

Faculty Input into Contract

- Right of first refusal for classes taught the previous quarter.
- Job Security. (cannot be fired for no reason)
- I was teaching at six different community colleges, and all community colleges pay much higher salary than LWTech (133% or more comparing with LWTech). Is there anyway to get our salary matching to this level?
- I would like assignments and promotions based more on seniority than is now the case.
- I'd really like to be able to have a 403(b) account to contribute pre-tax money into. No employer match required, just my own money in order to save on taxes and save for retirement.
- What I'd like to see in the contract is a way for adjunct instructors to become eligible for health coverage.
- I would appreciate a more explicit breakdown of pay by credit or class time taught rather than per diem, which does not mean much as a part time instructor.
- Establish PT faculty titles based on seniority, such as Associate faculty, Senior Associate Faculty, etc. and connect class assignment based on seniority.
- Establish a budget to pay PT faculty for membership on committees which would encourage PT participate on committees
- If direct financial solutions do not exist, can we look at creative alternatives to support this group? Perhaps contracted positions with built in release time for those holding professional certifications who work in their field as it directly benefits the school? Such an arrangement might entice more part time instructors such as myself to take permanent roles here
- It is exceedingly difficult to live off of this income. I now teach 4 classes (3 here, 1 at another--had to pick something up to get toward 3,000 a month! Not there yet.).
- When the contract reads that it can be cancelled at any time for any reason, it is deflating and discouraging.
- What I'd like to suggest, Michael, is that academic classes be treated like academic classes at all the other 2-year colleges or that they be treated on a par with technical classes. The latter means that a 5-credit English 101 class would involve 8 to 10 contact hours, enabling both instructors and students to do more of their work together in class. As it is now, English 101 meets 5 hrs. per week but I spend more than twice that amount of time grading essays, short papers, and grammar. I have to spend time developing most of my own materials because the textbooks available for the class are inadequate; and again unlike other 2-year colleges, I cannot choose my own textbooks.
- The other option is to treat academic faculty the same as academic faculty at the other colleges that offer Associate degrees. In 2003, the last time I taught a class at Shoreline Community College, I was paid \$600 more per 5-credit class than I am paid here, nine years later. I was able to choose the textbooks I deemed necessary for the class and I had

to grade fewer papers than I do here. As I wrote earlier, teaching two 5-credit classes was considered teaching two-thirds time. But this change, too, would cost money

- At the very least, adjunct instructors who have taught here several years and gone beyond their contract requirements, putting in hours at department meetings and committees (for which they are not paid), should receive health benefits. But that costs money.
- While my pay is "fair" I have gone five years with unfunded step increases (one minor one was received at tenure). My personal budgets are all increasing but my pay is stagnant--which means I am actually earning less year to year (COLA). I also left a private company that had virtually guaranteed 7% annual raises. I don't expect that here...but 0% (negative when factoring COL) is getting hard to take. This is the first year where it really stung me emotionally.
- I feel the idea of professional development is supported but the practice is not. I believe to keep ahead of industry, we need our faculty to have common and often sabbatical or release time to spend on true, industry-academic-related professional development. I think a great perk is to pay an instructor's salary while they are off campus in their own internship, studio or school--gaining real world knowledge as how to grow their department.
- I am personally frustrated that after going through TWO separate facilities proposals that I am still at risk of losing my art rooms (with natural light, sinks, storage and work space) to office space (per the master plan). While I am confident everyone knows that our art and design students need the same or better spaces, until those are identified I worry we will "be put back in the basement". A world class design school needs a world class art department and both need a permanent home. Our design students are the largest groups on campus and we're spread all over--no home.
- I think colleges are too expensive. We are on the cusp of losing our value proposition. We need to have leadership courage to figure out wild alternatives for students and not make them slaves to the corporate financial aid beast.
- I am happy working afternoons and evenings--a flexible schedule. I am not willing to lose summers off-contract, holiday breaks or weekends.
- Administration needs to keep our flexible schedules in mind...as evening faculty the occasional AM meeting is acceptable but the 9-12 admin schedule doesn't always work for the evening programs. Weekly or frequent AM meetings for folks who teach until 9 or 10 PM is not acceptable.
- Rapid Day should be 90% classroom/office prep, curriculum development and advising.
- 4 classes for technical faculty is antiquated. We should be better aligned with the community college model.
- A healthy respect for work-life-balance needs to take higher standing around campus.
- Faculty need more ability to remove students from the classroom.
- Questions on student evaluations need to be professionally designed.
- Our programs are not advertised or marketed to the extent they should be. Faculty should not be primarily responsible for this.
- No time to break down silos.
- 10 week quarter with two weeks of prep and curriculum.

- Summer continues to be separate from the annual contract (summer off for those who desire).
- Longer spring break or more prep time before Spring Quarter.
- Sabbatical and/or bi-annual release specifically for industry prep/professional development.
- Faculty parking.
- Keep the trend towards greater numbers of tenured faculty.
- Better treatment and stability for part-timers and annual-renewable.
- Stepped compensation or consideration for clustered and linked classes.
- Continued instructor permission to work outside of the contracted 8 hour window (broken schedules, out-of-schedule meetings, etc).
- Ad-hoc/subcommittees officially recognized as a percentage of a standing committee for purposes of faculty participation or compensation.
- Related activity outside of LWIT counts as time worked. I.E. research, publishing, exhibiting, lecturing at conferences etc. is direct contribution to this institution. Let's make this official
- I would love to have the union make a case for changing the pay periods surrounding long breaks. We go a full month without pay in September (for those of us who teach summer) and there's no 1/10 pay. Obviously we can all just budget our pay to cover those long breaks in pay, but it seems to me that the college could pay us on 1/10 after a full week of classes, and on 9/25 when classes begin 9/18.

As you know the contract is mainly written for FT and understandably so. A few major issues I and other in my area would like addressed are below:

1. Section 22.2 Incrementing for PT. There should be something listed for PT that do not reach the 1000 hours needed after a certain period of time. This would be something like PT instructors who have completed the necessary paperwork and activities are eligible for an increment after reaching 1000 hours or after 3 years from their last increment whichever is less. The first time I qualified with 1,000 hours was after working 6 years at LWIT. Many in my program will never increment since they do not get to this high number. Other colleges are giving increases to them so I have a hard time attracting and retaining my PTs.
2. Competitive increment rates with other colleges. This can be for FT & PT. At LWIT I make 8 grades below what I make at BC.
3. Also why are increments only given in the fall? I have seen faculty reach their 1000 hours in spring and had to wait to fall to get on the list, then as you know, wait for money to become available.
4. To encourage instructors to further their education there should be a provision (and there was one in the past) that allowed for a review of their level status after completing a new degree, license or certification.
5. There should be an option to have an increment placement reviewed from time to time at the faculty or administration's request. This could be limited to one in a three year period. For example when I was hired I was hired at the lowest possible increment and was never informed how it all worked and cannot have it reviewed even though I believe my placement was incorrect.

6. Contracts done before the quarter starts.
7. Teaching arrangements and schedules made a minimum of one or two quarters before.
8. More pay for part-time for RAPID days. If we want our PT faculty to be more engaged and participate in learning sessions we need to offer compensation for this. Currently only half of the time for RAPID days PT get paid for. 8 hours out of three days for fall.
9. Pay increments should not be contingent on "more funding becoming available through the state or turnover savings". This is not the case with other schools contracts where this is a % increase listed for each year that someone qualifies.
10. Have hours and different types of pay are listed separately in order to have things more transparent. I.e. stipends, regular teaching hours and administration hours are all lumped into one line. With contracts being late and retro payments it is difficult to determine for PT if you are being paid correctly.
11. Payment/stipend for departmental meeting and committee meetings PT participate in.

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