

LCCEA 2009-2011 Economic Reopener Bargaining Survey

The LCCEA Bargaining Team is preparing to bargain our Economic Reopener agreement for 2009-2011. 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 March 20, 2009 (you may submit responses after this date, but we will begin to analyze the results then). Your responses will be anonymous. Your LCCEA Bargaining Team: Dean Bergen, Chair, bergend@lanecc.edu; Stacey Kiser, kisers@lanecc.edu; Adrienne Mitchell, mitchella@lanecc.edu; Jim Salt, saltj@lanecc.edu

1. LCC Faculty Status

Contracted	74.3%	(110)
Part-time	25.0%	(37)
TOTAL	99.3%	147 (148)

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

1		(0)
2		(0)
3		(0)
4		(0)
5	2.0%	(3)
6	0.7%	(1)
7	2.7%	(4)
8	4.1%	(6)
9	6.8%	(10)
10	3.4%	(5)
11	6.8%	(10)
12	3.4%	(5)
13	16.9%	(25)
Don't know	31.8%	(47)
TOTAL	78.4%	116 (148)

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

1		(0)
2	0.7%	(1)
3		(0)

4		(0)
5		(0)
6	0.7%	(1)
7		(0)
8		(0)
9	1.4%	(2)
10	2.0%	(3)
11	0.7%	(1)
12	1.4%	(2)
13	1.4%	(2)
14	8.1%	(12)
Don't know	6.8%	(10)
TOTAL	23.0%	34 (148)

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	0.7%	(1)
Don't know		(0)
TOTAL	0.7%	1 (148)

5. LCC department/division (small departments not included here in order to protect anonymity; please use 'Other')

Academic Learning Skills	5.4%	(8)
Adult Basic and Secondary Education	5.4%	(8)
Advanced Technology	4.1%	(6)
Art and Applied Design	4.1%	(6)
Business	4.1%	(6)
Child & Family Education	0.7%	(1)
Computer Information Technology	4.7%	(7)
Cooperative Education	4.1%	(6)
Counseling	4.1%	(6)

Culinary Arts and Hospitality Management	2.7%	(4)
English as a Second Language	4.7%	(7)
Flight Technology	0.7%	(1)
Health and Physical Education	4.1%	(6)
Health Professions	6.8%	(10)
Language, Literature, and Communication	12.8%	(19)
Library	0.7%	(1)
Mathematics	4.7%	(7)
Media Arts and Technology		(0)
Multicultural Center		(0)
Music, Dance and Theatre Arts	0.7%	(1)
Science	7.4%	(11)
Social Science	13.5%	(20)
Student and Employee Health Clinic	0.7%	(1)
Other	2.7%	(4)
TOTAL	98.6%	146 (148)

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	
Address the growing number of faculty vacancies						(2.1)
Expand Retirement Benefits (e.g. 403b employer match, Tier 3 right to pay out for sick leave balance)						(2.7)
Make this year's half-step longevity payment (contracted faculty only) permanent						(2.5)
Make this year's replacement of Spring in-service with a May Day holiday permanent						(3.5)
Match managers' and classified staff's long term disability benefit levels						(2.7)
Protect faculty from layoffs						(1.8)
Provide full cost of living adjustments (COLA), including a look-back to this year						(2.0)
Provide full salary steps for all faculty						(2.0)
Restore our contractual 175 day work year and the associated salary reduction						(2.8)
Eliminate salary placement cap of retired faculty members joining the part-time faculty (currently treated as 'new employees' with a limit of step ten)						(3.1)
Increase the Early Retirement Stipend						(3.1)

Establish a mileage reimbursement rate in the contract (e.g. IRS rates)		(3.7)
Increase support for faculty computers, software and online teaching		(2.6)
Provide medicare supplement insurance for retirees		(2.7)
Restore reassignment time for lead faculty		(2.9)
Restore reassignment time for college governance		(3.2)
Increase Curriculum Development fund		(2.8)

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

Response

1 An economic bargaining chip that would cost the college very little, could be to allow retired faculty to take classes at Lane without any cost. (no fees, etc) Which in some classes can almost double the tuition. Also could be tied to years of service.

1 Clear policy on intellectual property and online courses; this is economic only in the sense of the possible portability and outsourcing of online instruction.

1 COLA equal to the actual COLA every year

1 Don't ignore bargaining survey results in settlements. Don't give unbargained 1/2 steps at the top until you fund full steps in the middle.

1 Equalize pay for part-time faculty, including a matching longevity payment at the top step. It is wrong for the administration to pay part-time faculty less, even if "everyone else is doing it." I would rate this a '5.'

1 Fair pay for the amount of real work. As a part-time faculty member I had to do a new course prep for every course I taught. I was basically working full time for half-time wages. And low half-time wages at that.

1 Give faculty the option to take flex-time in place of pay for reassigned time

1 I can't believe we will not need to further cut funds for faculty.....The county has done this, local schools, administrators for Higher ed.....get to the bottom of this, negotiate a deal we can live with and do it. We can't keep arguing over this issue. the longer we wait in my opinion the more funds we may not have.

1 I think it would be better to pay part-time faculty to attend department meetings instead of paying them to attend in-service.

1 I think we need to bargain very hard for part timers. Ultimately the only way to stem the tide of increased part time work and decreased fulltime work and nonfilling of fulltime contracts will be to make part time non cost effective. Another approach is to bargain in ways that make the ineffectiveness of the current system obvious. For example, the college is currently seeking input from faculty about Portal, but as with any investment/adaptation, how can the few speak for the many, especially when the many are pts. Another way of expressing this idea in Lane cultural jargon is No matter what practices various committees decide upon, without the "buy in" of a substantial portion of the faculty, the practice will likely be ineffective/not cost effective, and when most of the faculty is parttime with their many constraints the likelihood of participation in or advancing the practice is not great, especially with no compensation. These invisible costs are part of all actions at the college and must be made salient. A good example is student contact with instructors. Students often complain about not being able to contact pts in the brief windows of opportunity (1

hr for each class taught-an appropriate amount in my view). Managers attempt to (and are often successful) have pts spend more time with students. Sometimes by having "meetings " with the manager and student, calling the student, emailing , etc. which all take time and merit compensation. The union must make it clear that when faculty adhere rigidly to the contract, the union will support them. We might need some workshops (especially for new pts-the number of which is increasing in my division-they are easier for managers to bully)to quickly bring them into the union culture. We should also be pressing the Board to look at the amount of talent that is available in the community/state/nation as a result of these economic times. Many folks with lots of experience in varying fields could help us with some of these administrative issues. It's a great opportunity to advance the ideals of diversity in management positions, and a strong argument exists that we could get quality folks at lower wages thus saving the college some money. NEW ISSUE I see below concern to have contracted faculty teach over-time and summer courses. Doing so will hurt the earning ability of pts by decreasing course availability. In my dept, summer courses are only taught by senior pts(at least they have 1st option), and the income from those courses makes the difference between merely survival and some small degree of choice in our lives. For me it would mean not being able to help (not pay for, but help) my kids get a college education, especially since she can't attend classes here for free like contracted kids can-I don't know about admins kids). Here's another area where we could bargain for pts in a way that shows the hidden costs of pts.

- 1 I would rather bargain to have all of us who work at Lane (classified and managers included) keep our jobs, even if that means forgoing raises or earning less.
- 1 I'm not certain what Make this year's half-step longevity payment (contracted faculty only) permanent means but other than that I think the list above is sufficient.
- 1 I'm not sure what is happening in health insurance, but I want to make sure I don't have an increase in what I have to pay taken out of my paycheck now.
- 1 If departments can establish adequate enrollment, funding should be available for opening new courses
- 1 If new part time faculty achieve seniority, such seniority should not put previously established part time people with seniority at risk of losing some of their employment. However, if part time people started in the same year and have the same seniority, except for the date that they signed papers with human resources, then they should have the opportunity to have the same teaching load as each other -- sharing the courses available for them to teach. In other words, if seniority is equal then courses should be shared but new people should not be able to bump out people who have been around longer.
- 1 Increase the number of full-time positions, beyond filling vacancies. Guaranteed full payment of COLA based on CPI(U) index, steps. No adjustment of work year, especially while keeping the amount of work the same. Take clear, strong positions that facilitate organizing.
- 1 Maintaining tuition vouchers for faculty and family who wish to take classes at Lane.
- 1 Make larger increases in pay for those at the lower end of the spectrum who are hit harder by inflation (help those making 45K more than those making 60K). Help make sure part-time workers are more stable. At the top of the pay scale, I can make 24K IF I can teach 8 classes per term. Make sure the same criteria and explanations apply to both management (at all levels) as to all employees. For example, you hear

that CEOs are paid large amounts to keep talent. Why isn't that applied to all employees. If faculty are forced into pay cuts, why aren't managers (and to a larger degree, since 5K is a huge for an office assistance, but not that much for an administrator. Make

2 No

1 Our bargaining process is infantile and unintelligent! Address the offensive bargaining system. It is beyond ridiculous and a huge waste of resources that we are bargaining non-stop. How can we organize when everyone is worn out from the non-stop relentless unending intractable bargaining?

1 Overall salary and insurance costs are the two BIG issues to me. Everything else takes a backseat.

1 Part-time instructors should be allowed to teach as many classes as they wish if a class is available to teach. The cap hurts instructors who would rather teach at Lane than have to travel to other community colleges for additional work. Also, many new part time teachers get hired at the last minute and do not get mentored properly. This does not serve the students. Lift the cap or extend the number of classes that part time instructors may teach. Another idea would be to include a clause for 'extenuating circumstances' as when enrollment jumps as it does in difficult economic times.

1 Pay extra to PT faculty required to do administrative work, and pay it in accordance with skill level (not as low level classified)

1 Pay freeze for one year would be ok if we get vacancies filled.

1 Please ask the college to partially subsidize insurance premiums for domestic partners/spouses/children of part-time faculty members. Currently, the college allows domestic partners/spouses/children of part-time faculty members to enroll in the health insurance plan, but does not contribute to the cost of the additional coverage. Contracted faculty members pay approximately \$150 per month out of pocket for "employee +1" coverage. Part time faculty members have to pay the full cost, over \$600 per month out of pocket for the same level of coverage. A little more parity here would be welcome. \$600+ per month for insurance is not affordable on a part-time salary, even if the cost is split between the employee and their spouse/partner. Some help in offsetting this cost would be greatly appreciated!

1 Protect top step from salary stagnation and/or reduction.

1 Taking into consideration the huge budgetary issues facing the college. It seems ill considered and self-serving to negotiate higher wages, etc. in the face of such enormous shortfalls for the college as a whole.

1 The possibility of temporary salary concessions to weather the current economic storm.

1 There are a few departments like CIT that have had a huge increase in enrollment this year. CIT's FTE has increased well over 50% this year and demand for our classes is expected to continue to increase significantly as long as the unemployment rate keeps increasing. This additional workload should not entirely be handled by part-time faculty. We need more contracted faculty to handle the expansion.

1 This is economic & non-economic: the reliance on so many part-time faculty rather than full-time faculty is bad policy for our faculty and for our students.

1 Tie a reduction of out of pocket health insurance premiums rates to wellness incentives (healthy living, non-smokers, exercise, etc).

1 Tie any further salary mecuts to one or more conditions: 1. Make budget truly transparent 2. Establish rigorous, independent evaluation of administrators 3. Require faculty (and classified?) approval of discretionary spending

1 We must maintain the step structure, that is the number one issue in my mind. We have made many concessions, which I do not think the administration recognizes to the extent they should. However, because of the economy, more concessions may be necessary such as number of work days and some of the other issues. We must have the best contract for the most people, which means maintain steps, though perhaps the top step is one half, since those faculty have already met their lifetime salary potential, but those of us lower, if the step system is lost, it effects our earnings over out lifetime at LCC and our retirement. ALso this will effect the ability to continue to hire quality faculty at LANE. This has to be the priority. Not just for my issues, but for the majority of faculty and the future. Other issues, such as COLA, retirement, sick leave, work days can be used as negotiating terms and possibly change over time dependent on funding and economy, but the steps should be non-negotiable and maintained as a long term issue of our contract. Personally, if the college decides to restructure or cut a program, I don't have a problem with that. That is a decision any company or institution must make over time. It's silly to not recognize there are funding problems at LCC. If this helps the long term sustainability of LCC then so be it. Obviously if I lose my job, I wouldn't be happy, but at this point restructuring might be a necessity. But for those who are left, I still believe the overall salary structure should be maintained.

1 We should at minimum get the COLA for each year especially if managers are getting this.

1 We should maintain competitve salary structure with the leading communities colleges in Oregon.

1 Workload issues. There has got to be a better way to track and get release time for all the extra work we are doing with increased enrollment and committee work.

1 yes, i'm at the top of the part time scale. what is being done to add a step?

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
Negotiate language allowing departments to establish faculty chairs					(2.7)
Make department/division charters grievable					(2.9)
Make the use of college equipment and facilities an employee benefit in order to protect faculty from College disciplinary efforts					(2.7)
Require the College to provide the actual budget projections (not just budget authority) in their annual budget proposals					(1.9)
Provide contracted faculty members the right to teach over-time and summer courses					(2.6)

Enhance faculty member's abilities to protect their class, students, and self from threatening students (2.1)

Enhance distance learning language to produce equitable and reasonable workloads for distance learning courses (2.2)

Enhance protection of faculty workloads (1.8)

9. Our Main Agreement allows both the College and the Association to bring three non-economic issues to the negotiating table. 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 1. freedom from administration pressuring nursing faculty to take more students without increasing faculty positions.

1 As a part-time faculty member I find the scheduling to be extremely problematic. Most of the terms that I have been with Lane, I usually do not know if I will actually have a class or not until the day before or the day of the first class of the term. Either my class has not had enough students enrolled to be a viable course, or a full-time staff member's class was too small and they have, in turn, bumped me from my class. While I certainly understand that the class size determines whether or not a class is viable, and that the full-time staff gets priority, I do think that there must be a better a system to protect the part-time faculty. We commit ourselves to Lane to teach a course (thus, scheduling our other jobs around Lane's schedule), but in the end, there is no such reciprocity in Lane's commitment to us. It has been extremely frustrating and rather disheartening. I continue at Lane because I really enjoy working with both the students and faculty but have wondered if I will be able to continue if my classes are canceled or taken (for lack of a better word), leaving me with no income and a missed job opportunity elsewhere.

1 As a part-time faculty member who teaches during the summer, I consider the idea of opening up over-time and summer classes to full-time faculty as a direct threat to my economic well being. We already have a clear difference at Lane between full-time and part-time faculty, to increase the amount that the haves can make at the expense of those who do not have as much seems ridiculous. I know some of the full-time faculty some how feel that they are some poor worker not paid enough; well they should try working at two or three different campuses trying to come up with enough work to make their salary equal to that of a full-time faculty member. This is with the knowledge that a full-time position is very unlikely to come-up in the near future because open faculty assignments are always the way the college saves money.

1 Because units contracts expire at different times, we get in tne situation of classified wanting to get in their contract what faculty got in theirs or vice versa; yet, situations may have changed in the interim. Is there a way and would it be desirable to address issues common to both groups contracts simultaneously to avoid this>

1 Concern with increased load on contracted faculty with 1)more part-timers replacing retired faculty and 2) classified layoffs. (this could be under economic, I suppose)

1 Equitable workload calculation formula.

1 Give contracted faculty the right to bump part-time faculty if their course is cut
Better protect faculty from harassment by other faculty and staff Remove ineffective department chairs, rather than keeping or promoting them

1 i find the contract language that restores seniority to retired faculty ridiculous and

does not serve the students. the way i understand this is....if a faculty member retires, then returns to teach one class, they gain their seniority back in all of the classes they were certified to teach. this is awkward, stringent and does not serve our students, and in some ways has a negative affect.

- 1 I had two threatening students this term, and had no real support or recourse. Both were loud and abusive and physically intimidating, and yet I can only eject them for one class and they get a chance to try again the next day. When I teach online, the student counts are increased and increased and increased to the point that it works out to 2 (two) sections and not one, but I'm paid for only 1.
- 1 I think the language on teaching certifications is weak in COPPS and insufficient in the Main Agreement. I think the contract should make clear that the full time faculty in the respective areas of certification determine the standards for certification in their profession. Also, the length of time that COPPS implies for losing certification after not teaching a particular course seems capriciously set at three years. The contract should set a clear and professionally responsible decertification process since decertification can affect how a faculty member is affected by any future retrenchments.
- 1 I would like a clear definition of the rights of disabled part-time employees when it comes to scheduling classes. Disabled part-timers should not lose a class because someone with more seniority wants the class that meets the disabled employee's needs. So, let's say there are 4 classes available to part-timers in a discipline. The part-timer with seniority gets 3 of those classes. The 2nd part-timer gets 1 class. The 2nd part-timer can only teach classes twice a week and cannot teach 3 hour classes. I do not feel that the 2nd part-timer should not be assigned a class because the 1st part-timer wants the class that meets the 2nd part-timers disability accommodations, thus leaving the disabled part-timer without a class that they cannot teach. If there are enough classes for both part-timers, disability accommodations should take precedence over seniority for class assignment.
- 1 Improve grievance procedures so that faculty can be protected. College grievance procedures are unclear, unenforced, and totally ineffectual.
- 1 Increase teaching support for faculty, similar to that of the Teaching Effectiveness Program at the U. of O. The "do-it-yourself" model we have now is not sustainable for individual faculty members in the long-run. I would rate this a '5.'
- 1 Increase the possible teaching load for part-time faculty to .75 for a limited number of years, let's say 3 years, to help off-set the economic stress we are all feeling. Good for the college, good for part-timers. PLEASE!!! Increase steps for part-timers. Include part-timers in long term disability insurance package paid for by the college
- 1 Intellectual property rights Require paid lead faculty or coordinator position for departments of more than 5 courses.
- 1 Intellectual property rights over distance learning classes developed by faculty.
- 1 Make student evaluations available for every class, every term, and allow their results to be used in performance evaluations.
- 1 Make sure any bond construction projects take into account any future staffing requirements (custodial support, other classified staffing, added faculty, etc.). Previously the college insisted on building all the out reach centers but didn't account for staffing needs.
- 1 More support from the administration for faculty pursuing grants.

1 No

1 Please remember that part-time instructors can only make a living by teaching summers.

1 Provide a mechanism for answering any questions about the posted budget. Require administration reporting on how they are increasing funding from state and federal governments. Bar administration from making academic decisions.

1 Status of part-time flight instructors at Flight Tech...i.e., having them remain as PT faculty, and have contract language that protects that status indefinitely.

1 Support and cohesiveness for part-time non-contracted faculty. Examples might be: a website that is kept current, an updated handbook on rights & responsibilities, specific resources designed for our needs, and a separate paid in-service specifically targeted towards part-time non-contracted faculty. Another interest includes the adoption of part-time contracted faculty - ie: having the option to become a permanent part-time faculty member, thus increasing the cohesiveness of faculty for students, altering the power differences between part-time non-contracted and full-time contracted faculty, and improving the commitment of part-time non-contracted faculty.

1 The modifications on charters from the last bargaining make charters a tool against the faculty. Unless that is changed, so-called improvements like making them grievable, will turn into greater control of faculty by the administration. Greater budget transparency: Create a Blue-ribbon committee to evaluate the budget, create meaningful indices that the college community can easily understand, and reform the budget process. Adopt goal of substantially full-time faculty, once resources are identified by the faculty.

1 Why doesn't the admin bargaining team have bargaining authority. Why do we run a fiscal crisis year after year

1 Workload. To ensure that my grades reflect their work, my 120 students have a total of 2000 homework records (this doesn't include exams). Making sure we assess our teaching is a huge burden if done properly. Since it is a huge burden, most people don't do assess as much as I do. Student preparation. This ties to workload. This needs to be considered. While I am in favor of expanding education, students who are not prepared increase our workload and make our evaluations worse and increases our complaints which can hurt morale. We need to set up an environment where students are expected to read the text, do the work and attend class. In order to do this on a regular basis across all campus, this is difficult norm to establish and again, is a workload issue that can take away from class time.

10. The College recently informed the Association of its intention to notify us of possible layoffs of faculty in the Fall term. They have also made clear that their plans to layoff faculty are at least partially dependent upon compensation costs negotiated in this economic reopener. The Association opposes layoffs and supports full compensation packages for all faculty and we will seek to fully protect faculty interests in both areas. However, given current College and State budget projections, it is vital for your Bargaining Team to know the will of the faculty regarding protecting faculty jobs if doing so means sacrificing compensation or other economic interests. With this in mind, which of the following statements best represents your position?

I strongly agree that the Association

should fully protect faculty compensation even if the College is laying off faculty	15.5%	(23)
I agree that the Association should fully protect faculty compensation even if the College is laying off faculty	15.5%	(23)
I agree that the Association should protect faculty from layoffs, even if it means sacrificing compensation	30.4%	(45)
I strongly agree the Association should protect faculty from layoffs, even if it means sacrificing compensation	35.1%	(52)
TOTAL	96.6%	143 (148)

11. Other Comments:

Response

- 1 Any reduction in compensation should be across the board and should affect those with most the heaviest. For example, since pay raises have occurred as percentages (a 2% raise always results in more money for fts or admins than for pts) any reductions should also be in percentages and should be offset in other ways like allowing kids of pts to take credit courses). Any layoffs should occur first in management with faculty given the options of taking over some of those duties (a business faculty member might perform some of those responsibilities temporarily while we get through the hard times at faculty pay rates-when the economy turns around, it will be easier and more cost effective to replace managerial positions than qualified instructors who are already part of the learning culture) I realize this is radical, but we are in some crucial times. Also number 10 is hard to answer when we don't know what is going to happen with the govenor's suggestion we all take a 10% pay reduction beyond the negotiations of our contracts.
- 1 At what point do we need new leadership? We've been doing the same thing for 7-8 years and were getting the same result, you'd think we'd be better at learning given our profession. More than anything we need to create a better environment where faculty can excel and teaching.
- 1 Giving back money to save faculty jobs is a bottomless pit.
- 1 Good survey!
- 1 Having the ability to negotiate a reduced work-week to retain faculty positions should be one of the options considered.
- 1 I appreciate the idea that we could save some layoffs by taking a pay cut. However my workload is increasing due to the increase in student demand in the CIT area so I already feel like I'm making a sacrifice by accommodating more students, thus increasing LCC's revenues, thus a larger budget for everyone. To ask me to also take a pay cut is not equitable. I would support paycuts to keep faculty if our department were allocated more contracted faculty to deal with our exceptional needs.
- 1 I believe we are not going to see better funding for community colleges for a long time. Thus, due to generous faculty compensation and benefit packages previously awarded and additional increases sought on top of them (COLAs and steps)the college will be forced into greater reliance on part-time and thus unable to replace contracted. I desire for Lane to stay comprehensive in mission; therefore, I believe we should agree to no STEPS, no COLA and pick up part of the healthcare increase.

Moving to the one salary schedule may have been a mistake because it upped most of our salaries significantly and will allow most of us to get to the top rung eventually. I know union leaders receive a lot of pressure from some faculty to seek increases and I just want you to know that is not a shared value - you are supported in agreeing to save jobs and sacrifice compensation. In addition, I agree with compensation & benefit packages for parttime faculty like Lane has (better than any other community college in Oregon), and I support that we contracted faculty will not have as high compensation and benefits as a result. All the community colleges are on the same funding formula as Lane and so if Lane supports parttimers like it does, contracted salaries will not be as high as colleges who are more miserly in parttime compensation. Also, Lane spends less in other areas (not instruction) which are more efficient than their counterparts at other community colleges. Those areas, sorry I can't be specific, are subsidizing Lane's instructional costs. We are well compensated and benefitted here: the only college with \$300 put in our Sect. 125 fund and the college that makes the highest insurance contribution for fulltime with families (\$1,100+) per month. In sum, I'm thankful for what we have.

1 I disagree with all of these statements. To layoff faculty the college would have to reduce course offerings and would lose its means of operation. I believe the college will strongly resist doing this. I would prefer to allow layoffs as a last resort and to offer some level of support, not full protection, for those laid off.

1 I know that the faculty are split on the issue of protecting jobs vs. protecting long-term wages of those who have jobs. While in absolute principle I am opposed to trade-offs such as these, in practice I know that any faculty member laid off at this point will enter an impossible job market and so if possible I think it's best to offer short-term concessions in order to save jobs. Of course, in the big world, this often is a slippery slope--compensation never returns to earlier levels, and faculty are laid off anyway. This is the trickiest decision, and one that hopefully you can get some assurance about in writing before permanently shortening our work year and cutting out inservice. (BTW, May Day aside, losing an inservice day did a lot of harm to college-wide projects, so I hope that if we give up inservice next year, it is during the opening of the school year--division meetings, etc., and NOT spring term inservice.

1 I think the majority of faculty (that I come in contact with) were very grateful for our settled contract--we did get a raise, and in these tough economic times that is amazing. Thank you bargaining team!!

1 I think the part-time faculty have an unfair insurance package at this point. Part-time faculty pay much more now for the same coverage they had previously. A larger percentage should be paid by the college.

1 I think we need to press the administration for development of other sources of revenue and for them to think of the College as a business and not as a poor, dependent relation of the State. Ideas: publishing, conference organizing (on topics such as "Innovation in Teaching" and "Workforce Development"), development of software and training programs, grant writing for funds to develop alternative energy methods and sustainability programs. Thanks to the LCCEA for all your good work!!

1 I would like to see the association push to maintain current and future economic issues. We need to hold the College accountable to proper and transparent accounting as well as fair negotiations for compensation.

1 If we give up or lose major economic issues (e.g. COLA, steps, etc.) we should push for gains in all other minor economic issues (mileage, early retirement stipend, etc.) AND all non-economic issues, and not just settle for protection from layoffs.

1 In my attempt to answer the first question (which step I am on?) I thought I knew but wanted to double check but could not find the information listed on Express Lane under employee benefits. I was able to determine the step by comparing my gross pay (no pun intended) to my pay stub, although they don't match, the \$ amounts are close. Perhaps this is something all faculty should have easy access too? Also, good luck to all of you! I can't imagine what it must be like to have to return to the table after such a short break and a long session previously.

1 In regards to #10, I agree that the Association should protect faculty from layoffs, even if it means sacrificing compensation - to a degree. I do not think that the faculty should experience a cut in the current salary, but do think that we could sacrifice the scheduled pay increase in order to ensure that all faculty were able to continue.

1 Increase the possible teaching load for part-time faculty to .75 for a limited number of years, let's say 3 years, to help off-set the economic stress we are all feeling. Good for the college, good for part-timers. PLEASE!!! Increase steps for part-timers. Include part-timers in long term disability insurance package paid for by the college

1 It is clear that the college intends to replace all retiring contracted faculty with part-timers. I thought the association was supposed to limit this, but that's not happening.

1 Last year, when we voted to sacrifice compensation to save faculty positions, we did not know the specific positions that had been identified. IF we get to that point this year, I want to know who is in danger of being laid off.

1 Maybe I'm out of touch, but I don't really hear about sacrifices the administration is making to help with budget woes. And in general, it seems that the proposed solutions are treating the symptoms and not the diseases when it comes to budget problems. We've had these issues long before there was a recession/depression. What is going on here?

1 My position on question #10 stems from my opposition to trading away faculty benefits for a promise of no or few layoffs. If there truly are programs that are cost detrimental to run and continue, and that also address what is arguably a discipline that is not vital to the community or integrity of the college, then it seems to me that we should explore the possibility of layoffs. If the college proceeds with layoffs that are not clearly needed or rationally-motivated, we should take the appropriate actions accordingly.

1 Please can we work to make every classroom a smart classroom. This is the 21st century, and running around looking for chalk is not my idea of the best way to spend my time.

1 Protect from layoffs at all costs

1 Thank you for all your efforts!

1 Thank you for your hard work. These are very difficult decisions to make in terms of prioritizing.

1 Thank you!

1 The college will continue to control us with layoffs and threats of layoffs. They will do this as long as they get away with it. Every time we give in to the demands, they threaten again and we give in. Eventually, some will be laid off, and the rest will be left with nothing to live on. How will that work out? Then we will have less than adequate salaries AND lay offs. When we made a good faith agreement with the college they did not hold up their end of the bargain. We need to play hard ball. Some people will lose their jobs. It is reality time people.

1 The current state of LCC is that there is too much work for too few people being paid too little. As a part-time faculty member, I found little support in getting up to speed and few resources to help me prepare for classes. It seems to me that the basic reason for this is that full time people are stretched too thin. Teaching is a noble profession. But there comes a point where making a sacrifice for the goal of education stops being noble and starts becoming foolish. The way the college asks teachers for more while providing them less has convinced me that staying at LCC is foolish. I strongly believe the faculty should remember that people cannot walk on you if you don't lay down.

1 The problem with this question is that it represents a false dichotomy. Moreover, it pits more long-term (less likely to be laid off) faculty against new-comers. Bad idea.

1 there might be programs that could be eliminated if a program does not serve the needs of the community or the students enrolled (low job prospects, too costly of a program, etc.) Have all programs been looked at closely?

1 This is a fight we should have had several years ago. Call their bluff and prepare to go public. No more insider dealing.

1 This is a tricky question. It depends on how these lay offs are chosen and how this reflects the future vision of the college (if there is one). IF the administration is laying people off just cause they make money, than that's bullshit. IF they are actually restructuring based on a vision of sustainability and mission of the college, that may be neccesary. It seems to me transparency about what and why things are cut is absolutely imparitive to our decision as a union. Or at least what I would support.

1 You worked hard, it didn't work. Find a new strategy.

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