

LCCEA 2010-2011 Economic Reopener Bargaining Survey

The LCCEA Bargaining Team is preparing to bargain our Economic Reopener agreement for 2010-2011. Please take a few minutes to complete the following bargaining survey of faculty members. The survey incorporates regular bargaining issues and goals proposed by individual faculty members in the previous bargaining survey. Please submit a completed survey by the end of the day, Friday February 26, 2009; you may submit responses after this date, but we will begin to analyze the results this weekend. Your responses will be anonymous, of course.

Background: Last year's bargaining successfully met most of the faculty economic goals, including providing a full COLA, protecting faculty from layoffs, making permanent the then-temporary additional half-step at the top of the contracted salary schedule, matching and exceeding manager's and classified staff's LTD benefits, raising life insurance from \$16k to \$100k, eliminating the salary placement cap of retired faculty members returning as part-time instructors, providing a new retirement right to teach as contacted faculty members at a reduced FTE, and crafting an agreement that will now return nearly all of the additional three furlough days taken this year. With this last (upcoming) adjustment which will provide all faculty members with retroactive pay after March 31st, the no layoff agreement was largely achieved by maintaining the previous year's three furlough days for contracted faculty, providing only half-steps for eligible faculty, and maintaining many faculty vacancies. With limited time and a focus on economics, we were less successful in accomplishing faculty goals on 'non-economic' issues: we did create a temporary agreement allowing overload assignments for all faculty, and a few goals remain in the works (enhancing faculty member's abilities to protect their classes and selves from threatening students, ensuring equitable workloads for distance learning courses, and allowing departments to establish faculty chairs), but other goals were tabled for future negotiations.

Your LCCEA Bargaining Team: Dean Bergen (chair), Stacey Kiser, Adrienne Mitchell, Brandon Olszewski, Jim Salt

1. LCC Faculty Status

Contracted	57.9%	(92)
Part-time	40.9%	(65)
TOTAL	98.7%	157 (159)

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

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

4 or 4.5		(0)
5 or 5.5	■ 1.9%	(3)
6 or 6.5	■ 0.6%	(1)
7 or 7.5	■ 1.3%	(2)
8 or 8.5	■ 5.0%	(8)
9 or 9.5	■ 3.1%	(5)
10 or 10.5	■ 4.4%	(7)
11 or 11.5	■ 5.0%	(8)
12 or 12.5	■ 3.1%	(5)
13 or 13.5	■ 17.6%	(28)
Don't know	■ 22.0%	(35)
TOTAL	■ 64.8%	103 (159)

3. Part-time Faculty members ONLY: What is your 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	■ 0.6%	(1)
6 or 6.5	■ 1.3%	(2)
7 or 7.5	■ 1.9%	(3)
8 or 8.5	■ 2.5%	(4)
9 or 9.5	■ 0.6%	(1)
10 or 10.5	■ 0.6%	(1)
11 or 11.5	■ 0.6%	(1)
12 or 12.5	■ 1.9%	(3)
13 or 13.5	■ 1.3%	(2)
14	■ 10.7%	(17)
Don't know	■ 18.9%	(30)
TOTAL	■ 40.9%	65 (159)

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)
TOTAL	0.0%	0 (159)

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

Academic Learning Skills	5.7%	(9)
Adult Basic and Secondary Education	5.7%	(9)
Advanced Technology	4.4%	(7)
Art and Applied Design	5.0%	(8)
Business	3.1%	(5)
Child & Family Education	1.3%	(2)
Computer Information Technology	1.3%	(2)
Cooperative Education	2.5%	(4)
Counseling	3.8%	(6)
Culinary Arts and Hospitality Management	1.3%	(2)
English as a Second Language	4.4%	(7)
Flight Technology		(0)
Health and Physical Education	5.0%	(8)
Health Professions	6.9%	(11)
Language, Literature, and Communication	11.9%	(19)
Library	0.6%	(1)
Mathematics	7.5%	(12)
Multicultural Center		(0)
Music, Dance and Theatre Arts	1.3%	(2)
Science	8.8%	(14)
Social Science	13.8%	(22)
Student and Employee Health Clinic		(0)
Other	5.7%	(9)
TOTAL	100.0%	159 (159)

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 full cost of living adjustments (COLA)						(1.7)
Provide full salary steps for all faculty						(2.0)
Reduce/eliminate furlough days and the						(2.5)

associated salary reductions		
Add a half-step at the top of the contracted 13.5 step salary schedule		(2.9)
Add a half-step at the top of the part-time salary 14 step salary schedule		(2.8)
Protect faculty from layoffs		(2.0)
Address the growing number of faculty vacancies		(2.0)
Increase support for faculty computers, software and online teaching		(2.8)
Increase the Early Retirement Stipend		(3.3)
Provide medicare supplement insurance for retirees		(2.9)
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)		(2.9)
Increase the Curriculum Development fund (currently \$42,000 year)		(3.2)
Increase the Curriculum Development rate (currently \$29.15 hour)		(3.3)

7. Are there other economic areas of importance to you that we address in bargaining? If yes, please describe.

Response

1 1. "Provide medicare supplement insurance for retirees" INCLUDING long time part-timers! 2. Provide long term care coverage for long time part-timers.

1 1. More affordable health insurance for family members of part-timers. 2. Life insurance for part-timers. 3. Payment into PERS (or an alternative retirement plan if PERS just doesn't allow it) for part-timers for EACH term that they teach. Part-timers plan to get old and retire someday, too.

1 admistrative financial accountability

1 Better compensation for lab instruction hours. The 0.683 discount poorly represents the real work of teaching a lab. Lab instructional time needs to be treated as standard lecture time.

1 End temporary .85 full-time faculty status for good. My highest priority, if all were ranked, is a plan to fill the full time vacancies within a 3 year period.

1 Equity between full-time and part-time pay (accounting for non-teaching work done by full-time faculty).

1 Find a better health insurance plan!

1 Funding to pay part time faculty for participation in department meetings and for work that we currently volunteer our time for... because we care and have a lot to offer...

1 Get rid of "teaching only" (what a joke!) positions. Return part-time to .5 FTE. INCREASE NUMBER OF FULL TIME FACULTY.

1 Health insurance - keep a no out of pocket option for faculty. Work on better, affordable, options for faculty family.

- 1 Health insurance for me as a PT faculty become so expensive that it became obvious I couldn't afford it, so I opted out. Now I and my family are under-insured. On the other hand, I no longer have to worry about "qualifying" for insurance term to term, but I also no longer teach much as a result. A sad situation. Not win-win. Unintended consequences?
- 1 I think in these economic times we need to go easy in our negotiations.
- 1 I think it is most important to be able to fill vacant positions, rather than the current workers making more money during this difficult economic environment.
- 1 Instead of concerning ourselves with the rights of retirees who are Tier 1 PERS and basically draining money away from the rest of us by retiring and then teaching. We should be pushing for full-time contracted positions as a NUMBER ONE priority. I, as part-time faculty, wonder will I ever have the opportunity to have a full-time contracted position? What about my PERS? My PERS account is not close to what it would be if I had been a full-time contracted employee, instead of part-time for the past six years. Why does the union not push the college to make part-time pay equivalent to full-time, contracted pay? If I teach 8 credits, shouldn't I be paid at the same rate as a full-time contracted faculty member would be for 8 credits. I believe I am just as valuable!
- 1 Intellectual property rights for on-line courses. STOP the practice of hiring part time faculty to fill existing contracted positions
- 1 Level change process
- 1 maintain health benefits
- 1 Mandatory continued education development funds for faculty.
- 1 n/a
- 1 No.
- 1 Not at this time.
- 1 Not getting paid for curriculum development is CRAZY!! Yes, I said not getting paid!! The hours I was given covers essentially 1/4 of the work it takes to write a class. Where else in America are you asked to work for FREE? So, to grow programs, to serve students, I get paid \$29.15/hour for about 1/4 of the time I have invested. Yep. That is my concern.
- 1 parity of part-timers with full-timers in areas of salary and summer insurance.
- 1 Part time faculty can barely make a living at .5 FTE. There should be some kind of waiver available when departments need more teachers and the P/T faculty in that area are available but are maxed out on the .5 rule. It seems like a win-win if we P/T faculty could be allowed to fill in - on a supervised fair basis - when and where dept's needed.
- 1 Please bring back the option for part-time faculty to have short term disability insurance. This will not cost the college any actual money aside from time management but will benefit the faculty that needs it 10 fold. Thank you!
- 1 Problems in Human Resources such as disability and diversity issues working environment issues (climate) lack of equity across departments in workload
- 1 Protect our Professional Development funds.
- 1 Protection against increased faculty burden for insurance costs. Increased FPD funding, sabbaticals.
- 1 Recently experienced increase in out of pocket for insurance and Rx. Work to stop

this.

1 Retired from PERS, but hired back at a significant pay loss. We should all be placed on the salary scale using experience and years of employment at LCC.

1 Stop patching together so many part time instructors for so many terms, and "temporary" full time and hire full time instructors.

1 Stop plugging full time positions with part time workers. Create and maintain full time positions. The quality of programs will crumble like a badly stacked building in an earthquake without enough full timers.

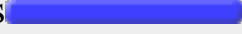
1 Teach only positions - return to full faculty position.

1 Teach Only positions do not support quality faculty being hired and/or supported in doing their best work.

1 The union shouldn't agree to a contract until all open grievances are resolved satisfactorily.

1 Yes, money in the form of COLA or steps may be nice, but please don't trade off solid contract language for money. Our language surrounding how many days we work has been weakened. Our language surrounding the 15% non-instructional work has been weakened. This is just two examples of where previously strong contract language appears to have been sacrificed for the gain of monetary bargaining goals.

8. Please RATE (not rank) 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	
Negotiate language allowing departments to establish faculty chairs						(2.8)
Make the use of college equipment and facilities an employee benefit in order to protect faculty from College disciplinary efforts						(2.7)
Enhance faculty member's abilities to protect their class, students, and self from threatening students						(2.3)
Enhance distance learning language to produce equitable and reasonable workloads for distance learning courses						(2.3)
Enhance protection of faculty workloads						(1.9)

9. Are there non-economic areas of importance not already addressed in this survey that you want us to address in bargaining? If yes, please describe.

Response

1 I want us to be careful about the 85% of salary for part time faculty. It seems to me that this is a way to simply lower the pay scale by 15% and avoid hiring full time faculty.

1 1. retain college email addresses for 30+ year retirees. 2. retain tuition waivers for 30+ year retirees (not family). 3. offer to retain staff lockers for 30+ year retirees.

1 A big issue for me currently is not knowing what my teaching schedule is going to be in spring quarter. The division's administrative assistant claims this has to do with the union negotiation. It makes me angry when the negotiations seem to be dragging on, and I have next to no idea what I'm teaching three weeks from now. It makes it

difficult to order textbooks in a timely manner and just psyching myself up to teach a certain subject. Having some modicum of stability in my life would be a good thing. Not knowing what I'm doing ten weeks from now is bad enough, but to not even know a month before spring quarter classes start is pretty dispiriting.

- 1 Better parking for staff and faculty, either an agreement to put parking in all new buildings and/or allotted spaces at certain times of days for specific buildings/staff that come and go regularly. Thank you!
- 1 Clear language, not subject to creative interpretation, regarding part-time teaching loads and assignments.
- 1 Does LCCEA protect faculty against unreasonable and capricious college "policies" and/or denial that policies exist? (eg online procedures, faculty "rights" to set their own particular workloads, etc.) Where is the union on these issues? Why has the union failed to grieve workload violations? Would like far stronger faculty protection from threatening and illegal administrative backlash against whistle-blowing and freedom of expression in professional disputes.
- 1 Eliminate any evaluation tools or letters in permanent faculty files based on number of students who pass (C or better grade) or fail the classes that a faculty member teaches. It is a punitive and chilling evaluation tool used by the administration.
- 1 HR should provide some sort of campus & benefits orientation for part-time employees. Also, not to look a gift horse in the mouth because I am grateful for benefits in general, but why do part-time faculty receive health benefits for only 3 months of a 9-month academic year?
- 1 I don't want to go to a system of faculty chairs, it increases workloads further.
- 1 I would like to see an increase in the number of full time faculty positions with a proportionate decrease in part time faculty positions.
- 1 INCREASE NUMBER OF FULL TIME FACULTY
- 1 It's time to address the lower compensation of labs and the effect labs have on our workloads.
- 1 Kleenex has disappeared from classrooms in the midst of a flu epidemic. I know we need to cut costs BUT REALLY?! eliminating tissues?! There are a number of other "cost cutting measures" that are rather irrational and counter-productive.
- 1 Main bathroom in Center building is disgusting! It needs to be bigger (for the women) and also should be revised to have better sinks, towel dispensers, toilets, etc. The women's restroom in that Center bldg. hallway on the 2nd floor is really yucky. It would also be nice if faculty had a different facility to use than the same one as our students.
- 1 Maybe more specific information regarding sabbaticals. For example, should people on sabbatical be called to participate in meetings, inservice, e-mail correspondence? Many times people can't afford to leave the area for their sabbaticals, and in those cases, it becomes easier for others to call them in for meetings and the like.
- 1 More support staff, as it's effecting the teachers' ability to function in the classroom--dirty rooms, inadequate equipment, and changes in software without training teachers beforehand on how to use it
- 1 n/a
- 1 no.
- 1 Not sure what the second points refers to...."make the use of college equipment and facilities..." I've never seen an administrative body, which collectively, is able to

waste so much time on the parts of their employees, faculty and staff alike.

1 Protection (even reduction) of faculty workloads, including setting standards for online and distance courses comparable to classroom teaching workloads.

1 Regarding less-than full time contracted faculty who are highly qualified for a vacant 1.0 FTE position in their own department. They should be allowed to bump into the 1.0 FTE position rather than being required to apply and compete for something they are already doing.

1 shared governance - improve ability of faculty actually to participate in the work of the college

1 strengthen and clarify language about workload

1 The union shouldn't agree to a contract until all open grievances are resolved satisfactorily.

1 THIS IS NOT AN ANSWER TO #9 but what does this mean "Make the use of college equipment and facilities an employee benefit in order to protect faculty from College disciplinary efforts"

1 Workload is an important issue. I would rather see a reduced workload than increase pay (high school teachers receive more pay for more workload. I would rather see less workload through hiring of more staff). Creating websites, learning technology, grading papers to make sure students are meeting the core values is time consuming and uncompensated. This is especially true for part-time people. This is in addition to looking for full-time work and trying to stay current in your field

1 Yes, please don't trade off solid contract language for money. Our language surrounding how many days we work has been weakened. Our language surrounding the 15% non-instructional work has been weakened. Also, please strengthen and affirm the faculty right to have control over and actively shape faculty professional development as currently afforded under Articles 13 and 23. (See answer to 11 in this regard.) Finally, please clarify the faculty role in hiring.

10. Our 2009-2010 Economic Agreement allowed the Administration to hire twelve "Teaching only" faculty this year; faculty in such positions are not expected to do non-teaching work and are paid 85% of contracted wages and receive full contracted benefits. These temporary contracted positions were established by the administration in departments with high use of part-time faculty assignments, usually because of vacant faculty positions. Your bargaining team made clear that the Association strongly opposes any efforts to make this category permanent; contracted positions should be filled (and over-reliance on part-time faculty eliminated), and all contracted faculty should be expected to be full members of their departments by performing and being paid for non-teaching work. The College is proposing to temporarily extend these positions through next year. We've responded by counter-proposing that teaching-only positions could be extended provided that additional vacant faculty positions (number to be negotiated) are filled and a real plan to fill remaining vacancies is agreed to. With no agreement at this point, we need to know what faculty think. There are good reasons both to support and to oppose their extension. Assuming that the positions would return to part-time faculty assignments, the benefits of extending them include higher wages and benefits for faculty in these positions and more full-time teaching faculty in departments; possible reasons to oppose their extension include criticisms that teaching-only faculty don't and shouldn't 'only teach', should be full contracted faculty, and should be paid on the same scale that all other

contracted faculty are. With this in mind, which of the following statements most closely represents your view of the matter?

The Association should oppose any extension of the teaching-only positions no matter what  14.5% (23)

The Association should support an extension of the teaching-only positions only if the Administration agrees to a real plan to fill contracted faculty positions and/or agrees to increase the number of positions slated to be filled this year  47.2% (75)

The Association should attempt to get a real plan to fill contracted faculty positions and/or fill more positions this year, but should support an extension of the teaching-only positions without one  30.8% (49)

The Association should support an extension of the teaching-only positions unconditionally  2.5% (4)

TOTAL  **95.0%** **151 (159)**

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

Response

1 At this point, I think that faculty needs need to be balanced with students' financial realities. I do not want to see tuition and fees increased, or student services cut unless it is to prevent layoffs. With the current state of the economy, we need to make sure that education is as affordable as possible for our students, even if that means I lose a COLA increase or other financial gains.

1 Do not play their game ... tell them what we want ... if no response ... STRIKE !!!!

1 Get rid of this abomination! I know it helps out a handful of part-timers, but that only means we exploit them a little less! WE NEED A FULL TIME FACULTY. Period.

1 I don't always agree but I do appreciate you hard work

1 I would like to see a clear explanation of what is required for that (I think it is 15%) of our work load. I feel like I am spending a lot of time in meetings (generally a minimum of 4 hours per week with other meetings often added). Is the 15% limited to meetings or are other things expected as well?

1 I'm not going to answer any of the above items, because while the Association, time and again, shows "good faith", the administration, time and again, disregards the contract, timelines, and "promises made." I've seen too many examples of the above by the college to have any measure of trust in their "good faith", whether a promise is made or not.

1 in our dept, we have soooooo much non-teaching work that teaching only positions are kind of pointless (okay, they are pointless) in that they don't really address the real issues that we are confronting (and they let the administration feel good about the "teaching only compromise." We absolutely need to feel faculty vacancies!!!

1 In small departments, the 'teaching-only' positions are especially onerous. More department/college devised work is being done by fewer people to benefit all. The college needs to commit to filling unfilled contracted faculty positions this year! How about adding an automatic 'wait list' function to our electronic enrollment service? The time wasted by answering student requests for class space is unconscionable!

1 Increasing the number of positions in departments that use adjunct faculty so that more of the adjunct faculty can get full time positions instead of spreading themselves out over several institutions.

1 It seems to me that the college is trying to circumvent or preempt the contract's framework (Articles 13 and 23) for faculty having control over their professional development by inserting into hiring postings language that predetermines a new hire's "professional development plan." Clarify the faculty role in hiring.

1 n/a

1 Our faculty has very few part-time (up until this year none) and yet as soon as a full time vacancy came up we were only allowed to post the position as teach only.

1 Question ten is a bit complicated. If some teaching staff are allowed release time for coordinating programs and other admin. duties, should those, me of course, be re-granted that benefit. So, choosing an answer to #10 is a cautious choice.

1 Regarding "Teaching Only" faculty-there may be a need for some use of this designation in departments that have somewhat volatile enrollment patterns. I agree that it should not be used as an excuse for filling long established contracted faculty positions.

1 Regarding the teaching-only positions, I feel that they should be continued because they could provide a "stepping stone" for part-time faculty members who aspire to become full-time faculty members. Since the college gives preference in hiring to applicants who have had prior full-time teaching experience, these positions are valuable for professional development of part-time faculty members. Furthermore, they offer a reasonable middle ground for faculty members who would like to teach more than a part-time load, but who are not ready or able to make the considerable commitment to a full contracted workload. In fact, I would not be surprised if some current contracted faculty members would prefer a teaching-only position themselves for exactly this reason -- their workload is so high that they must frequently sacrifice quality time with their families and time for health and wellness activities. Although I feel that the one-year teach-only positions should be continued, I also believe that those one-year positions should be re-opened to a competitive application process so that other part-time faculty members can have a chance at obtaining a position, and so that those who currently hold the positions have an incentive to stay at the top of their game. Perhaps faculty members who currently hold a teach-only position could be given some preference in the hiring process to acknowledge their service, but I feel that they should have to re-apply for another year, at least at this point in time. The positions were supposed to be for one year only anyway, so it seems only fair that any further extensions of these positions should be opened up to a competitive internal application process, and faculty members who currently hold those positions and want to continue in them should be encouraged to re-apply. In the long term, I feel that the teach-only positions could be a valuable way to bring some parity between contracted and part-time faculty. As things are now, contracted faculty frequently feel overburdened with work, especially non-teaching work. Part-time faculty frequently want additional work, but

cannot obtain it, and many are willing to perform non-teaching work but cannot get paid for it. Ideally, I would like to see a system where faculty members can have the option of working at the part-time with seniority level, a "quasi-full-time" level similar to the teach-only positions, or the full contracted level, depending on the college's needs and their own personal considerations. I also feel that part-time and teach-only instructors should be expected to contribute to non-teaching activities and college governance, and should be compensated accordingly. Contracted faculty are heavily burdened with non-teaching work. Many part-time faculty are interested in performing non-teaching work in order to gain professional experience, but cannot get paid for that work. I believe that it would benefit contracted and part-time faculty, as well as our students and the college as a whole, if all faculty members were expected to share in non-teaching responsibilities, and be compensated accordingly. That way, part-time faculty would be more invested in the college community, and the college would be more invested in their professional growth. The full-time faculty members would be able to focus more on their teaching. Eventually, I would like to see the two-tiered system of "contracted/full time" and "non-contracted/part-time" be replaced by a system in which all faculty members have a more or less equal status, and are seen as equals by their peers and by the college. The teaching only positions could be a starting point towards a more egalitarian approach to faculty assignments that ultimately serves the best interests of all faculty members, the college, and most importantly, the students.

1 Require all departments to standardize as much as possible syllabi format and other documents used in class.

1 Stay tough. We are behind you. Thanks.

1 Teaching only positions do not allow for full participation in faculty roles and responsibilities. Hiring this into this type of position implicitly shifts the burden of participating in committees for CQI at lane on full-time faculty

1 Teaching only positions should be tied to full time faculty hires, at a predetermined ratio. Example 1 .85 for each full time faculty filled. Additionally, the .85 positions should be for 2 years, it is too time consuming, and difficult to plan with a year to year, hand to mouth budget/position process.

1 Thank you for all your hard work.

1 Thank you for doing this difficult work for the rest of us.

1 Thanks for all of your work in such difficult circumstances

1 Thanks for all you do!

1 Thanks!!

1 The extended positions should not automatically go to the same folks who had them this year. Let's allow for more folks to have some better conditions rather than only a few folks having the better conditions for longer times. Regardless, the positions should be terminated by summer of 2011.

1 The people in these Teaching Only positions are in fact doing all of the work of a contracted faculty member. It is my belief that they are doing more work than they are paid for and are being taken advantage of by the college and the association. This practice is a poor bargaining chip and provides us no leverage to fill full time positions.

1 The structure of management. I keep on hearing that while faculty participates in meetings with management, there is no real input or involvement or consideration by management. Doesnt this mean that they aren't doing their job? This adds to the

stress levels of faculty and impairs our ability to do our job.

- 1 There is not enough information available to us to make a reasonable judgment on what positions we favor. What are the issues, eg, surrounding facilities and discipline of faculty? No "gentlemen's agreements" please; get all agreements in writing. Do not assume good faith on the part of the administration; it does not exist.
- 1 This is in regards to the above "teaching only" issue. It is all too convoluted and unclear. For example, how can something truly be "teach only"? There are always other responsibilities and tasks combined with teaching, depending on the discipline, or department. These positions will probably eventually be transformed into more over-use of part-time faculty. Get rid of them.
- 1 We need to be encouraging students to lobby the state capital for more funding for our school. Our real problem is the neglect of community colleges by the legislature.
- 1 We should also return to a part-time workload of no more than the .5 with a roll up. The overreliance on part time faculty is undermining the College. We should not create a fiction that a person is part-time if they can teach 2/3rds or more of a full time load. It makes it easy for the College to meet added demand for classes and not fill full time vacancies. It's also a gross exploitation of part time faculty. We need to reestablish the standard of a substantially full time faculty.
- 1 What, are you kidding? 85% for teaching only positions? Sounds like a band-aid to me, and is this legal? We have a hollow, shallow center here at LCC and it is called not enough contracted, full time faculty! In the long-run, you are hurting students and this institution with such a practice.
- 1 You all are doing a great job. Better leadership than I can recall during the 3+ decades I've taught here. Robert Thompson

[Go back to Management Interface](#)

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