle server and using a "free" software for the online content management has pushed the cost to faculty!

1 Equal pay for equal work for part-time faculty (not meant as a divisive comment among faculty, but as one that addresses the economic exploitation of part-time faculty by the administration).

1 equal pay for part-time instructors some level of job security for part-time instructors. Lacking these makes it difficult for me to consider staying at LCC, even though I very much love teaching and am good at it.

1 I believe full-time faculty should have the right to teach at LCC outside of the their contract (for part-time pay) in the summer as is done at other community colleges in Oregon. The summer classes should be offered to full-time faculty first.

1 I don't see this happening (especially in a reopener), but I'd eventually like to see faculty pay related to merit rather than a one-scale system. Merit pay systems have been reliably shown to be more efficient for taxpayers and produce higher quality teaching from everyone - much to the benefit of our students.

1 I have heard that Vanguard is a good fund to be in but we are not a part of their group because our finances are such that we cannot do automatic deposits as required by Vanguard. The reason-according to someone who works in finance-is that our accounting system is so screwed up that the college doesn't know how much they have so cannot operate like most place do, by having automatic deposit and withdrawals.

1 I percieve there is an imbalance between what managers earn and their budgetary support compared to what faculty and their support staff earn as well as their budgetary support if for the number of staff (for managers) or students (for instructors). Faculty proportionally have earned less, proportionally recieved smaller raises and proportionally less money for their students.

1 I want to work year round, especially since I do not trust PERS to be adequate retirement income. There is a limit to how much I can make contractually, the contract is a ceiling. I want it to be a floor, that I can stand on to be a platform to make more if I want to put more towards retirement or even current funding. The contract does not provide for entrepreneurship, and should. Negotiate for intellectual property rights for publishing, recording, or other rights that faculty can use for income enhancement.

1 I'm relatively new to LCC and to Oregon, so some things I really don't understand. One of those things is why the college does not offer at least a Medicare supplement insurance for retirees. This isn't the standard in other states where I've worked.

1 Increased opportunities for part-time contracts for permanent contracted faculty.

1 Increasing benefits for part-time workers. Why can't we get the LTC insurance too? Also, why can't we donate our sick leave to the sick leave bank?

1 Is there any contract language that can prevent increased workload through "efficiency" efforts funded separately by the college? Are there ways to reprimand faculty who willingly work outside of contract language by colluding with administration? Is there specific language to prevent an increased workload without

contract bargaining?

1 Making sure that sick days can be used to cover a child's illness.

1 More full time positions: I can't raise my family on my part time pay at LCC. Now I have 2 other part time jobs. I am fractured. I don't want to leave LCC. I love my job, my colleagues, and my students. I am happy on the job every day, and it has been this way for the past 11 1/2 years. I want a full time job at LCC. Since I have been here, our program has had about 2 new full time positions added! Now my children are old enough for me to work full time, even though I am a single mother.

1 part time salary equity!!!!!!!!!!!!!!

1 Protect part-timers' pay and benefits. Ensure PTs' job protection and seniority.

1 protection of part time employees

1 Provide a wellness incentive of reduction in insurance premiums when a member engages in measurable healthy habits (exercise, weight loss, smoking cessation, reduced alcohol consumption, etc.)

1 Question #9 mixes two issues: the 175 day work year and the COLA. The former I find unimportant; the latter is important. RE: steps: since we have no merit pay or any way to recognize superior work here, faculty recognition award notwithstanding, i think that steps are important. Short-term leave pay is important, but in a tight budget context it might be useful to really look to see how many faculty actually do NOT get to attend conferences for which they have written papers, etc.--and then go for that number rather than just pointing to our managers and saying we want what they have. #15: Although I do not feel the need to REDUCE out-of-pocket for health insurance (which I find to be very reasonable), I hope you will not take this as an agreement to increase it. On #18--I don't know what the Prof/Tech fund is, so I have ranked it low. I think that class observations are important but I would want to protect the individual professional development (sabbaticals, conferences) before class observations. Class observations can be done with colleagues . On #19: I feel that while it is really valuable to the college for us to develop our curricula, I think that this is not an area that should be bargained as an entitlement. It is too enmeshed in departmental improvements rather than individual employee improvements. I think that the college is penny wise and pound foolish to continue to offer this pathetic sum for CD; but since curriculum, once developed, becomes the property of the college, rather than the individual, it seems inappropriate for bargaining. We end up with a crappy college, of course, unresponsive to current and future needs, but then, that's what the college determines is important. For #20--if you're going to bargain for it, then yes, you should significantly increase it, because it's a bargaining chip that the college will say they've "given" us (when in fact CD is development of the college's curriculum not the professional life of the worker) and so if we're being "granted" this, then make it good, so to speak.

1 Replace funding for Lead Faculty work through release time, CD funding, FPD, or some similar process. This would decrease the workload of most faculty, but make the acceptance of these duties a reasonable choice for those who wish to develop that skill set.

1 Some depts. don't have money to provide for substitute pay in the following situations: 1. when faculty are awarded professional development funds to go to conferences 2. when faculty are sick I have heard that some faculty are coming to work sick because there is no funding to cover subs.

1 The college absolutely must come up with a plan to fill full-time faculty positions

left vacant due to other than program reduction or elimination. As full-time positions are left vacant or filled by part-time faculty the work load on remaining faculty is significantly increased and our students and programs suffer as a result. Perhaps unrelated to negotiations: The college must take responsibility for the budget and get control of it; not by making further reductions in programs and faculty but by better management and planning. By not taking responsibility for essential budget items such as replacement/maintenance of equipment and facilities, (to my knowledge the college has never budgeted for replacement of equipment when purchasing that equipment - they just seem to hope that it lasts forever?), the college often leaves our programs and students in need of essential equipment and facilities. The entire capitol outlay aspect of the unit plan is a complete joke!

1 Top step salary increase. This group took the biggest hit in the give-backs last year, essentially sacrificed for protection of everyone else.

1 While I understand the union tries to protect its members from overwork abuse, I would really like to have more work without the necessity of insurance coverage. It is have to make ends meet when only teaching one class in a term.

1 Workload reduction over added pay. Funding for curriculum development (as in SLI-type activities)

27. While this is an "economic reopener" for the 2008-2011 years, by contract both the Association and the College may bring up to three "non-economic issues" to the bargaining table. Are there non-economic issues that you want the Association to address in bargaining? If yes, please describe.

Response

1 1) Environmental health issues 2) workload equity - developmental ed workloads are currently outrageous

1 1) Maintaining faculty computer and software support. With marginal staff support the least the college can do is provide adequate and timely computer support. Example: a colleague's computer has not been working for 14 consecutive days during Winter term. Example: Distance learning advertises and provides training on software, then insists that the department or faculty buy the software if they choose to use it. Some departments have no funds to purchase it so it falls to faculty. Often PT faculty who are least paid and give so much energy.

1 1. Organizational climate- motivation is low, and current policies, particularly unit planning, pit faculty and departments against each other. 2. Assessment - Push funding for this process so that our accreditation evaluation is smooth, meaningful data is generated, participating faculty and staff are recognized, rewarded, or compensated in some way. 3. Technology - We need access to more current software, and computers that can actually run it. Currently, our testing department can't even do an item analysis on a test. 4. CML usage - We should be hosting conferences and speakers to bring in revenue. It's no use to the college if it empty. 5. Reward teaching excellence - We should have endowed professorships (perhaps in concert with the Foundation) that bring attention to the college and its programs. This will increase enrollment and our reputation, which should get us funding from the state and the community. 6. Diversity - if this is really a college priority, then illustrate its importance by having an endowed position or two for visiting minority scholars. 7. Disability - currently there is no COPPS policy concerning the process of providing accommodations for faculty with disabilities. This puts us at risk of lawsuits. Making a public policy would send an appropriate message to the community as well as

faculty, staff, and students. 8. If there is not a clear policy on how you "impeach" a manager who is ineffective or otherwise behaving in a way detrimental to the college, there should be. I could go on all day, but I don't really know what's bargainable, so I'll stop there.

1 a paid orientation (to processes, systems, ect.)for new instructors

1 A return of charters and their guaranteed relevancy under the contract. A move away from the present ineffective governance system of councils and a move to a true representative form of government with actual participation by those directly affected by decisions.

1 Academic freedom, especially when it refers to a program's right to decide on pedagogy and method (not just individual instructors' academic freedom). Looking at the extra work that hybrid classes, moodle, on-line courses, etc entail and what the college can do to reduce workload in other areas to compensate instructors for this extra load

1 Addressing the overarching question of Oregon being one of the lowest funders of education in the US. If we can somehow get the state to prioritize funding education, we may not have so many battles.

1 Adequate support for technology--specifically support for on-line instruction, both for faculty and for students.

1 As Jim and I have discussed many times, the complaint process is rarely executed contractually, and frequently abused. A clearer and more streamlined process might be helpful to all. Article 16.2: The word "emergency" needs to be clearly defined. Article 37.2 (a): We have an outstanding grievance over the failure to observe due process, as stipulated in this article. It would be helpful to have due process clearly defined, if we can secure a definition favorable to faculty! Article 35: In my work as grievance chair, I have come to believe that there is a more or less concerted effort, on the part of the College, to challenge existing workloads, and increasing workloads wherever possible. We must protect the standards articulated in this article, while continuing to maintain, in the strongest possible terms, that Article 35.4 does not tacitly give the College the right to increase workloads, while forcing the Association and our members to dispute such unilateral and arbitrary workload increases only through the mechanism(s) provided in this subarticle. We must maintain the position that we have the right to grieve unilateral and arbitrary workload increases, while the dispute resolution process stipulated in 35.4 is intended strictly for disputes over already existing workloads.

1 Continue to work on getting distance education parameters clarified, especially with respect to workload, which I have heard tell is creeping up lately under CD auspices.

1 E-mail communication from department heads to faculty should go to ALL faculty, not just certain ones on the department head's e-mail distribution list.

1 Faculty Certification Criteria Procedures and Grievances Protocol (AS PROMISED PRIOR IN WRITING)

1 Faculty needs support to do their jobs. The college wants us to use technology yet our computers are old and computer problems don't get resolved efficiently because there are too few techs. All classrooms should be smart classrooms. Thanks for listening.

1 giving "teeth" back to charters

1 governance might be a possibility...it looks to me like it is falling apart at the seams from lack of support and participation...frequently due to unfilled openings on

councils by both admin and faculty. Lack of support for distance learning...we are in serious need of better hardware/software support. For example, there is no streaming video server...students have to download the video from a "teach" location. This seems like a lousy situation for students when it is a not too expensive hardware/software fix. In addition, there is no infrastructure to tape short lecture clips or pod casts.

1 I suppose the Association may not see it as their place to bring this issue up, but I definitely think it's an Association issue (as opposed to, or in addition to, an administration issue). As long as we're discussing workload it certainly isn't fair that some faculty members are not held to the specifics of the contract (in terms of office hours, student contact hours, etc.). It would be a better work environment for ALL faculty if management held the knuckleheads to the same standards the rest of us meet (as required by contract). I would love to see the Association use their weight to force management to exercise their prerogative to begin disciplinary action on instructors who don't fulfill their contractual obligations. In addition to making workloads "fair" across campus, we (collectively) would not suffer for the bad impression some teachers give of Lane.

1 I would like to see some job security for long term part-timers. In Science, a part-timer who has been here for much longer than 10 years suddenly found herself without a job when the enrollments in her class fell and it was canceled. She wasn't allowed to bump any less senior part-timers, because she didn't have seniority in the family of classes that were available.

1 I would like to see the Prof/Tech programs protected, so that students not seeking a 4 yr degree have a choice protection of full time positions from being filled with part-time or interim, and re-instatement of full-time positions that were cut for cost savings.

1 I'd like to see distance learning (e.g. online courses) specifically addressed in the new contract. The current contract doesn't specifically address new concerns that have arisen with the expansion of distance learning at Lane. A few specific concerns are: - the 30/hr week on campus contract requirement in addition to the 30+ hour/week spent off campus during the evenings and weekends (There are several issues here...Required office hours on campus when most online students aren't on campus and they have access to the instructor 7 days week/24 hours a day. Teachers teaching the same course with different modalities (i.e. face-to-face and online) requires additional prep considerations. The increased workload due to technology learning curves needed for successful online course development and maintenance. - the lack of campus technology faculty support with the recent budget cuts (Before I could make an appointment with one of the faculty webmasters, now I post my question on moodle and get answers/suggestions from other faculty members.)

1 If the administration wants us to teach online, the college needs to provide better support in all areas of the online environment.

1 improve early retirement incentives that will encourage senior faculty to retire so less costly new employees can be hired.

1 Instructional load and new duties in addition to teaching seem to be increasing without support (money or time release), as well as a disrespect for the faculty perspectives.

1 Intellectual property rights

1 Limit the administration's current powers to unilaterally increase the faculty's load as

was done with the Spanish Department in August 07

- 1 Make the college live up to their predominantly full-time faculty statements. They are NOT replacing full-time faculty as they retire. It has become a huge problem in my department. Why are we forced to hire underqualified, poor instructors just to cover classes?
- 1 More faculty decision making power in my dept.
- 1 Opening the gym to employees without having to sign up for a class.
- 1 Perhaps something about addressing the safety of faculty, staff and students given shootings at other institutions of higher ed. I don't know if this is the best venue, but it may be.
- 1 Ratio between adjunct and contracted faculty: increase the percentage of contracted positions.
- 1 Restore appropriate levels of support for development of on-line courses.
- 1 Revisit the "Future Faculty" MOA to provide long-term PT faculty first access to new position openings.
- 1 See above
- 1 Shared governance programs that allow time for shared governance.
- 1 Specific language in regards to seniority and choosing courses to teach. We get RIF reports etc. but do they carry any weight? If last minute changes need to be made, then a stipend to the instructor who has to change schedules/syllabi etc.
- 1 Support for Lane instructors using technology is laughable. The Help Desk is non-existent. The IT department only serves the administrative side of the campus, often at the expense of instruction (there exists proof positive that this is the case). The Distance Learning department hardly serves the basic needs of an extremely small group of instructors teaching "official" DL courses. Not only are we light years behind other like institutions, Lane amazingly continues to move in the wrong direction. Speak with faculty who have been to or worked at other institutions in this state and you will hear absolute proof of these claims. Tamara Pinkas, Sandy Jensen, Karen Krumrey-Fulkes are just a few who know the truth of Lane's pathetic performance in this area. Simply put, we need a IT/DL department who strives to serve the profound and growing training and ongoing support needs of Lane's faculty. The fact that Lane has 3 half time faculty webmasters should be proof enough that other parts of the campus are not serving the needs of Lane's faculty. Faculty webmasters, like those at Lane, CANNOT BE FOUND at any other Oregon campus. Those functions are served by a dedicated, knowledgeable IT staff committed to service. The end result is a more positive learning experience for each and every student at the institution.
- 1 The faculty, through faculty-wide votes or true representation, needs to have the power to say "No" to college spending that is not legally required and exceeds, say, \$10,000. We need to return to the discussion of substantially full-time faculty.
- 1 Workload Protection from violent or potentially violent student behavior? Improved response time from public safety? Specifically a public safety director that understands public safety issues and can effectively run public safety? (Our most recent public safety director is a joke; the public safety program is very close to the same status.)LCC is NOT a safe place to work anymore.
- 1 Workload issues and the need to decrease committee work, and it must start from the top of the chain. Quality of the work environment, including air quality, working

temperatures of buildings, and the lack of housekeepings folks to help keep the buildings cleaner for everyones safety.

28. Other Comments:

Response

1 Actually, the dept/division I am in is not "other", but Child and Family Education. It would be nice to see it recognized as a dept/division in future surveys. Thanks.

1 Another area that needs review is the way "TLC" are awarded, and, in connection with that, waht is meant by "lecture", "lab" and "lecture-lab". These labels are used to de-value some of the classroom time of some faculty members.

1 As a new part-time instructor, my dedication to teaching is challenged by the fact that I have no job security, have had little orientation to necessary processes and networks at Lcc, and the significant salary reduction that I receive merely because I am part-time. I must pursue other work in order to support myself, and this will mean leaving LCC much sooner than I would like, as I believe strongly in community college education and am passionate about teaching.

1 Emphasis on Work Load. I have found that my credit hour work load has increased slightly but my actual contact hours are up significantly. I am faced with much less time for class prep and office work as well as time for students that are seeking additional support. This impacts the amount of available time that I have for non-instructional duties here at the College and volunteer opportunities within the community that have traditionally helped raise the profile of our pogram area.

1 ESL was not included in the list of depts., so I clicked on "Other."

1 Get all agreements in writing. If we had done so last spring, we would have had back many of our sacrifices throughout 07/08.

1 Go Bargaining Team!!!

1 Good job constructing this survey! I could be persuaded that returning to the 175-day year is important, but also tend to think that we could offer to stay at 172 days, provided we get something worthwhile in return.

1 I am not willing to sacrifice others jobs so that I may get a slight increase in salary. Nor do I want to lose my job because other people want a slight increase in salary. I like my job and I am currently satisfied with my salary. I am not willing to strike for a slight increase in salary. I do plan on being here a long time.

1 I am sure that you will do all that you can to represent the entire faculty very well. You have in the past.

1 I asked for a Union Representative months ago regarding my RIF and a current grievance. When will I hear from a representative?

1 I certainly wish we could be released from the NEA and OEA dues payment stranglehold. I just do not see what benefit either of them brings to us.

1 I do not believe we should EVER go back to the table and negotiate cuts in pay for faculty. Administrative support and quality of life as faculty has been so undermined in the past five years that LCC is a very unpleasant place to teach. I wish that there was a faster course of action than grievance to stop administration when they engage in, essentially, illegal workload changes. Do you think we will ever stop being lied to????

1 I do not have a full 1.0 contract. That should be taken into account when figuring hours on campus and on committees.

1 I feel if we maintain what we currently have until there is more money available for

community colleges, I will be happy.

- 1 I think insurance costs are astronomical. I am not opposed to reduced insurance coverage if it means a significant reductions in premiums.
- 1 I think that it is important that the LCCEA develops its public relations even better than last time (with all respect to the previous work in this area--the Administration is better at it, they have professionals out there). The public perception is that the faculty are the ones who get in the way of Lane being a fiscally sustainable college. This discourse is now pervasive. Time and again we hear that faculty are the highest cost for the college. I think it needs to be driven home to the public that paying for instruction is THE most responsible place to put college money. Where else would we put it? In the cafeteria? To build more tennis courts? While I understand that the president feels the pressure of high costs, I think we need to get the word out that you get what you pay for and instruction is the most appropriate place to put a college's money.
- 1 I think the college administration has lost sight of the fact that we are here to serve the students. It's getting tougher and tougher to do a good job as a faculty member with increasing loads and decreasing resources. That to me is a much bigger issue than my paycheck. It doesn't really matter how much I get paid if I can't survive the load.
- 1 I would rather receive a minimal COLA for the next three years if it means less jobs lost and/or we avoid an increase in workload of those who are left.
- 1 Increasing funding for curriculum development is essential; it should be increased by at least 300%.
- 1 It was difficult to prioritize the importance of one issue over another, especially outside of the context within which the bargaining will be conducted. However, I am a strong supporter of equity for everyone at the college. Hence a situation in which management receive substantially greater PD opportunities than faculty, and likely classified staff, intuitively feels unfair and should be remedied. Likewise, I would not like to see the bargaining process create similar systems of unjustifiable differences in privileges and opportunities among other members of the college community.
- 1 It would be nice if the college also had a loan program for people with student loans. ie so many years of service = sp much paid to student loans.
- 1 It'd be nice if our elected union leadership shared the results of "our" survey.
- 1 Just a note, some of the questions of workload do not apply to part-time instructors as their workload changes every term. An accurate number would be difficult to ascertain.
- 1 Many thanks for the work you do for all full-time and part-time faculty of Lane.
- 1 My major concern at this point is losing staff. Our department is old... we are losing about 25% of our contracted faculty this year, and due to lose more in the next few years. In a few short years we have gone from the largest department to a progressively smaller and smaller one, less than a third of the size we were. The college is allowing us to replace less than half of those retiring this year. Is there a way to protect these positions? Even if the college replaces them with part-timers, this increases the burden on contracted staff...
- 1 Please allow division chairs to see/respond to student evaluations. Currently there is NO incentive for instructors to pull their weight or act in students' interests, since no

one knows when they are not. This does a disservice to students.

1 Please change Business Technology in your department listing to Business. We haven't been Business Technologies for several years. Thanks for your good work on our behalf.

1 thank you

1 Thank you for your efforts on behalf of the faculty; they are very much appreciated.

1 Thank you for your work on our behalf.

1 Thank you, team! What would we be without you!

1 Thanks for all the great work. We know you are overloaded.

1 Thanks for asking us how we feel.

1 Thanks for the survey.

1 Thanks for your hard and continuous work.

1 Thanks to the whole bargaining team for doing this very important (and very demanding!) work!

1 Thnaks to all you guys on the committee!

1 What about chairperson evals. Do they really use these? If a person changes positions, then part of the workload for a period of time could be used to help with the transition of the new person. Thanks for all of your help....

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