

SAY A FEW WORDS ABOUT WHY YOUR TOP CHOICES ARE TOPS:

Since fulltime faculty have to rely on COLAs for "raises" once they reach senior 2 there isn't a lot of incentive to remain in the employ of the college The workload for a well-designed online course is heavy and with the ADA compliance for all outward facing electronic documents, the burden of work will fall on those faculty teaching online

Parity was my top because the wage differentials are unfair. It's a matter of social justice not to treat your AF and PH workers as if their work is worth less and to pay them in a way that reflects this thinking. Wage increases for all were my second because everyone who teaches at Cascadia is significantly underpaid for the work they do. If FT faculty were paid better they might moonlight less or cut PT faculty out of summer work less, thus no longer contributing to the even greater impoverishment and contingency of AF and PH faculty. On the other hand, they might not - they might hold on to those perks of extra classes despite a wage increase. That's why parity is so crucial - and why changes to the way summer hiring is done and changes to the way moonlights are scheduled is so important. Why didn't I see moonlighting as an option on the list? Cascadia is one of the only colleges in the CC system where FT faculty get "dibs" on summer classes and get moonlights BEFORE anyone else is even scheduled for regular classes. This is incredibly unfair and contributes to even greater disparities between FT and AF / PH faculty.

Our current situation in terms of salary is not sustainable for (I think) a significant number of faculty. The pay is so low, and stuck there, and the cost of living here is so high, and increasing, that many of us (FTF) have to teach 4 classes plus additional duties in order to make ends meet. And that barely gets us there. I can speak for myself that, at this rate, I will have to look for a different line of work within the next couple of years. That being said, the number 2 is class size because the last thing I could do in order to increase my pay is to take on more students. That would increase my workload (grading, in particular) to beyond anything tenable.

I feel the greatest threat to the morale and cohesion of the faculty on campus is the privilege and pay disparity, perceived or actual, between FTF and AF.

Faculty are not being paid a living wage so that's why it's my top choice. I've been told for years that we can't have salary increases without promotions, so that's why I marked my second choice.

Equal work, equal pay is really important. AF work as hard if not more than FTF and also participate in all college committees and shared governance, yet not get paid equal. Wages and salaries should be adjusted for inflation more frequently. Seems like we are the only group that fall behind all the times.

As PH, I would like more options for fulfilling my PH obligations. Primarily, I think that one obligation per quarter should be changed to three per academic year. Mentorship and peer observations are usually Fall Quarter opportunities, and often I will do three things in one quarter and then be searching for an interesting PD opportunity in Winter or Spring and just check off the box. Also, other options would be great, such as: self-reflection (framework provided), action research, presenting a workshop or at a conference. AF really took a hit with PD funding on the last contract. We lost \$350 by going to \$700 over three years instead of \$350/yr. Plus, the funding pool has been running out, so even that \$350 is not guaranteed. We should be assured of receiving the amount in the contract. Consider going back to having FT unused funds available for AF.

As the tenure system grows more untenable, I'd like to see stronger efforts to increase AF pay and job security.

I am stuck with no incentives (e.g. promotions/increases) in sight. Why should I stay here? There needs to be a way to give long-term faculty hope.

As a FT faculty member whose salary was leapfrogged in the last contract negotiations, I'd like to see wages increased for all, striving for "living wages" that reflect the amount and kind of work we do - keeping pace not just with area institutions and new-hire salaries, but with companies whose employees live and work in this area.

I chose an increase in pay but not parity, as it seems we have been aggressive in increasing AF pay relative to FTF pay. This is great, but it's resulted, to my knowledge, in far weaker FTF pay in comparison to other colleges in the area. If I'm wrong - or even if I'm not - it would be nice to see what the ratio are of average tenured faculty pay against our area's cost of living as well as our average PH AF pay against our area's cost of living, and then compare both to those of other nearby schools, such as Bellevue, LWIT, Edmonds, Shoreline, NSCC, SCCC, and SSSC. I think doing so might better inform how to approach future COLAs in an objective manner.

The cost of living goes up, year after year. It's incredibly expensive to live in Seattle! We need help with money!

I just find that I/we work very long hours, for not much pay

I'm part-time by choice, but get frustrated with the compensation difference for teaching the same classes and doing the same work in the classroom.

Many FT faculty have an out-of-control workload, and adding "more duties" with no more time and very little \$ raise for each promotional step does not make sense.

1. Priority Hire designation continues to lag in its promise to provide a guarantee, in a sense, of classes. 2. Associate and Full-time faculty experience similar realities in terms of duties performed. So, moving forward on parity acknowledges the contributions of associate faculty.

I would like to see AF paid equitably for the work they do.

We can't adequately serve students if we keep losing AF because of lower pay and lack of job security.

Honestly, I am pretty satisfied with the contract at the moment. As a newer FT, I feel like I am still learning about what all is in our contract. I need to learn more! My top two are not complaints, but rather important issues that I'd at least like to see maintained to make this job sustainable for me in the long run. It's difficult to work FT and balance family roles. I really appreciate the parental-leave that is in our contract, and think this is essential to maintain (and even have some paid options outside of sick-leave?). I will say that figuring some of the leave with HR & deans can be confusing. It all worked out in the end, but it took a lot of emails, meetings and double-checking. I felt very supported by my deans along the way though. Beyond the optional first year of parental leave, do we ever have options to reduce our load for a quarter due to family demands? Second, figuring out what the actual percentage is of the additional duties we are choosing is still a bit ambiguous. I appreciate a meeting w our deans to discuss this. However, in the spring before the year, there is often a lot about the upcoming year that we still don't know. It's good planning, but hard to know if I end up doing too much. (TRCs do help with this the first 3 years though. Should there be a mid-year meeting with deans to discuss work load and commitments after the TRC process is over?) Also, I'll go ahead and add input for my third. I think it would be helpful to make a general accessible template for writing TRC self-reflections with some very basic guidelines (kind of like having an observation form template). I think this would be a simple step to get everyone on the same page. (As well as having a consistent platform to upload/save portfolios - my.cascadia seems to be changing for each new TRC group.)

Job security is my top because I wish I could stay at Cascadia as an AF but there are no courses available for me for Winter or Spring. I would not be able to continue working part time and switching schools every quarter if I lived in a single income household. On a related note, I think even FT faculty aren't paid enough to compensate for the cost of living in Seattle.

1. I can budget to work within my existing salary as long as I know that I will actually be making my existing salary. However, I have not been able to find out how many classes I will teach next quarter until relatively late in the quarter. 2. AF pay is decent supplemental income, but not nearly enough to be a major component of supporting a household.

No faculty should be paid more for teaching the same class, unless we have a system that does so by steps/seniority--or if we implement a merit based system in which someone is paid more because they're a "better" teacher, which is highly unlikely. If we don't do this, why wouldn't the college hire more and more AF if they can pay them less than FTF, or at least be slow in hiring more FTF

Cascadia Associate faculty pay is substantially less than a nearby Community college (Everett), and the lack of parity between AF and FT faculty is an issue that affects the morale of AF. The small difference workload between PH faculty and FT faculty does not justify such inequity in pay. Disparate treatment of employees seems counter to Cascadia's mission statement.

I travel a lot for professional development and I've had to pay about \$5,000 out of pocket and now that our new tax bill is going through in D.C. I won't even be able to do a tax ride off of my expenses. Because I pay so much for professional development and yet my wages are less than a school teacher at Seattle Public Schools with less education. Furthermore the cost of living is very high. I live in a city that is ranked as having one of the highest costs of living in the world.

quarter to quarter contracts are for the birds! Formalize yearly contracts for long-term AF's- perhaps diluting the AF pool should be scrapped and more permanent schedules/contracts could be developed. Expand PHAF prof dev activities to better fit schedules. How do we enhance the experience for teachers, rather than for wannabe educators? Not all of us want to be mini-deans...

Parity is important if we are going to be an organization that is committed to equity. Overall wages and raises are important as the cost of living in the Bothell area increases.

Job security is extremely important to me, as are wages. Associate Faculty salaries and job insecurity are real issues that affect us all.

Faculty salaries at Cascadia are relatively lower than those at neighboring colleges.

I don't think it's equitable that FTF should be stuck making an amount of money that will almost never increase, and new faculty may come in making more money than a tenured person. I also think there is an inconsistent workload for people who are the same rank and making the same salary, so there needs to be clearer expectations/requirements and oversight to ensure everyone is doing their fair share instead of some people taking on way too much and others doing the bare minimum or less.

Because it is so needed and we are losing faculty because of extremely high workloads with little pay compensation for what is expected of us. Additionally, hitting a ceiling in salary after Senior 2 needs to be changed. Our salaries need to increase without a promotion tied to new responsibilities; it is unthinkable and utterly demoralizing that new FT hire salaries are surpassing FT with tenure and Senior 1.

An increase in wages for FT faculty to address the increased cost of living in this area. Administration desires more online classes so let's talk about the workload for well designed accessible online classes and discussion around similarity for online/face to face observations and updating the contract language for the reality of online classes.

What we are paid for relative to the expectations is abusive.

I'm interested in the campus viewing AF as professionals who are choosing this AF work as a serious career, and not necessary people who are "doing this on the side" or striving for tenure track. In addition to working on shifting the attitudes and culture around this, I'd like conversations about job security for PH and clarification of PH duties (or alternatives to PH for additional duties that might lead to some more job security).

The job security has to do with ensuring that PH faculty receive two classes before AF are offered any type of class--and that PH get choice in those classes if there are additional ones available for AF who are not PH.

The difference between pay between FTF and AF is significant.

I am actively looking for jobs because as a single FTF I can not afford housing and bills on this salary anymore.

Our pay does not allow us to live a comfortable lifestyle given the cost of living in the Puget Sound Area. As a result, I am not always able to partake of professional development opportunities because funding is not sufficient to attend conferences annually and I can't always afford to pay for the costs out of my pocket. This causes me to lose connections and consistency with the colleagues and organizations with which I participate in professional development.

I am loving the work, the only draw back is the low pay.

Well, of course we are underpaid, that's why "wages" is number one. I'd like the bargaining team to explore class size reductions because, as I recall, the increases were, in part, a function of the 2008 budget crisis. And, as more of us teach online, we need a contract that reflects the changes in how we work.

ANYTHING ELSE YOU'D LIKE THE BARGAINING TEAM TO FOCUS ON:

Let's get off parity for awhile. I'm done with it. I'm so done with it that I'm toying with the idea of changing my active union membership to a charity donation because it feels like the union is only concerned about AF.

A promotional ladder for AF /PH with raises for each promotional level would be key (and if FT faculty get more promotional levels, which would probably be a good thing, then PT faculty should as well). A lot is expected of AF/PH faculty with little reward. They should at least have as many promotional levels as FT faculty, with wage increases attached. In terms of AF hiring - be aware that while some FT faculty do a great job (really, they do), some play favorites and even discriminate (or so it has been alleged). Either require contract training for discipline leads who assign classes or revert to letting deans assign classes, since they are hyper-aware of needing to fulfil the contract. It is crucial to open up summer hiring to all faculty equally. FT faculty are off-contract in the summer - they should not be able to monopolize the very reduced summer course-load. Especially considering that PH faculty are NOT ELIGIBLE for unemployment during summer quarter (if they have a PH contract) the effect of full-time faculty taking all the summer classes is great financial difficulty and actual hardship for your most committed part-time faculty. Thank you for offering this survey and trying to hear all voices.

Office space needs to be addressed in the next contract. This is now a work conditions reality here at Cascadia. We need to agree on how the sharing works, who doesn't have to share, who has to share, how long should shares last, etc.

Please focus on communicating with faculty throughout the process.

Jon security for AF is a big issue. FTF overload by teaching more than their load every quarter leaving AF with bear minimum. FTF take the best times and leave AF with the worst time slots, just because of the entitlements.

Unity of faculty is most important right now. It's important to hear the voices speaking loudly now but also find ways to invite other voices to the discussion. Please still keep focus on the majority -- for example, this survey is a good way to hear from many constituents. Also, I'd like an information session on pay and have an opportunity to ask questions.

I wish you all the best of luck, as I know this can be hard, thankless work. Thanks for listening and doing your best.

I had to rank these for this survey, but many of these items are very close in priority

Thank you!

Nope. Thanks for your work on this contract on my behalf.

Please try to get sick leave changed to only the hours of class missed, rather than the whole day, because the latter system has nothing to do with how our schedules actually work -- especially with hybrid and online classes.

Wages seems to be a very big topic I'm hearing from all of those around me. I honestly haven't dug into it to much personally yet. I would like clarity on what the payment raises/steps are and when I can expect them to come (and also how those steps will increase as the FT base wage increases). There is a lot I still don't know and I'm not sure where to find out. (I admit that I haven't tried to dig into it though.) After being a AF in multiple other colleges outside of Cascadia, what I have observed is that AF here have more consistency, involvement, and parity than in other programs I have seen. I've been pretty impressed and it makes me wish I had been AF here all of those other years! However, I appreciate that we still try to work on this, and make an effort to keep everyone feeling valued and appreciated. I'd like to keep working on unity among faculty (building ONE strong union) and making sure processes are transparent, voices feel heard, and we keep moving forward building strong programs at Cascadia. As I said before, I'm happy here and really value the effort the Steering Committee is showing to help all voices be heard! Thank you for all your work!

I'd like us to consider the concept of "underloading" (teaching 2 instead of the 3 classes per quarter at a reduced salary) if we plan to continue the practice of faculty overloading. I don't think we can have one without the other. In fact, students are likely to benefit from underloading, where I don't see anyone benefiting from overloading other than the individual faculty member doing so to make more money. In fact, I can't believe the administration doesn't put up more of a fuss than they do. Similarly, the union should be wary of it as a practice because it suggests that many faculty are capable of teaching four classes a quarter, so why not up our load from 3 to 4? Or increase class sizes because we are essentially overloading our caps by taking on another class. Also, I'm interested in creating policies and practices that are the same for FT and PT faculty. For example, the scheduling process is essentially one that's done on a priority system-- FTF get to pick all their classes before PT faculty do. However, instead of the "highest ranking" PT faculty getting to look at schedule and pick all their classes for the year, the system changes and it doesn't seem like it needs to. It could be just as transparent and equitable if we had the same process for AF based on their status within the college.

The parking situation should have been remedied this academic year. The burden of having to hunt for parking falls unfairly primarily on AF who are often not able to arrive early enough to secure parking, and experience great stress patrolling the parking lots while worrying about being late for class, or having enough time for class preparation. Many time I have circled for 45 minutes or more, and have several times parked illegally and paid fines, just so I would not be late for class. It is already disconcerting that we have to pay for parking at the workplace, but to not even have access to parking is creates and unreasonable amount of stress for employees.

I do understand the Associate Faculty's dilemma, but I also want to point out that as a full-time faculty, we have made concessions to be full-time faculty in hopes of some benefits. Our pay may be higher but if you look at our pay compared to even school teachers in the public school system, we are making less. y son's fifth grade teacher with only a bachelors makes over \$60,000. Why is it the more education and experience, you have that these factors matter less. I have a doctorate and over 20 years experience and my pay is 58,000. How am I going to support myself and my family in a city where rent is at \$3,000 to \$5,000 a month? I spent 13 years in college and graduate school and have three degrees. I accumulated a lot of loan debt to pay for my educational expenses, but I have no way to pay this back because my job doesn't consider the investment of time that I took to get my degrees or the amount of time I spent working in my field.

Parity for work performed would be nice. So too would enhancing recognition for those who actually create the class experience...

Maybe we should have separate unions for FT and PT faculty.

My #1 concern is not listed: regulation "creep": all the new requirements we have to fulfill with seemingly no additional support.

Bringing lower paid FTF up to par with their higher paid colleagues.

Cost of parking with no guarantee of an on-site space--especially for those who are coming from other jobs to campus to teach.

Secret pots of money is still an enormous problem. Equity among even FTF is a joke.

Reducing the enrollment caps for on-line courses. Teaching in these classes is not the same as teaching face-to-face and having higher caps in these classes causes the experience of the student to suffer. We decreased class sizes for our English colleagues because of the amount of reading they have to do to grade. That same concept is true in non-English on-line courses; all of the teaching and assessment is done via written work. Thus, on-line classes should be capped at the same level as English courses to provide parity of work load.

AF faculty should be able to take personal leave.

Thanks for all your hard work!

ANSWER CHOICES	RESPONSES
▼ Tenured faculty	37.21% 16
▼ Tenure-track faculty	13.95% 6
▼ Priority Hire Associate faculty	25.58% 11
▼ Full Associate faculty	18.60% 8
▼ Probationary Associate faculty	4.65% 2
TOTAL	43