

# FACULTY FORWARD



Loyola Faculty Forward /  
SEIU 73  
NTT Faculty Union  
Contract Survey  
Summer 2020

Findings

EMC 8/30/2020

# Background and Methodology

- In June of 2020, Loyola Faculty Forward/ SEIU 73 invited NTT faculty members to participate in a survey about their experiences and perceptions of the current union contract, and to ask about priorities for the fall 2020 round of contract negotiations.
  - A link to the current contract was included in the introduction to the survey.
- The survey was open to adjunct faculty, full-time non-tenure track faculty on a one-year contract, and full-time non-tenure track faculty on a 3- or 5- year contract.
- The survey went live via Qualtrics on June 17, 2020 and closed on July 14, 2020. A total of 107 unique responses were recorded (N= 107).
  - The survey was fielded during the summer, as well as a pandemic (COVID-19), two factors which likely impacted the number of completes
    - Response rate of 33% (107/322)
- This report serves as a topline of findings.
  - *Methodological note: totals for some questions are less than 107 because of non-response. All percentages are based on valid responses only (# of completes for that question).*

# Roadmap

- Topline narrative
- Full report
  - *When appropriate FT/PT comp*
  - Who participated
  - Current contract awareness, access, and allowances
  - Professional Development
  - Interactions with, Perceptions of, Union
  - Grievance and arbitration : awareness, perception, experience
  - Conditions and Experiences of Work
    - PT deep dive
    - FT deep dive
  - Bargaining priorities
  - Summary and Implications

# Topline— faculty engagement with contract, Union

## Contract Access, Rep Contact

- The vast majority (83%) of faculty have accessed the union contract
  - BUT, FT faculty were significantly more likely to access the contract than PT.
- ONLY ¼ of all have contacted their union rep
  - Among those that have, NONE have requested meeting support
- Low incidence of rep contact, support requests, poss. due to low awareness of past year inequities
- And possible hesitance to come forward in fear of being identified and sanctioned
- IMPLICATION: COMMUNICATE CONTRACT BETTER ( “KNOW YOUR RIGHTS” VIDEO?)
- IMPLICATION: “STATE OF UNI CONTRACT OBSERVENCE” COMMUNICATIONS, “REPORT CARD” COMM
- SPECIFIC COMM: “WHISTLE BLOWER” PROTECTIONS
- COMMUNICATE SPECIFIC ISSUES IN STANDALONE DOCS.
- UNION DASHBOARD SITE?
- TEACH-IN, SEPARATE PANELS (OR VIDEOS) FOR EACH SECTION, AREA

## Grievance and Arbitration

- Almost one-third of faculty are not at all familiar with the grievance and arbitration procedures laid out in the union contract
- Interestingly, FT faculty more likely than PT to be either extremely/ very familiar, or not familiar at all with the grievance and arbitration procedures
- Overall, faculty report being comfortable using the grievance and arbitration procedures should the need arise; FT again higher at the extremes.
- IMPLICATION: BETTER COMMUNICATION OF GRIEVANCE AND ARBITRATION PROCEDURES ( “PROTECT YOUR RIGHTS” VIDEO?)
- UNION DASHBOARD SITE?
- TEACH-IN, SEPARATE PANELS (OR VIDEOS) FOR EACH SECTION, AREA

## Professional Development Funds

- Less than half of NTT faculty have applied for professional development funds
  - Adjunct faculty significantly less likely than their FT colleagues to do so
- Among those who have applied for funds, most faculty report process for fund procurement was clearly explained and easy
- And while there is no significant difference between PT and FT faculty in their perceptions of the fund procurement process...
- The issue is murkier when we “flip the script” and examine the percentage of those who report clear communication in the strongest possible terms:
  - Respondents who agree/strongly agree are less likely to be PT
- Fortunately, applications for professional development funds overwhelmingly approved for all
- IMPLICATION: GET THE WORD OUT ABOUT AVAILABILITY OF PROF DEV \$, CLEARER ARTICULATION OF PROCESS TO ADJUNCTS
- COMM TO HIGHLIGHT THE WORK NTT FAC IS DOING USING FUNDS

# Topline, University Scorecard, Faculty Evaluations

## Contractual obligations

- Almost all faculty report receiving their contract-mandated raises; FT and PT on par in this regard
- To the best of their knowledge, faculty report that departments are abiding by contractual obligations regarding classes and contact hours
  - However, PT faculty less informed, while positive impression stronger among FT faculty
  - While the 4/4 cap on FT teaching load is generally honored, loopholes exist and are exploited
- Downsizing of the ELLP not a major contributor to additional teaching responsibilities
- IMPLICATION: EXISTING/ EXPLOITED LOOPHOLES NEED CLOSING, THE NUMBER OF STUDENTS CONSTITUTING A CLASS NEEDS CODIFYING, AND COURSE RELEASES NEED GREATER CONSISTENCY

## Faculty Evaluations

- Student evaluations largest driver of annual review overall, however there are inconsistencies in how they get done -- if at all
- Some adjuncts report not being evaluated.
- While full-time faculty evaluations are based on much more than teaching, adjuncts are missing out on opportunities for portfolio development and observation-based feedback
- IMPLICATION: CLARIFY, CODIFY EVAL PROCESS
- IMPLICATION: DEPARTMENTAL SANCTIONS FOR EVAL NEGLIGENCE
- QUESTION: HOW WILL EVAL RESULTS BE HANDLED UNDER COVID CONDITIONS?

# Adjunct Topline

- At the time of the survey, nearly ¼ of adjunct faculty hadn't been notified of their Fall 2020 classes
  - While most adjuncts have access to basic on-site teaching tools, 20% are without a desktop computer, nearly 1/3 without admin support, and even shared office space is not a given
  - “Super-Adjunct” Precarity Persists
    - Most adjuncts have not been made aware by their chair of the so-called “super-adjunct” position
    - And only a handful have been encouraged to apply
    - Only ½ of super-adjuncts report receiving contracts come complete with assigned course and schedule, while a great many super-adjunct faculty are unable to plan sans schedule (accept additional offers, secure child-care, etc.).
    - And a few “Super Adjuncts” received neither class nor schedule information
  - Adjunct faculty want to teach more classes– even without awareness of the healthcare benefit
    - Internal labor market is opaque, future transition from Adjunct to Lecturer uncertain
  - Security, Pay, Promotion, Health: Hierarchy of Part-Time Faculty Needs Are Essential, Material
- IMPLICATION: RESOURCES FOR ADJUNCTS A CONTRACT MUST
- IMPLICATION: COMMUNICATE “SUPER ADJUNCT”, LECTURER POSITIONS
- IMPLICATION: LECTURER POSITIONS OPEN TO ADJUNCTS FIRST? CONTRACT
- IMPLICATION: INTERNAL JOB BOARD MANAGED BY UNION

# Topline, Full Time Faculty

- General awareness of FT 1- to 3- year contract conversion 50/50; Full-timers on 1-year contracts unsure of specific eligibility
  - Anecdotally (small sample size), 2/3 of full-timers on a 1-year contract who've applied for conversion have received it.
- Promotion timing, procedures unclear, unfair
  - 1-year positions not counted toward 5-year requirement for promotion
- While the 4/4 cap on FT teaching load is generally honored, loopholes exist and are exploited
- FTNTT doing research (or trying) should be able to get research leave, even unpaid, and keep position
- All actors could do a better job making faculty aware of conversion and promotion procedures; Departments perceived to have a slight edge over the Union, while administration not pulling communication weight
- IMPLICATION: CONTRACT TO COUNT YEAR/S AS "INSTRUCTOR" TOWARD TIME REQUIREMENT FOR LECTURER PROMOTION TRACK
- IMPLICATION: EXISTING/ EXPLOITED TEACHING LOAD LOOPHOLES NEED CLOSING, THE NUMBER OF STUDENTS CONSTITUTING A CLASS NEEDS CODIFYING, AND COURSE RELEASES NEED GREATER CONSISTENCY
- IMPLICATION: UNION NEEDS TO DO BETTER COMMUNICATING CONVERSION AND PROMOTION PROCEDURE
- IMPLICATION: INTERNAL JOB BOARD MANAGED BY UNION
- IMPLICATION: UNION DASHBOARD SITE?
- IMPLICATION: RESEARCH LEAVE FOR FTNTT

# Data and Findings



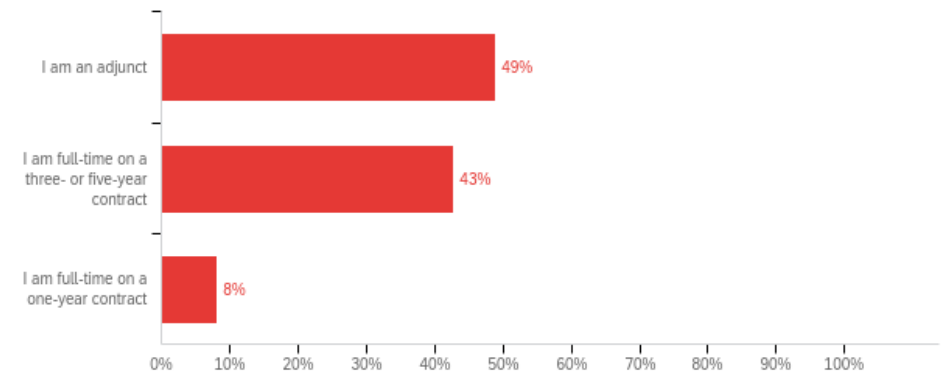
# Who participated

- The survey was open to adjunct faculty, FTNTT faculty on a one-year contract, and FTNTT faculty on a 3- or 5- year contract.
- The majority of respondents identified as adjunct faculty (49%), followed closely by full-time faculty on a three- or five- year contract (42%). Only 8 respondents (approximately 8%) described their status as full-time on a one-year contract.
- *ANALYTICAL NOTE: Due to the small sample size of the FT 1-year contract group, we are unable to make comparisons across FT faculty segments. All full-time faculty will be analytically treated as part of the same group moving forward.*

## Q17 - Which of the following best describes your current employment status at Loyola

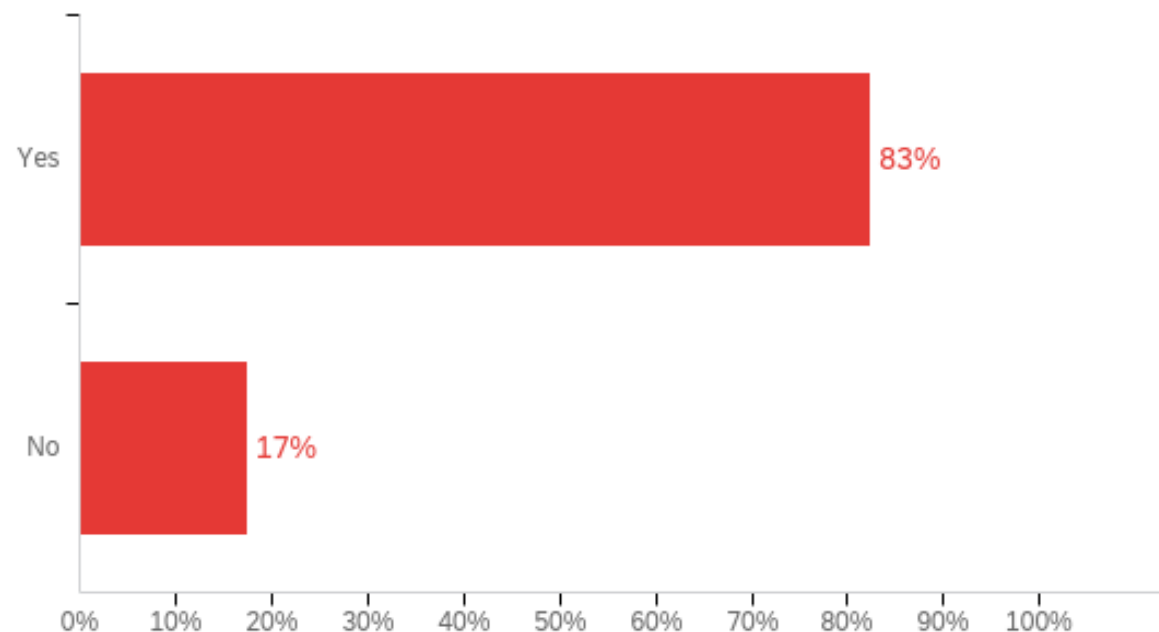
#	Answer	%	Count
1	I am an adjunct	48.98%	48
2	I am full-time on a three- or five-year contract	42.86%	42
3	I am full-time on a one-year contract	8.16%	8
	Total	100%	98

## Q17 - Which of the following best describes your current employment status at Loyola



The vast majority (83%) of faculty have accessed the union contract\*.

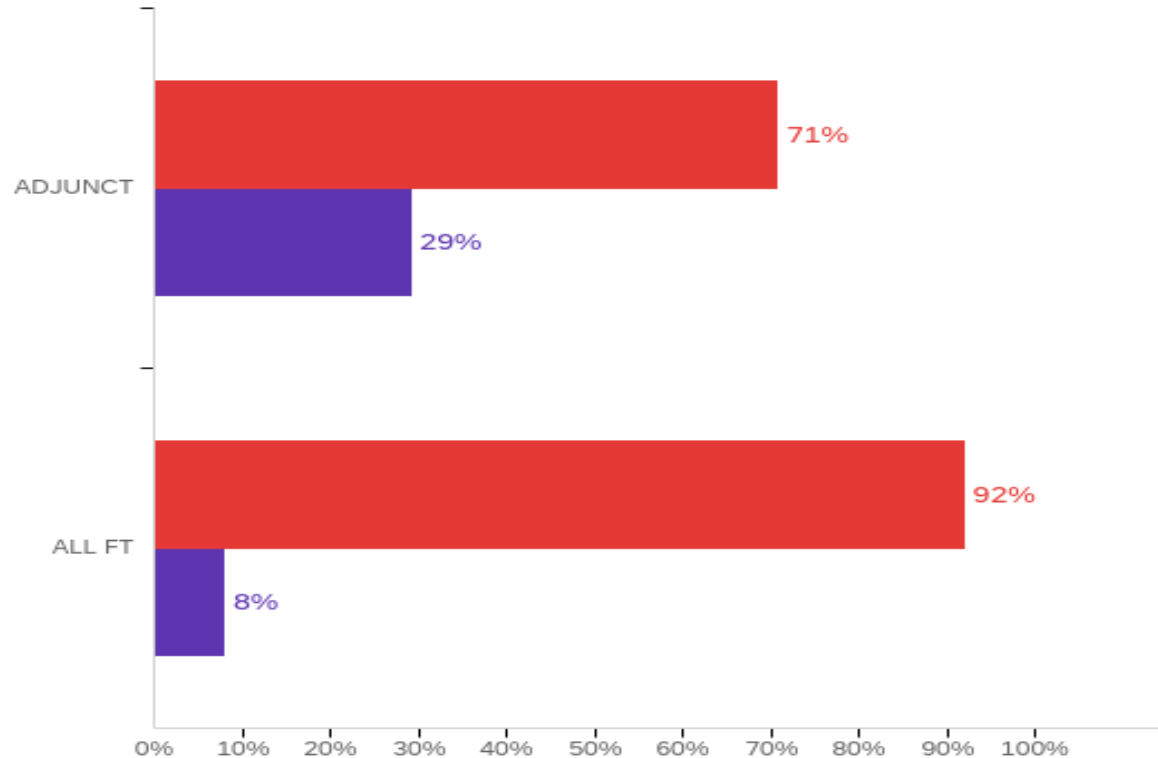
Q2 - Have you ever accessed our union contract?



*\*Note—we did not ask if access was prior to opening the survey and seeing the contract link or upon receiving the link with the survey*

However, fulltime faculty were **significantly** more likely to access the contract than adjunct faculty.

Q2 - Have you ever accessed our union contract?



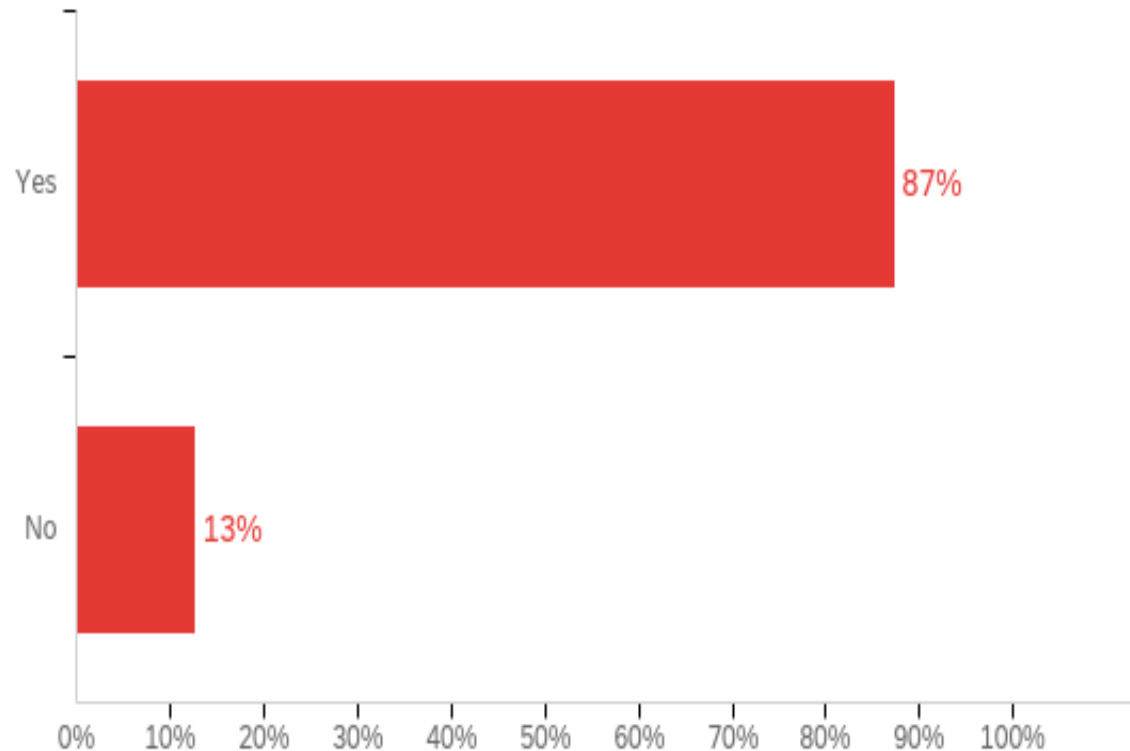
Yes  
No

Q2 - Have you ever accessed our union contract?					
#	Question	ADJUNCT	N	ALL FT	N
1	Yes	71%	34	92%	46
2	No	29%	14	8%	4
	Total	100%	48	100%	50
					98

The value of  $z$  is -2.7051. The value of  $p$  is .00672. The result is significant at  $p < .05$ .

# Almost all faculty report receiving their contract-mandated raises; FT and PT on par in this regard

Q3 - In the last year, have you received a raise as is mandated by the contract?



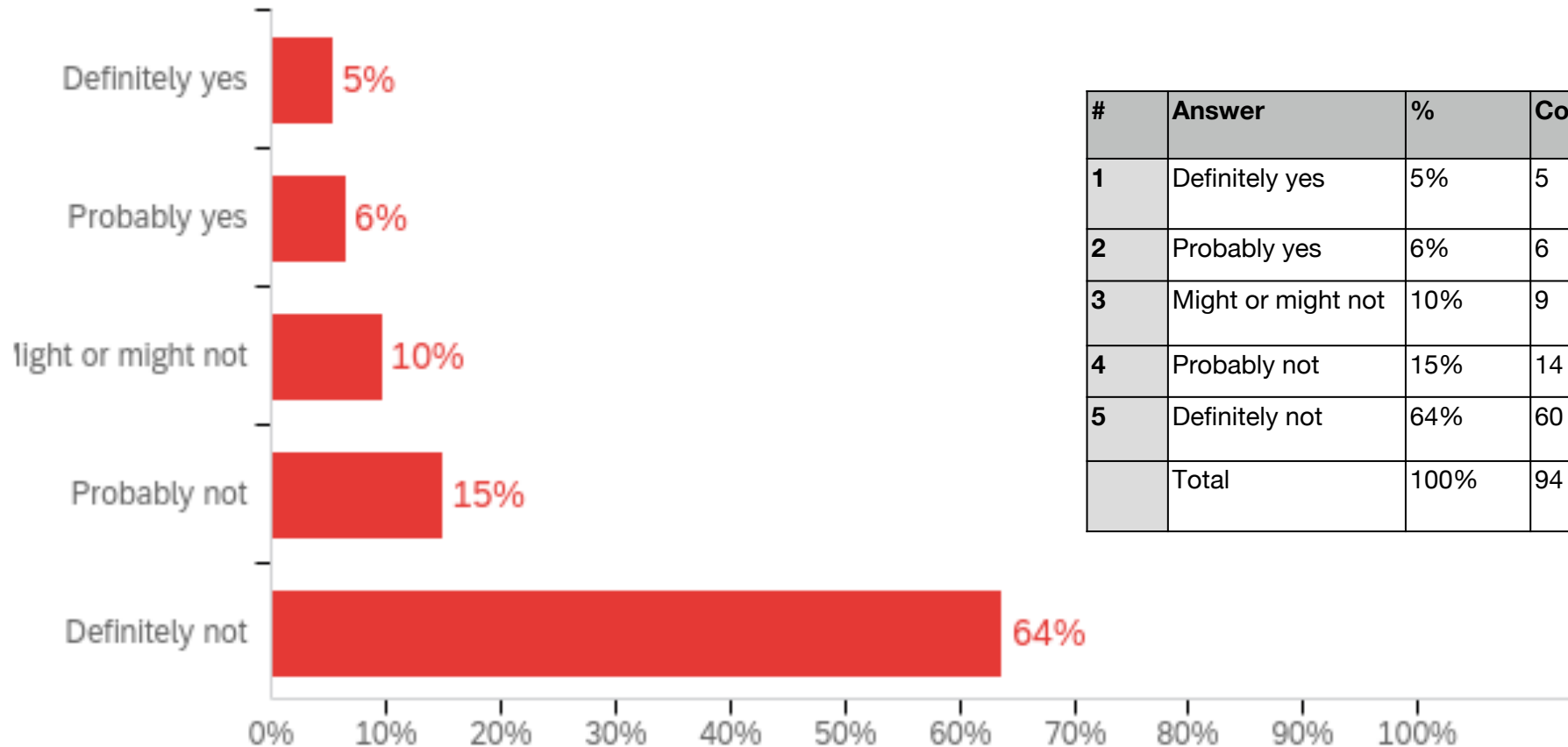
Q3 - In the last year, have you received a raise as is mandated by the contract?			
#	Answer	%	Count
1	Yes	87%	90
2	No	13%	13
	Total	100%	103

Q3 - In the last year, have you received a raise as is mandated by the contract?							
#	Question	ADJ	n	ALL FT	n	Total	
1	Yes	47%	40	53%	45	85	
2	No	62%	8	38%	5	13	98

The value of  $z$  is -0.9726. The value of  $p$  is .33204. The result is **not significant** at  $p < .05$ .

# Downsizing of the ELLP not a major contributor to additional teaching responsibilities

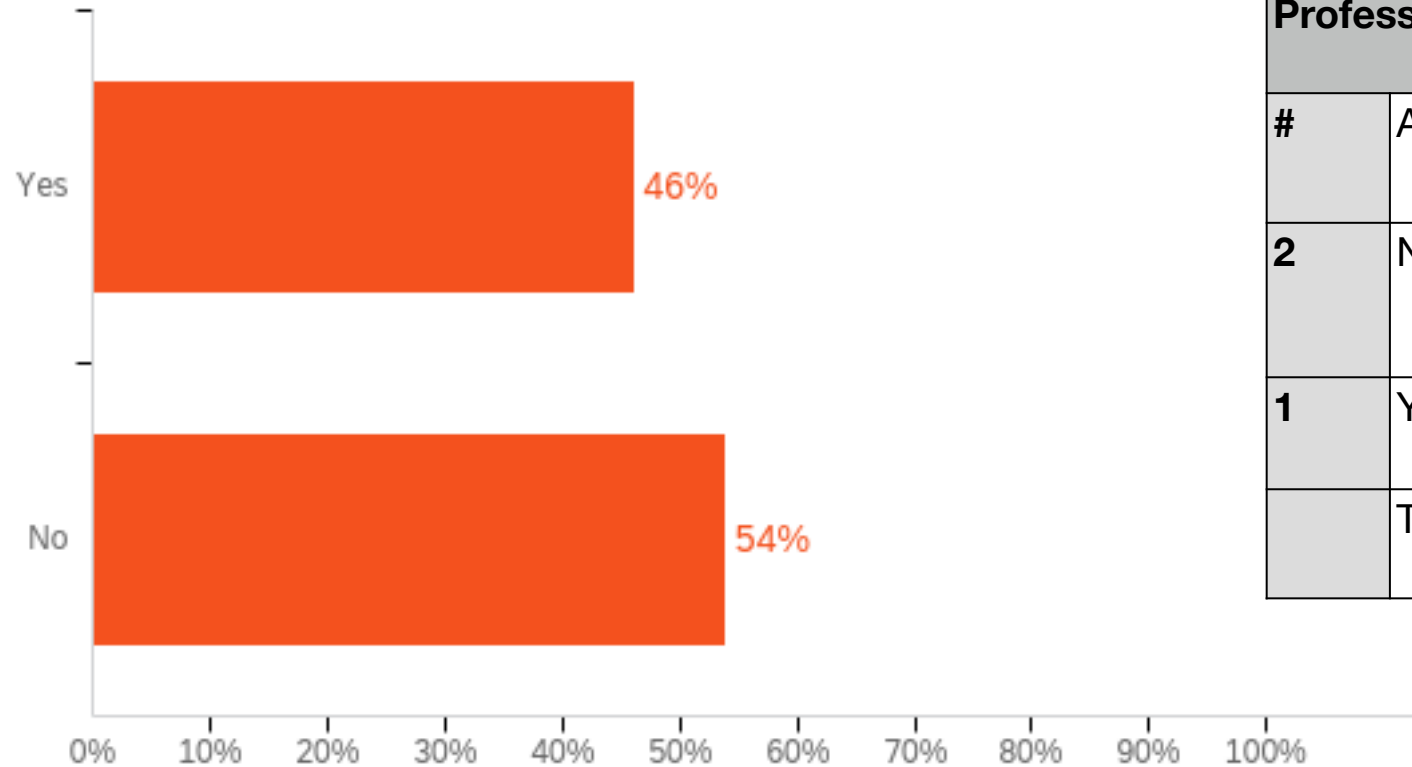
Q16 - Do you have additional teaching responsibilities because of the downsizing of the ELLP (English Language Learning Program) ?



#	Answer	%	Count
1	Definitely yes	5%	5
2	Probably yes	6%	6
3	Might or might not	10%	9
4	Probably not	15%	14
5	Definitely not	64%	60
	Total	100%	94

# Less than half of NTT faculty have applied for professional development funds

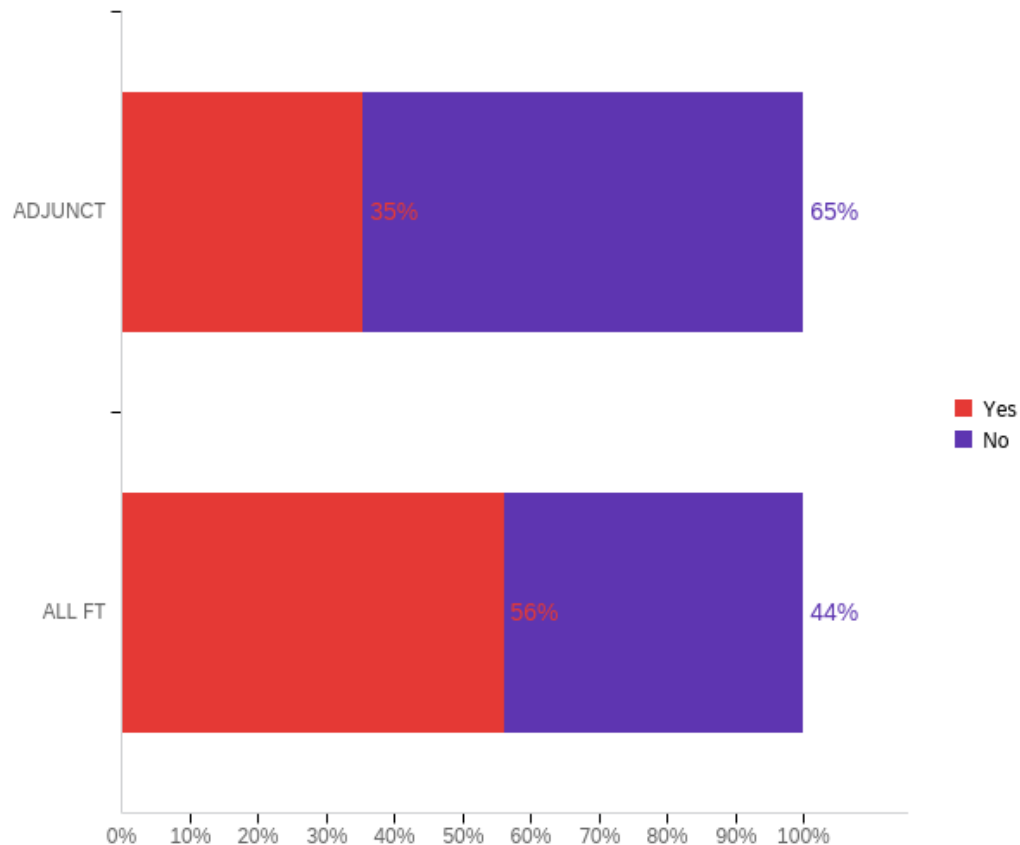
Q4 - Have you ever applied to the Professional Development Fund?



Q4 - Have you ever applied to the Professional Development Fund?			
#	Answer	%	Count
2	No	54%	55
1	Yes	46%	47
	Total	100%	102

# Adjunct faculty significantly less likely than their FT colleagues to do so

Q4 - Have you ever applied to the Professional Development Fund?

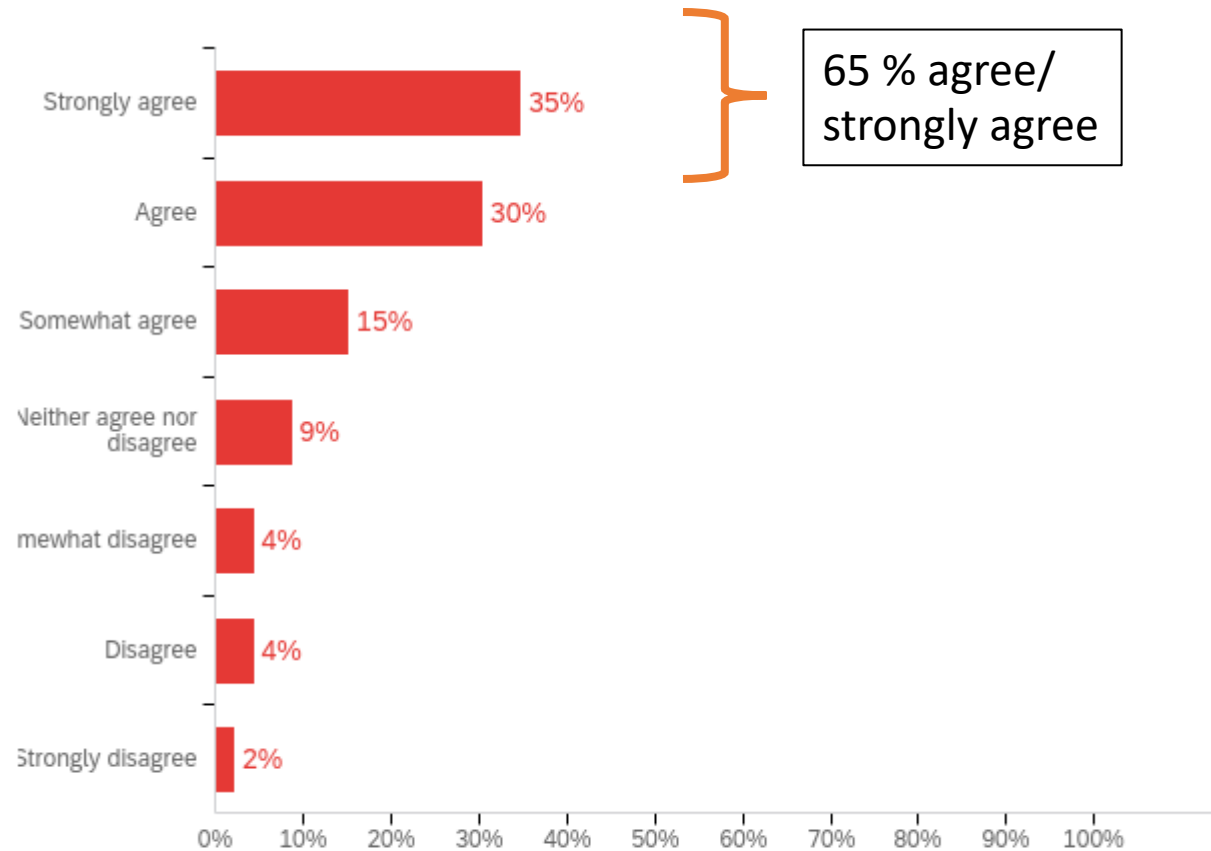


Q4 - Have you ever applied to the Professional Development Fund?						
#	Question	ADJUNCT	n	ALL FT	n	Total
1	Yes	38%	17	62%	28	45
2	No	58%	31	42%	22	53
			48		50	98

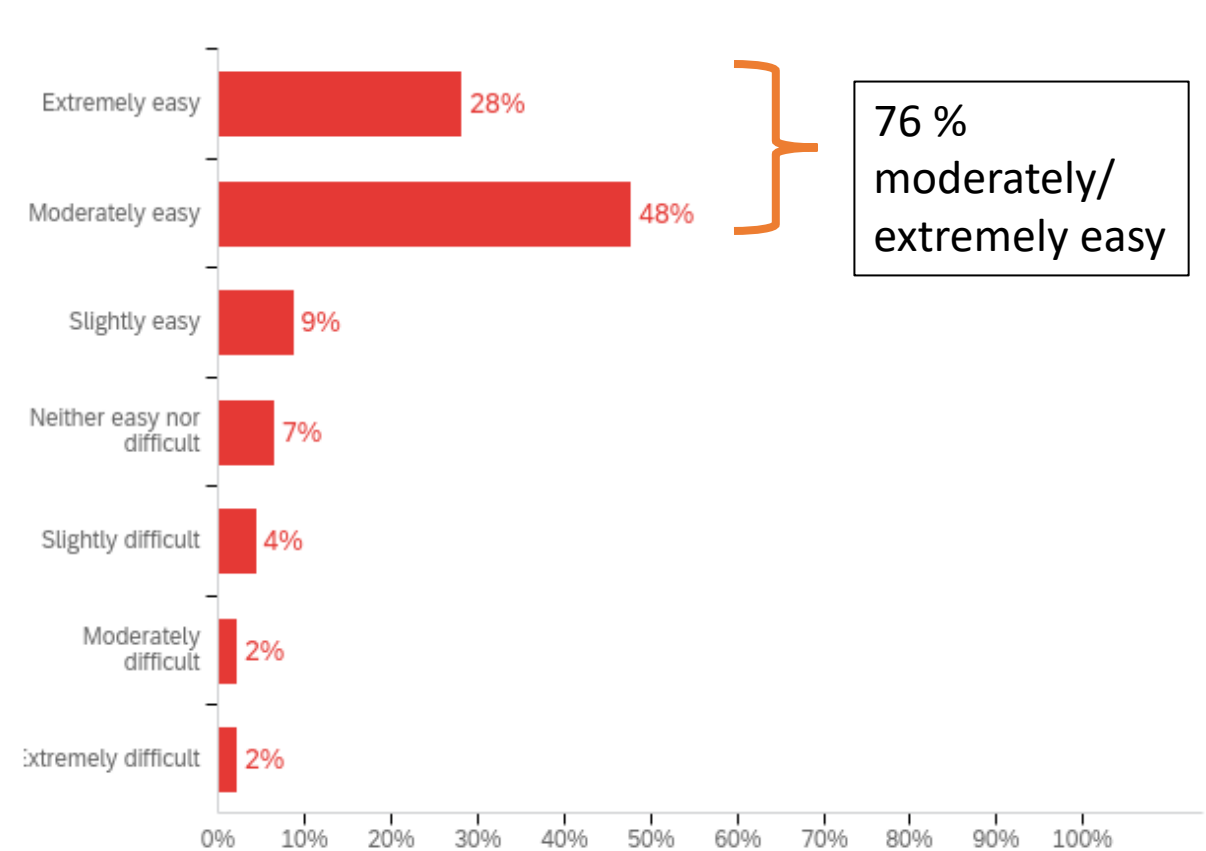
The value of  $z$  is -2.044. The value of  $p$  is .04136.  
The result is significant at  $p < .05$ .

# Among those who *have applied* for funds, most faculty report process for fund procurement was clearly explained and easy

Q5 - Please indicate your level of agreement with the following statement: "the process of obtaining professional development funds was clearly explained to me".



Q6 - Please indicate your level of agreement with the following statement: "the process applying for professional development funds was easy".



Base: faculty who have applied for professional development funds

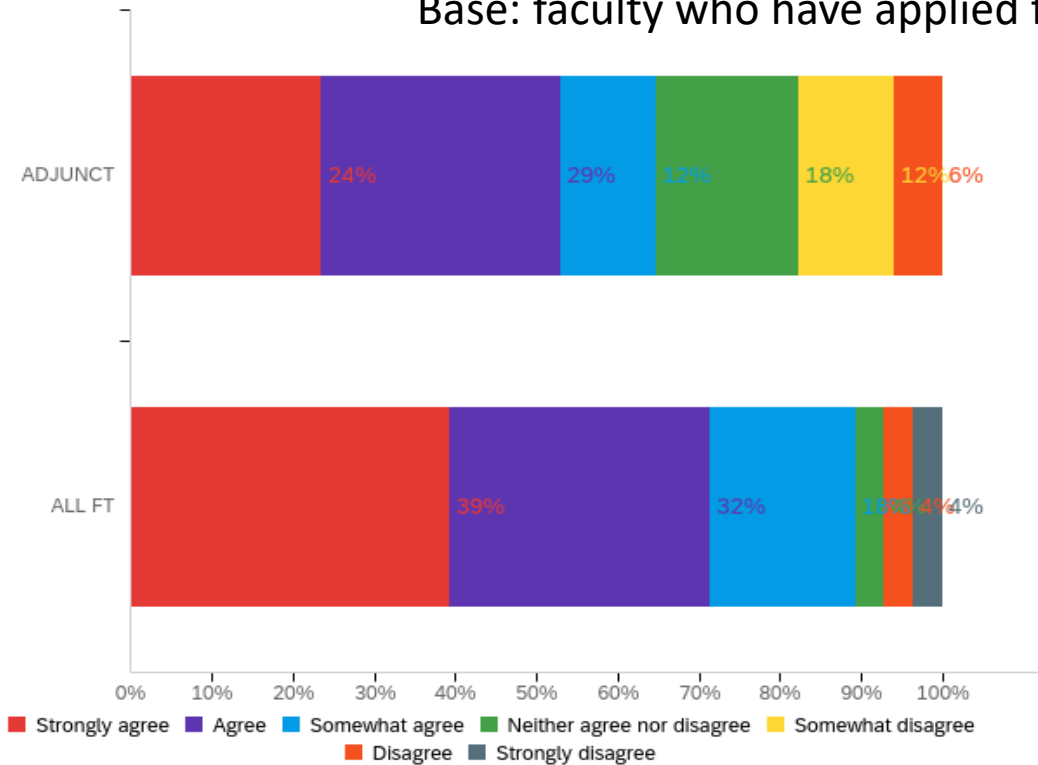


# And while there is no significant difference between PT and FT faculty in their perceptions of the fund procurement process...

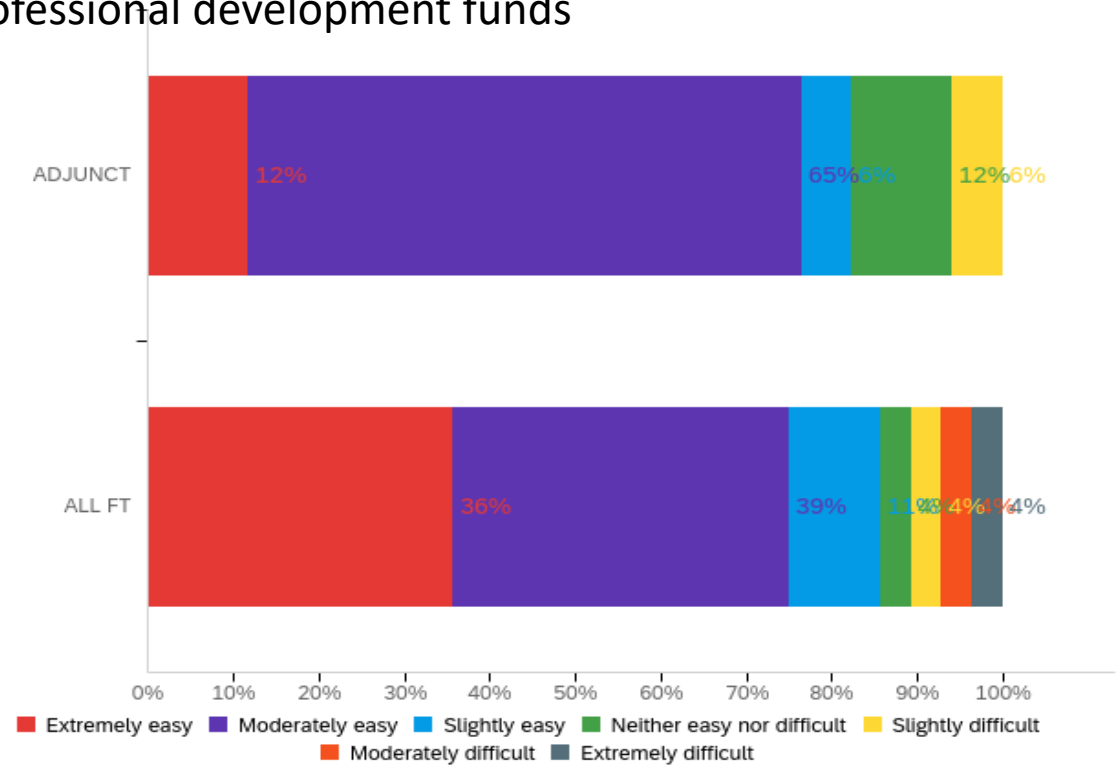
Q5 - Please indicate your level of agreement with the following statement: "the process of obtaining professional development funds was clearly explained to me".

Q6 - Please indicate your level of agreement with the following statement: "the process applying for professional development funds was easy".

Base: faculty who have applied for professional development funds



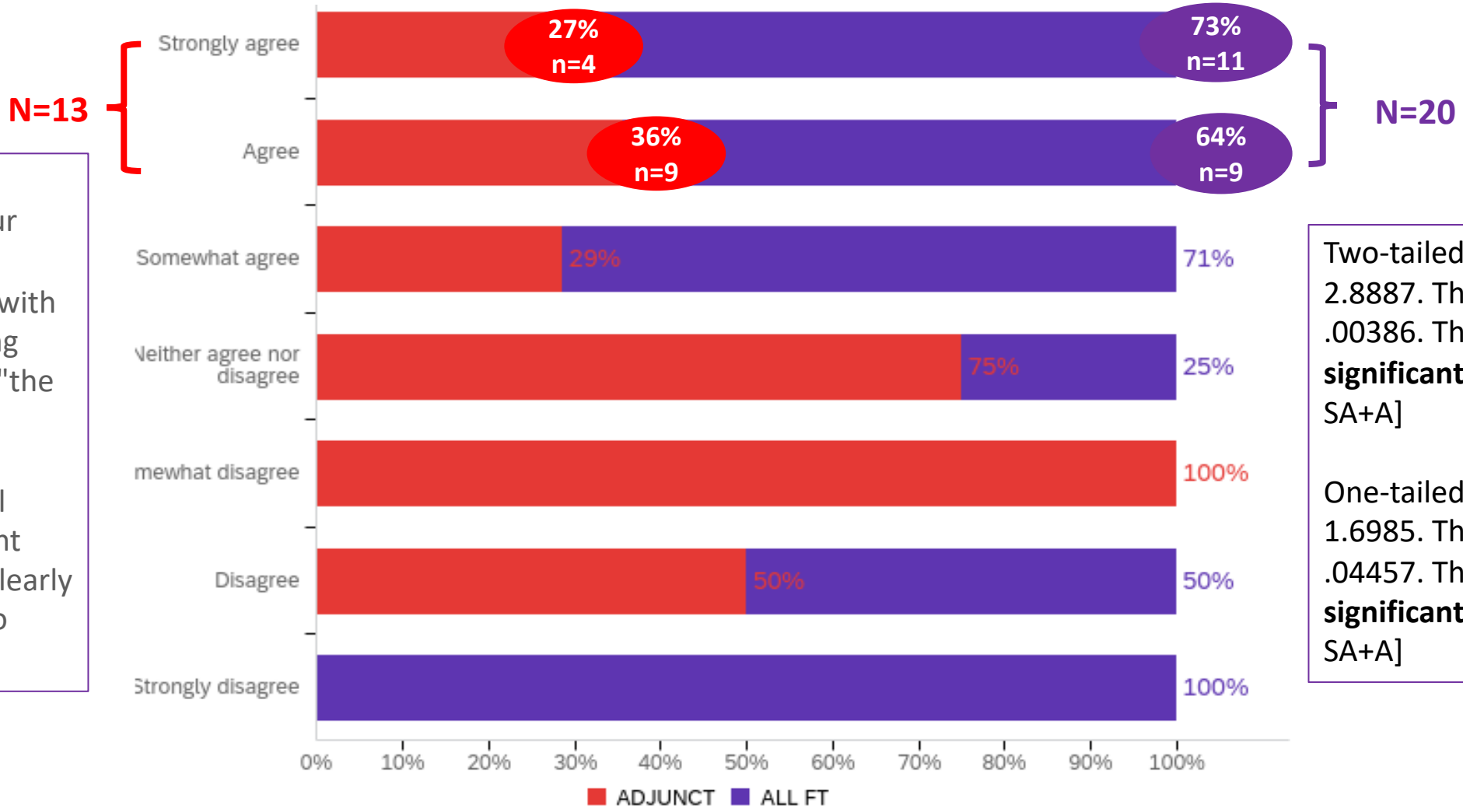
The value of  $z$  is -1.2561. The value of  $p$  is .20766. The result is **not significant** at  $p < .05$ . [SA+A compared across FT and PT]



The value of  $z$  is 0.1113. The value of  $p$  is .9124. The result is **not significant** at  $p < .05$  [EE+ME across FT and PT].

The issue is murkier when we “flip the script” and examine *the percentage of those who report clear communication in the strongest possible terms:*  
**Respondents who agree/strongly agree are less likely to be PT**

Base: faculty who have applied for professional development funds



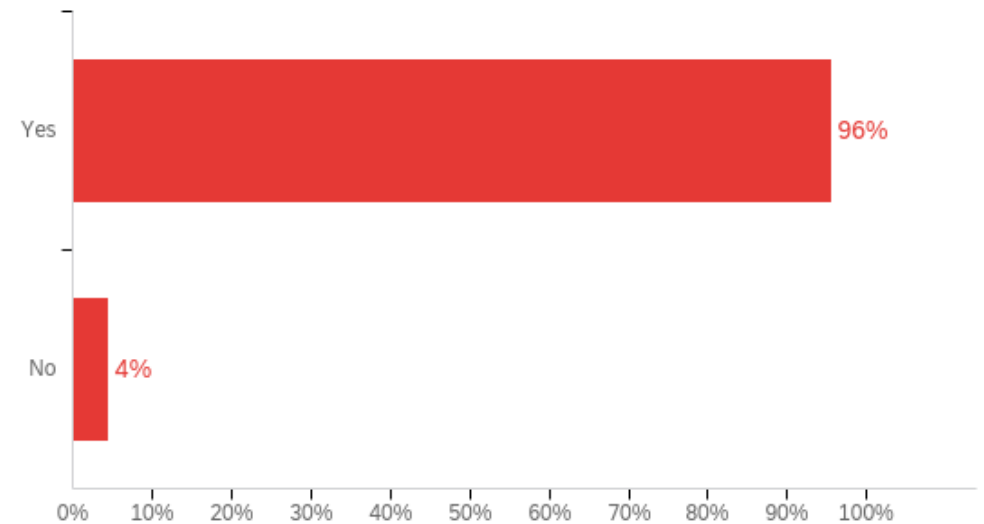
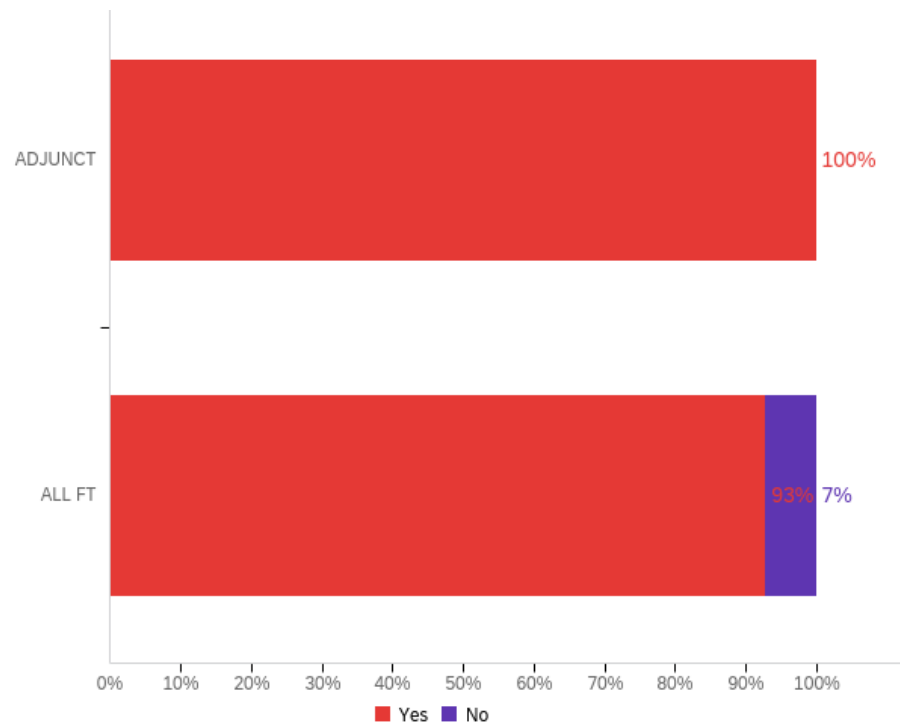
Q5 - Please indicate your level of agreement with the following statement: "the process of obtaining professional development funds was clearly explained to me".

Two-tailed value of z is -2.8887. The value of p is .00386. The result is **significant** at  $p < .05$  [Among SA+A]

One-tailed value of z is -1.6985. The value of p is .04457. The result is **significant** at  $p < .05$ . [Among SA+A]

Fortunately, applications for professional development funds overwhelmingly approved for all

- Q7 - Regarding your application for professional development funds, has your chair approved your application?

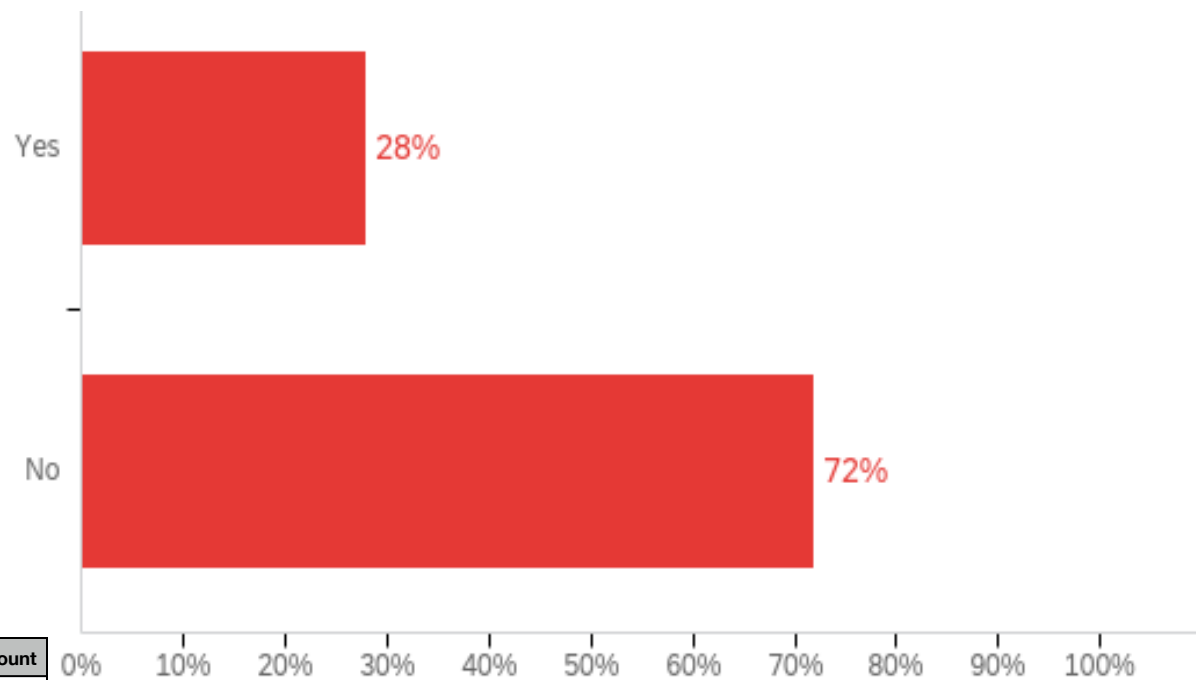


Base: faculty who have applied for professional development funds

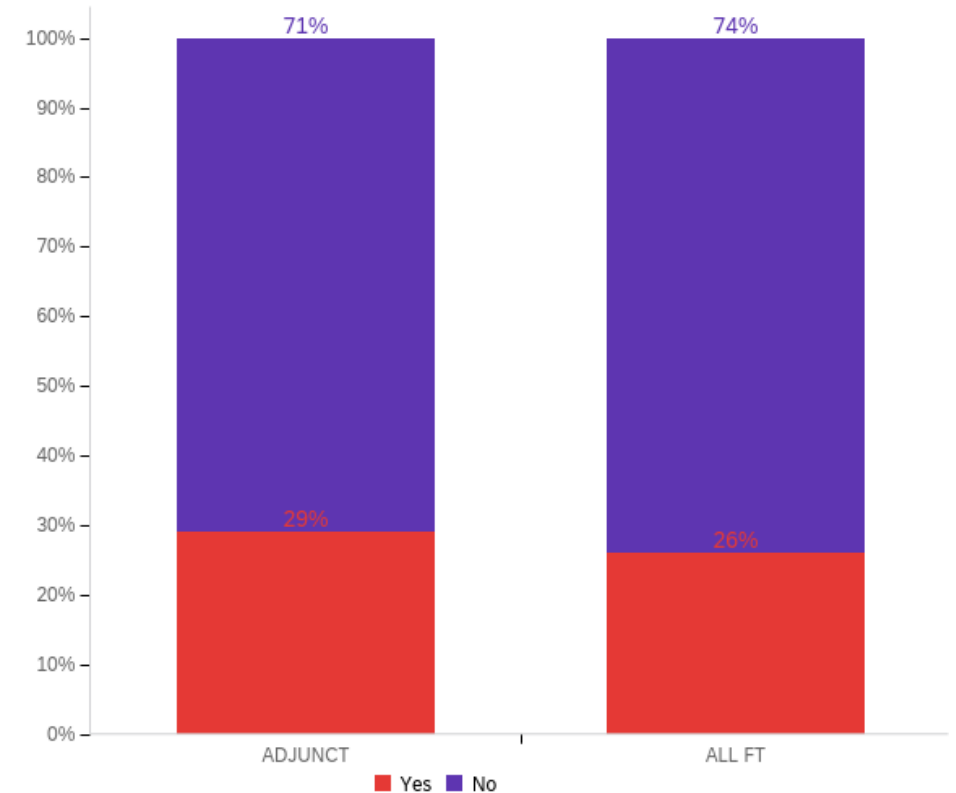
# Union Contact, Contract, and Obligations

# Majority of faculty have not contacted their union rep about issues they've had

- Q8 - Have you ever contacted your union departmental representative about any issues you've had?



Base: all respondents



#	Ans.	%	Count
1	Yes	28%	28
2	No	72%	72
	Total	100%	100

And among those who have contacted their rep (n=27) **NONE** have asked a rep for meeting support

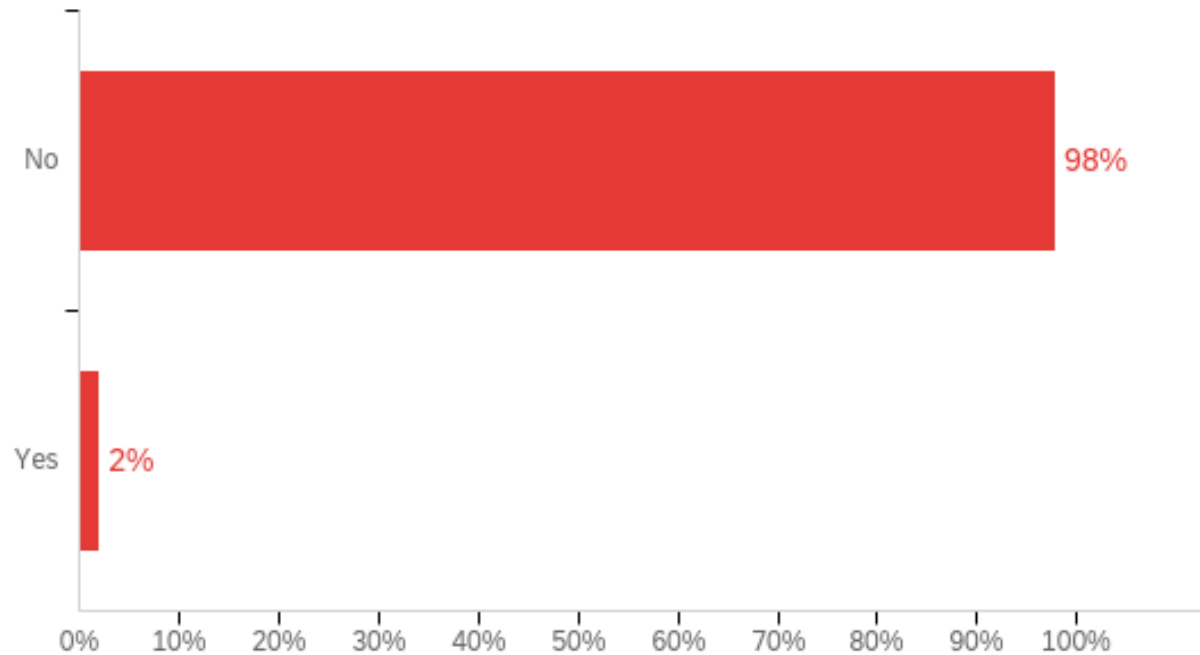
### Q9 - After contacting your union rep, have you ever asked them to accompany you to a meeting with your department chair?

#	Answer	%	Count
1	Yes	0%	0
2	No	100%	27
	Total	100%	27

Base: faculty who have contacted their union rep about an issue

# Low incidence of rep contact, request for support, likely due to low awareness of inequities in the past year...

- Q10 - Are you aware of any pay or other inequities based on race, gender, gender identity, sexual orientation, disability, religion, etc. currently occurring, or having occurred, within the last year in your department?



Base: all respondents

#	Field	ADJUNCT	ALL FT
1	Yes	0% 0	4% 2
2	No	100% 48	96% 48
		48	50

...or possible  
hesitance to  
come  
forward

Please describe the situation you identified in Q 10.

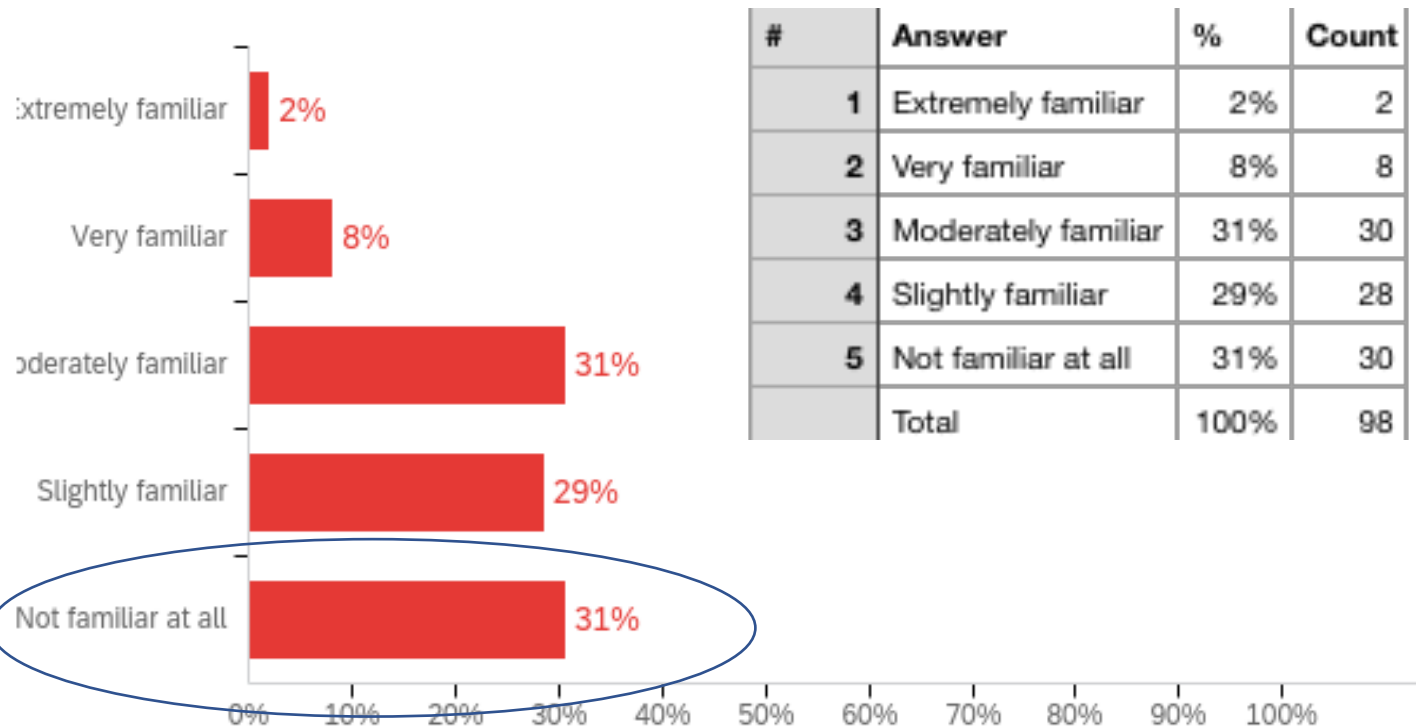
1.) “The issue was about tenure decisions, so it won't fall under the contract. However, there was a committee from OUTSIDE our department that seemed to make tenure decisions that were unequal based on gender.”

**2.) *“If I did, I would self-identity.”***



Almost one-third of faculty are *not at all familiar* with the grievance and arbitration procedures laid out in the union contract

Q12 - How familiar are you with the grievance and arbitration procedures laid out in our union contract?



Q12 - How familiar are you with the grievance and arbitration procedures laid out in our union contract?

Base: all respondents

Interestingly, FT faculty more likely than PT to be *either extremely/ very familiar, or not familiar at all* with the grievance and arbitration procedures

- Q12 - How familiar are you with the grievance and arbitration procedures laid out in our union contract?

#	Question	ADJUNCT	F	Cf	c%	ALL FT	c%	F	Cf
1	Extremely familiar	0%	0	0	0%	4%	4%	2	2
2	Very familiar	4%	2	2	4%	12%	16%	6	8
3	Moderately familiar	38%	18	20	42%	24%	40%	12	20
4	Slightly familiar	31%	15	35	73%	26%	66%	13	33
5	Not familiar at all	27%	13	48	100%	34%	100%	17	50
	Total	100%	48		100%	100%	100%	50	

Extremes likely reflect need/demand driven familiarity, while slight/moderate familiarity reflect casual perusal

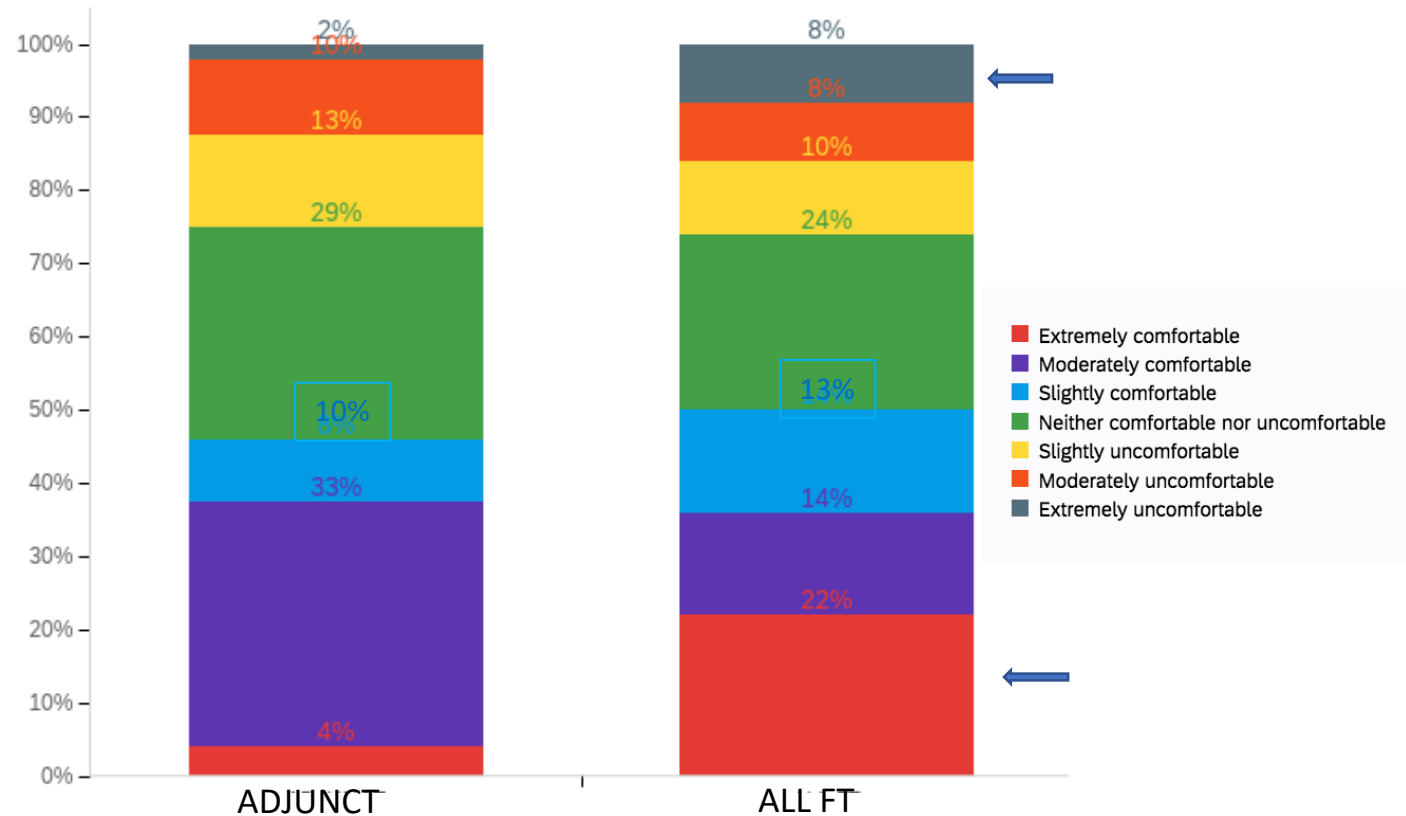
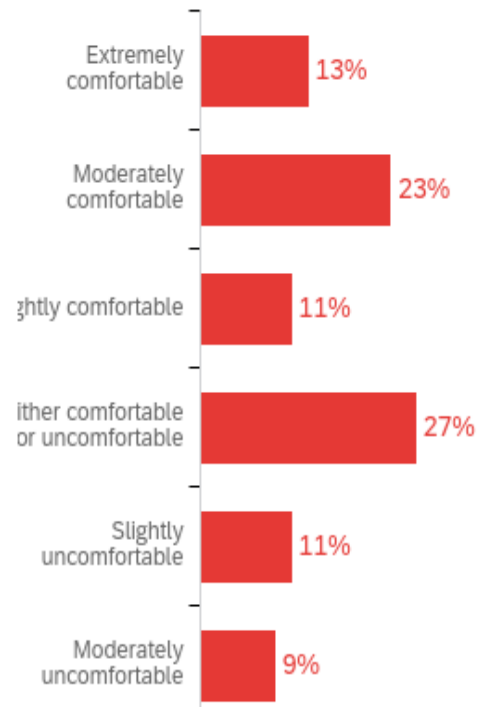
Base: all respondents

Overall, faculty report being comfortable using the grievance and arbitration procedures should the need arise; FT again higher at the extremes.

Q13 - Should it be necessary, how comfortable would you feel using the grievance and arbitration procedures?

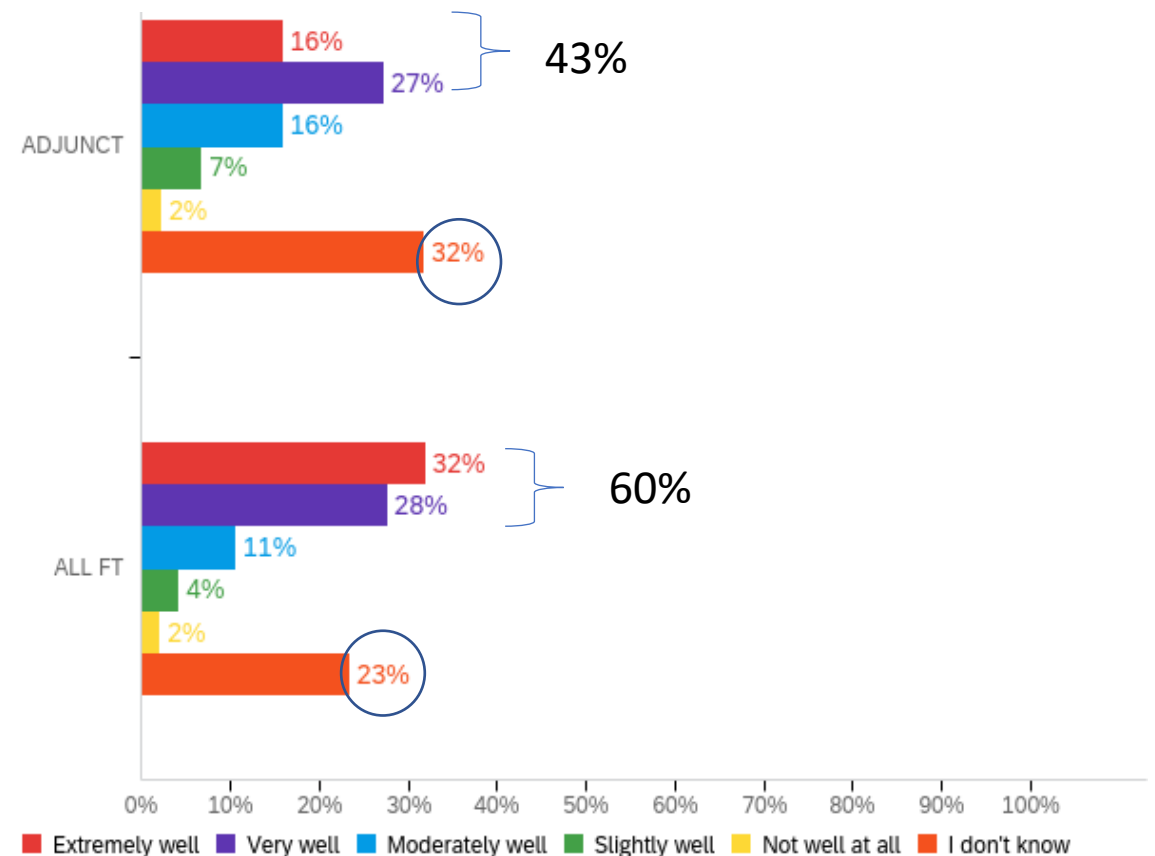
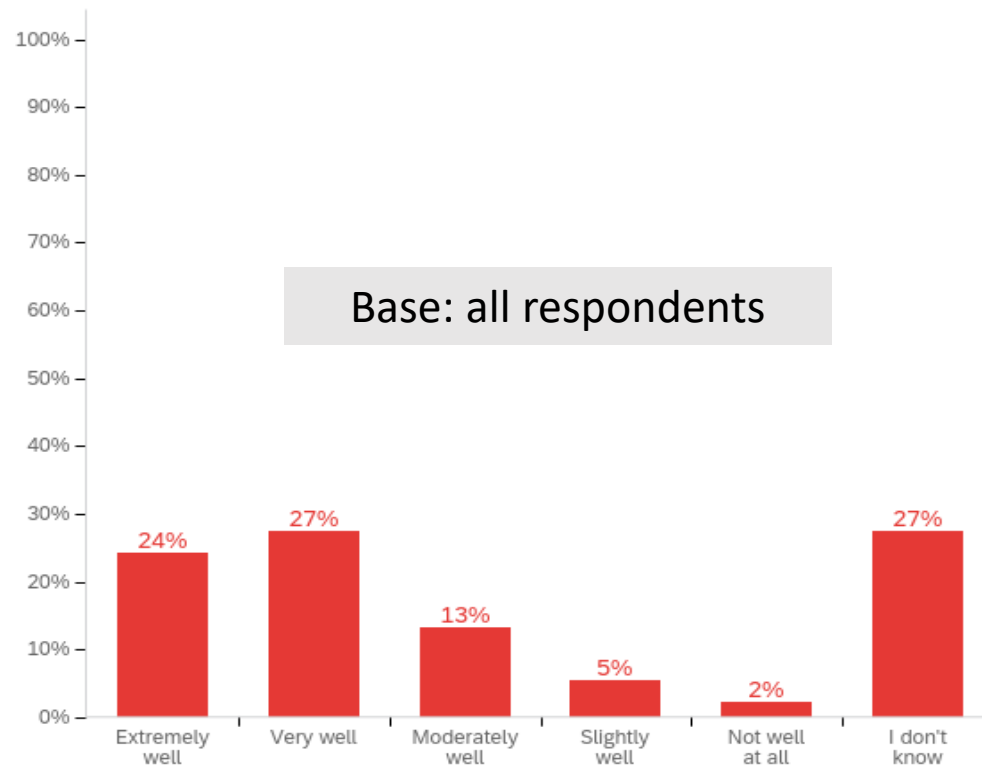
Q13 - Should it be necessary, how comfortable would you feel using the grievance and arbitration procedures?

Base: all respondents



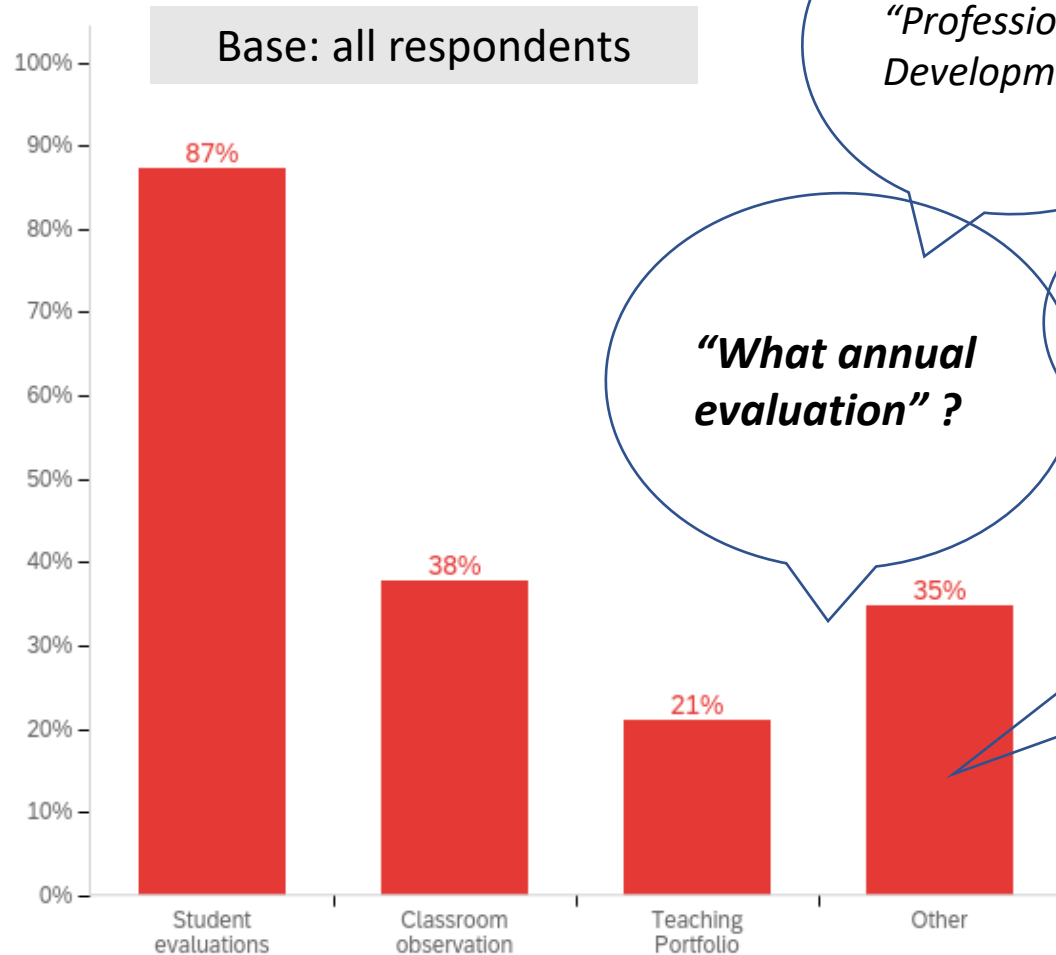
To the best of their knowledge, faculty report that departments are abiding by contractual obligations regarding classes and contact hours ; However, PT faculty less informed, while positive impression stronger among FT faculty

- Q14 - To the best of your knowledge, how well is your department meeting its contractual obligations regarding irregular classes and extra contact hours like labs, dance, etc.?



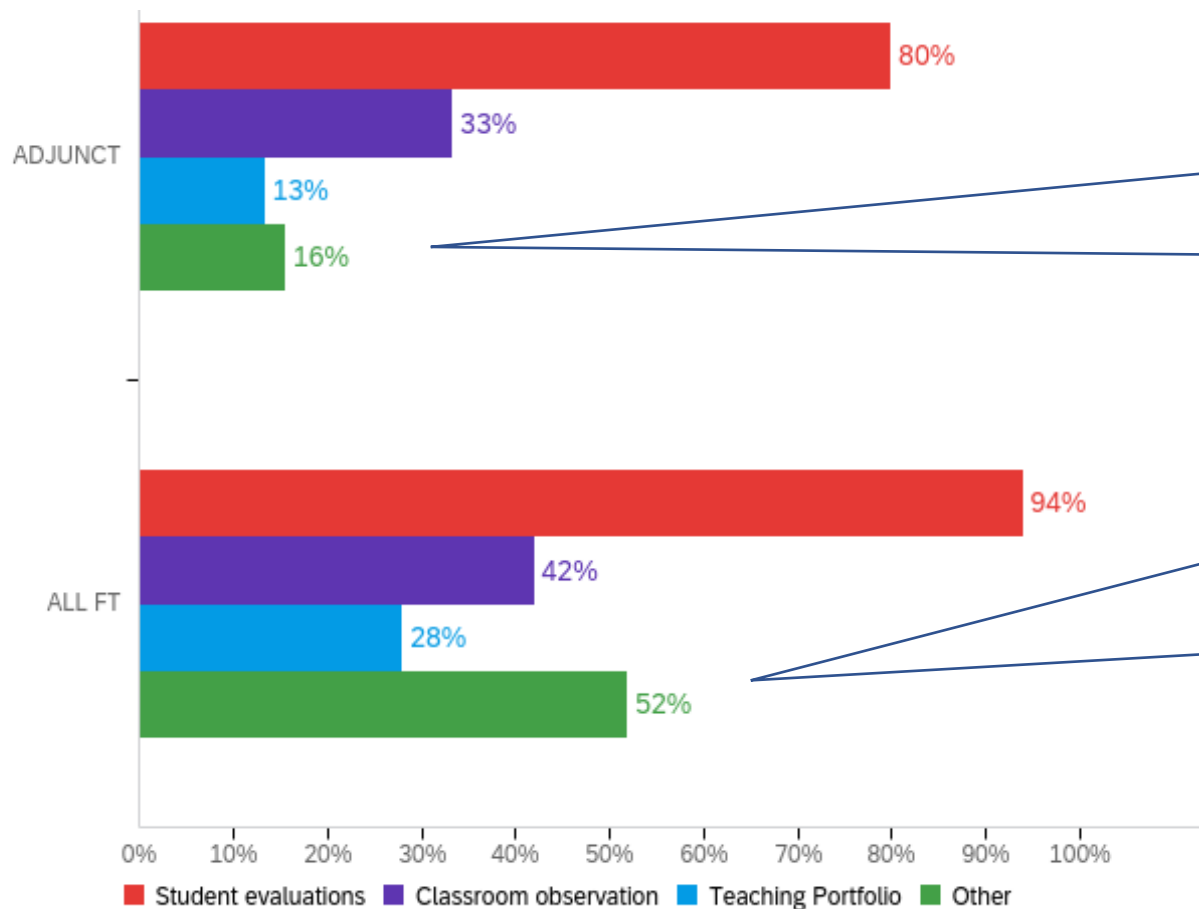
# Student evaluations largest driver of annual review overall; “Other” category and comments reveal inconsistencies in how they get done -- if at all

Q15 - On what is your annual evaluation based? Check all that apply.



Adjuncts only (and only adjuncts) report not being evaluated. While full-time faculty evaluations are based on much more than teaching, adjuncts are missing out on opportunities for portfolio development and observation-based feedback

Q15 - On what is your annual evaluation based? Check all that apply.



### Adjunct : Other

*"I don't know for sure"*  
*"I literally don't know"*  
*"I am not aware of being evaluated"*  
*"What annual evaluation?"*

### Full-time: Other

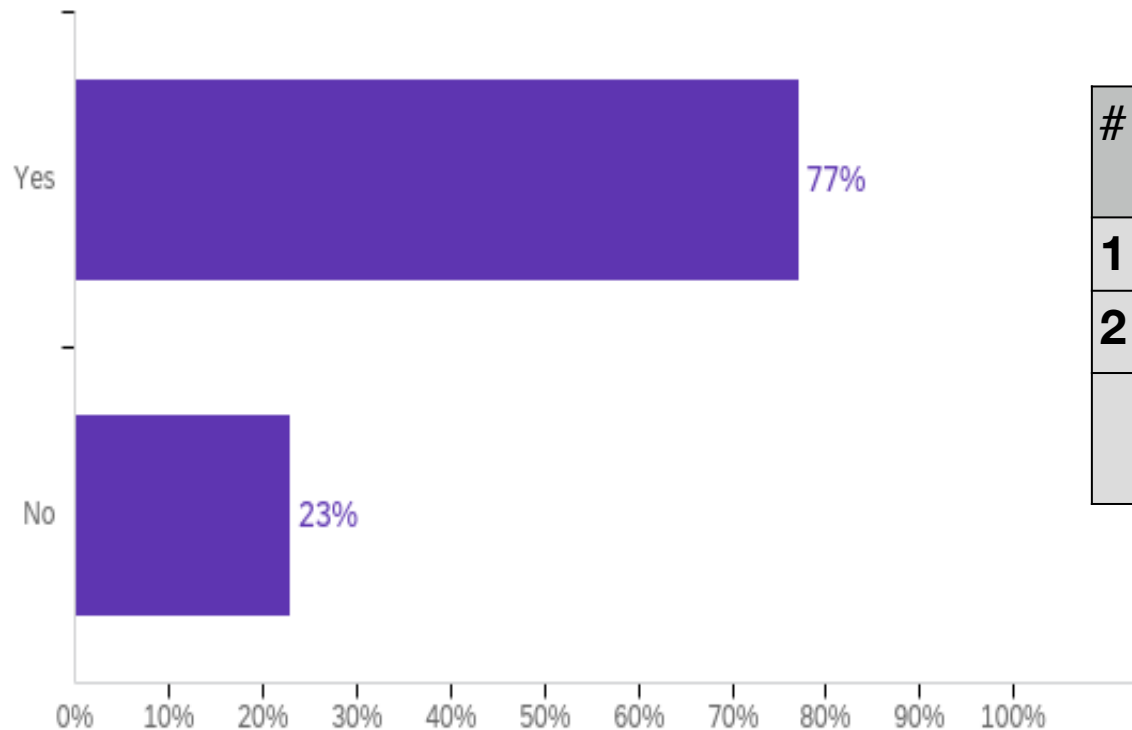
*"Service & Research"*  
*"Faculty Assessment Survey"*  
*"Professional Development"*  
*"Service to University, Department, and Public as well as Professional Development Opportunities Accomplished"*  
*"Research"*  
*"Prof. Dev."*

# More From Adjunct Faculty

Deeper dive into experiences and perceptions

# At the time of the survey, nearly ¼ of adjunct faculty hadn't been notified of their Fall 2020 classes

A1 - Have you received notification of which class/es you will be teaching in the Fall of 2020?



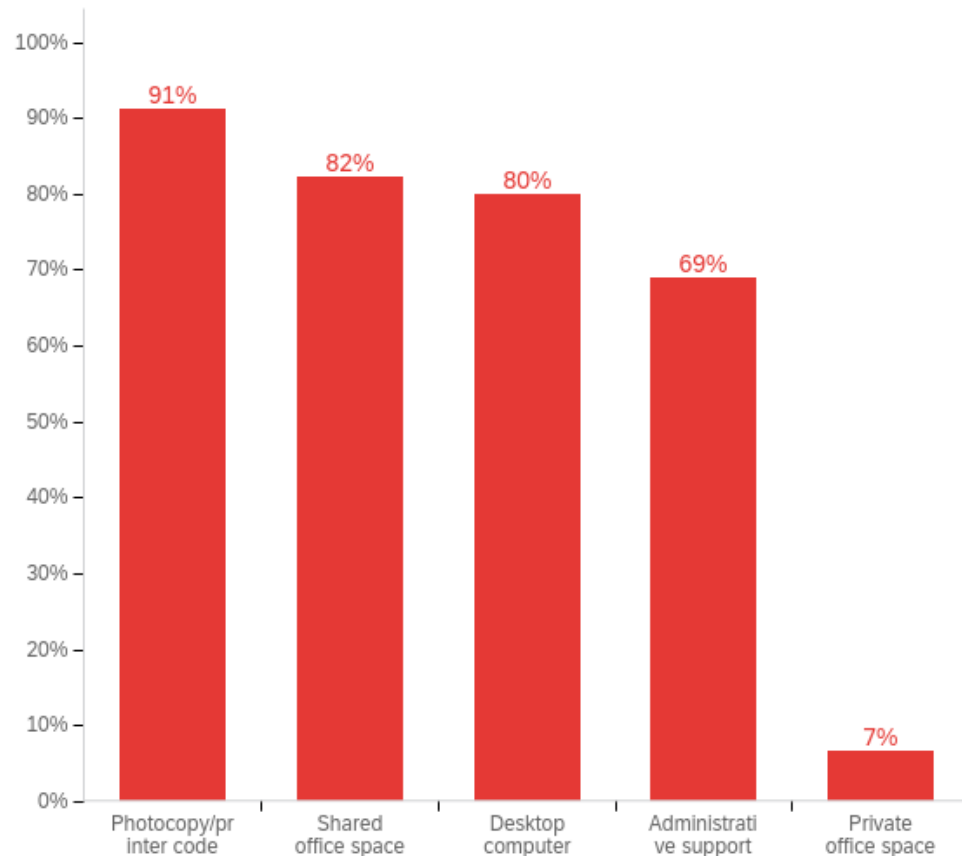
#	Response	%	Count
1	Yes	77%	37
2	No	23%	11
	Total	100%	48

Base: Adjunct faculty



Most adjuncts have access to basic on-site teaching tools, but 20% are without a desktop computer, nearly 1/3 without admin support, and even shared office space is not a given

A2 - Which of the following do you have access to? Please check all that apply.



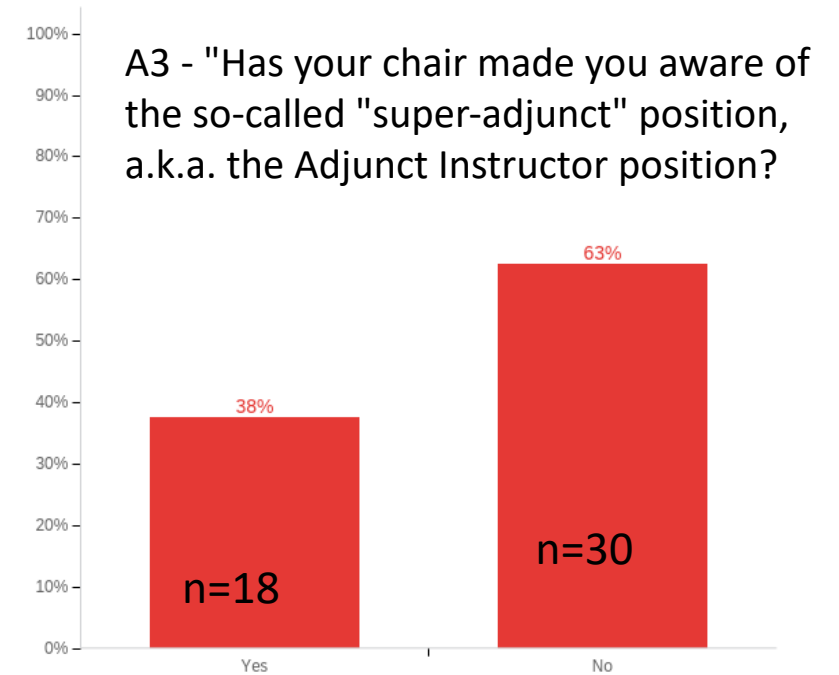
#	Field	Choice Count
1	Desktop computer	80% 36
2	Shared office space	82% 37
3	Private office space	7% 3
4	Photocopy/printer code	91% 41
5	Administrative support	69% 31
		45

Base: Adjunct faculty

*Note: Sum % > 100 because respondents could check more than one option*

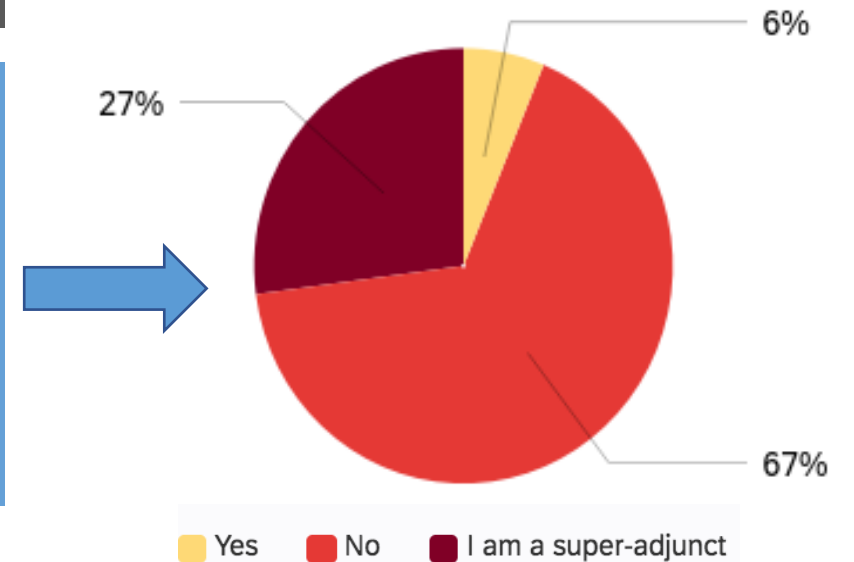
## Super-what?

Even counting those currently in the 'Adjunct Instructor' role, the majority of adjuncts have not been made aware by their chair of the so-called "super-adjunct" position ...



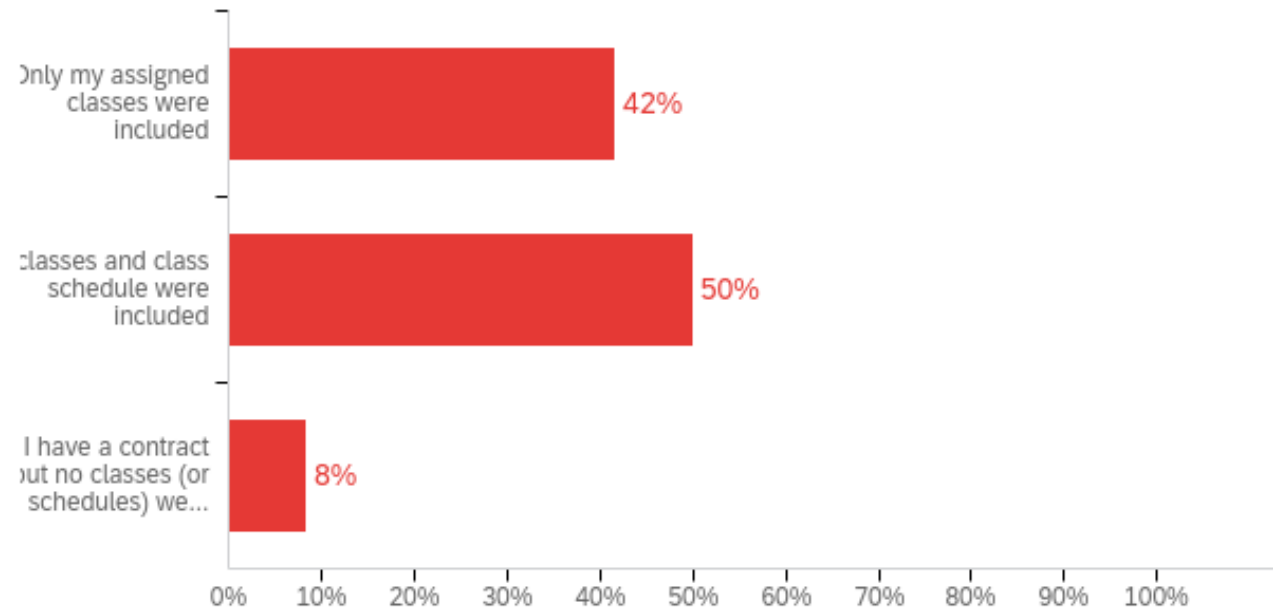
...And only a handful have been encouraged to apply

A4 - Has your chair encouraged you to apply?



# “Super-Adjunct” Precarity Persists

SA1 - When you received your two-year contract, were the details of your assigned classes and class schedule included?

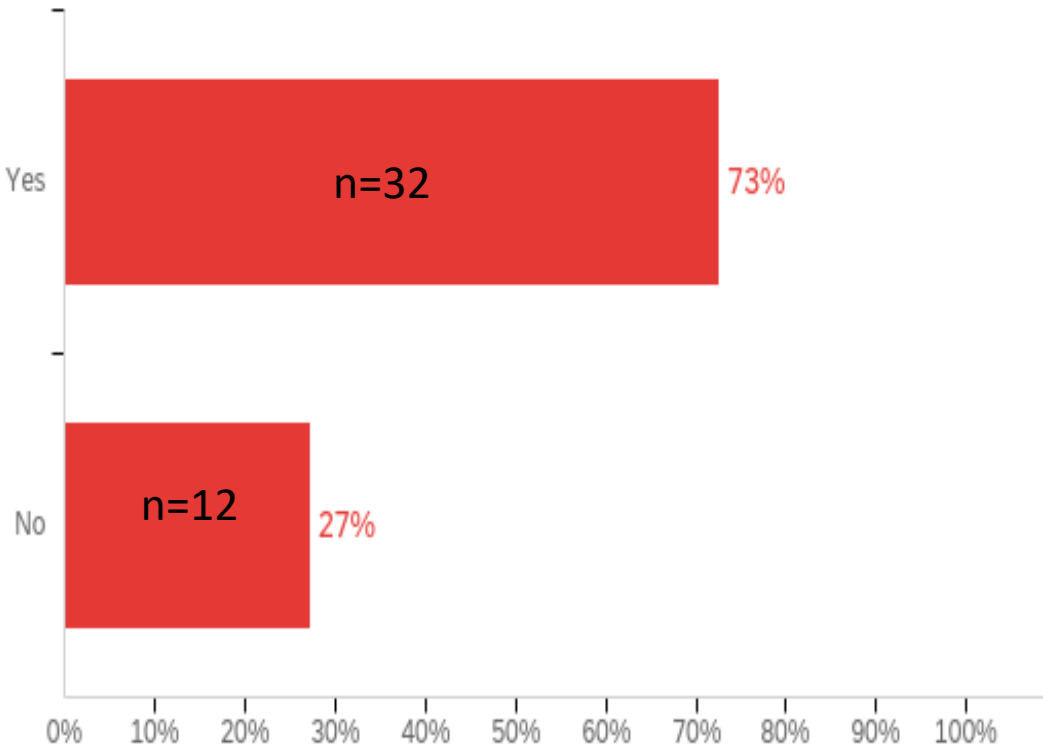


Base: “Super-Adjuncts”

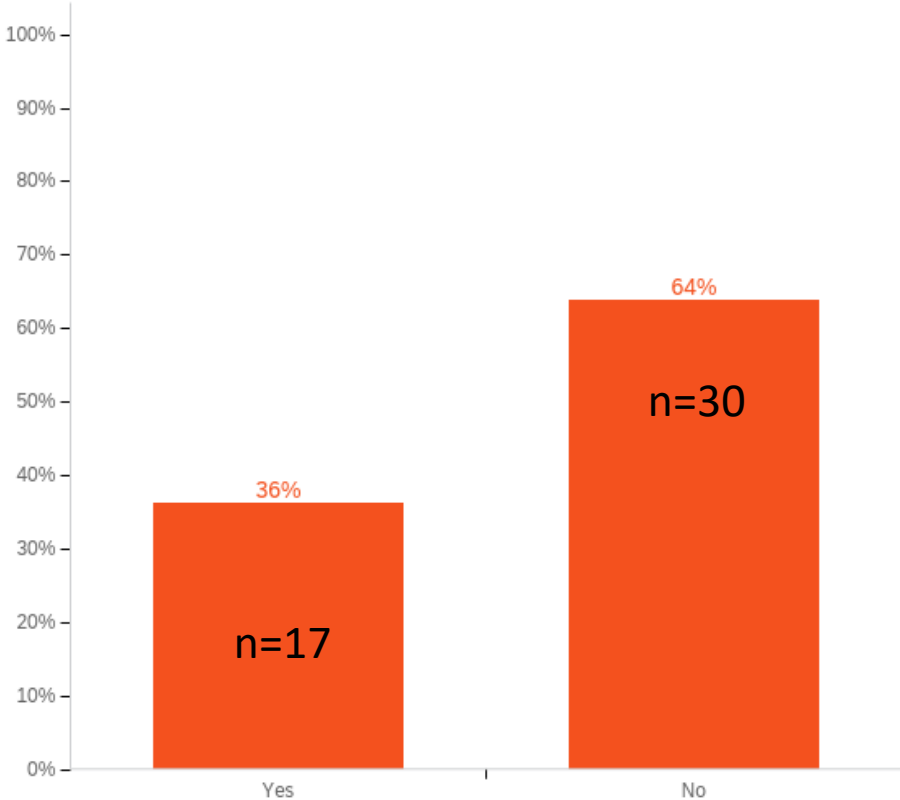
- Only ½ of super-adjuncts report receiving contracts come complete with assigned course and schedule, while a great many super-adjunct faculty are unable to plan ahead (accept additional offers, secure child-care, etc.).
  - And a few receive neither class or schedule information
- Precarity persists

# Adjunct faculty want to teach more classes— even without awareness of the healthcare benefit

A5 - Would you like to teach more than two classes a semester?



A6 - Are you aware that teaching more than two classes a semester would entitle you to healthcare under the Affordable Care Act ("Obamacare")?

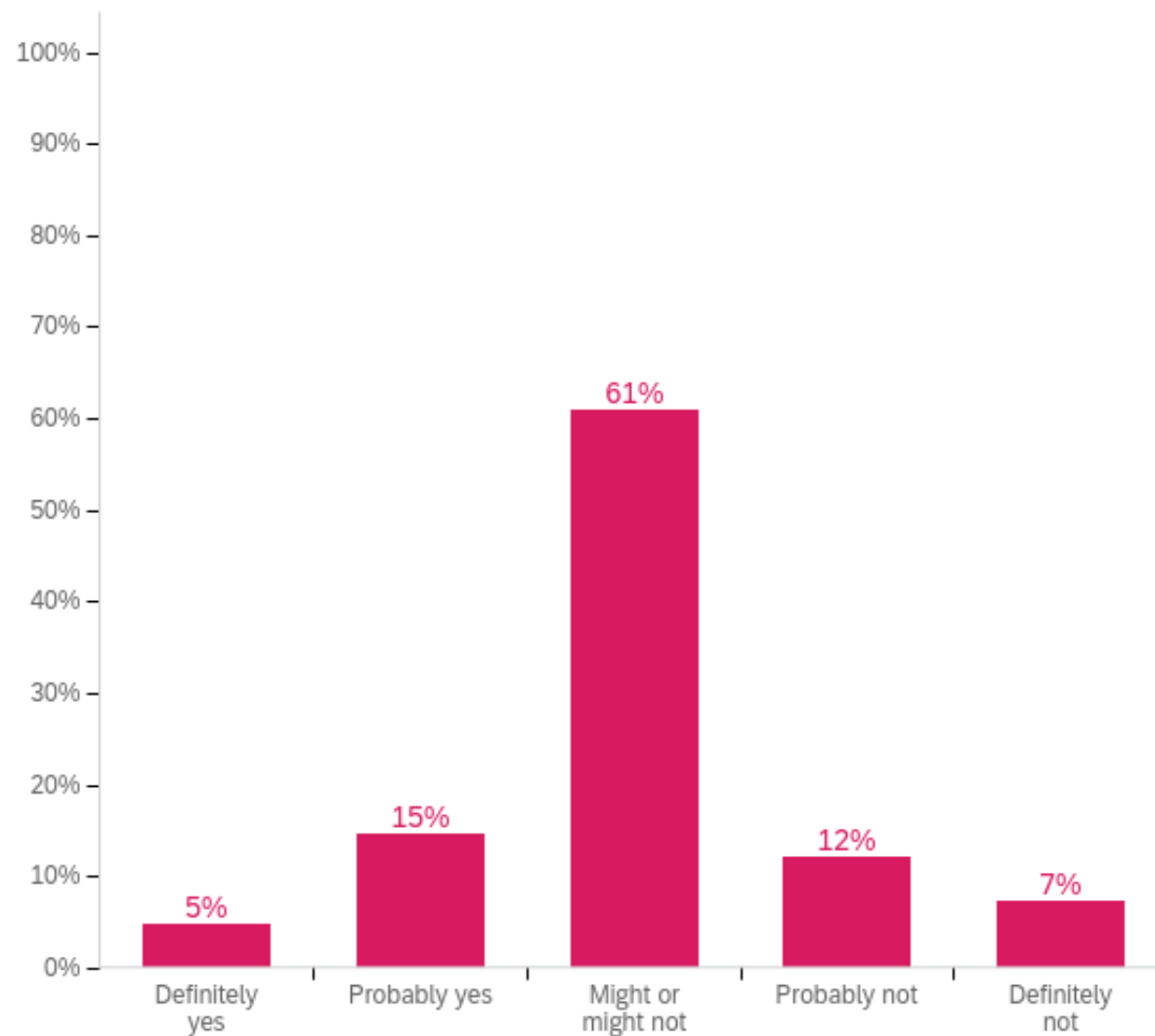


Base: All Adjuncts

*Normal distribution or middle-finger?:*

...But the internal labor market is opaque, future transition from Adjunct to Lecturer uncertain

A7: To the best of your knowledge, is your department short-listing/fast-tracking adjuncts for open lecturer positions?



Base: All Adjuncts

# Full-Time Faculty

On one-year contracts

WARNING: SMALL SAMPLE SIZE

Base: FT Faculty on a 1-year contract

WARNING: SMALL SAMPLE SIZE

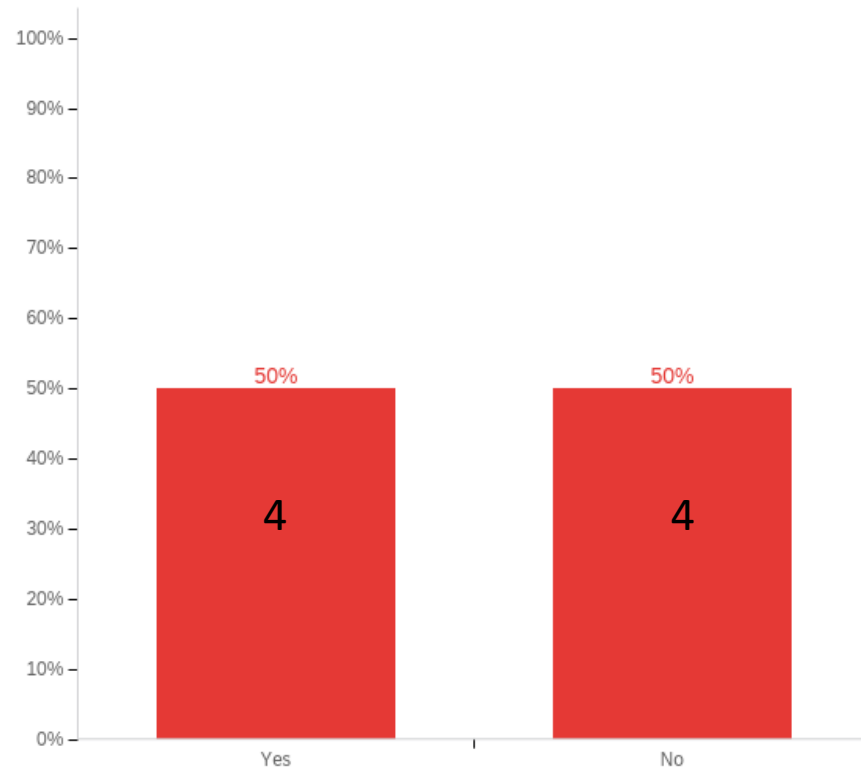
# General awareness of FT 1- to 3- year contract conversion 50/50; Full-timers on 1-year contracts unsure of specific eligibility

WARNING: SMALL SAMPLE SIZE

Base: FT Faculty on a 1-year contract

WARNING: SMALL SAMPLE SIZE

FT1.1 - Are you aware that NTT one-year contracts have been and are still in the process of being converted to three-year contracts, and internal candidates are to be immediately considered for on-campus interviews per our contract?"

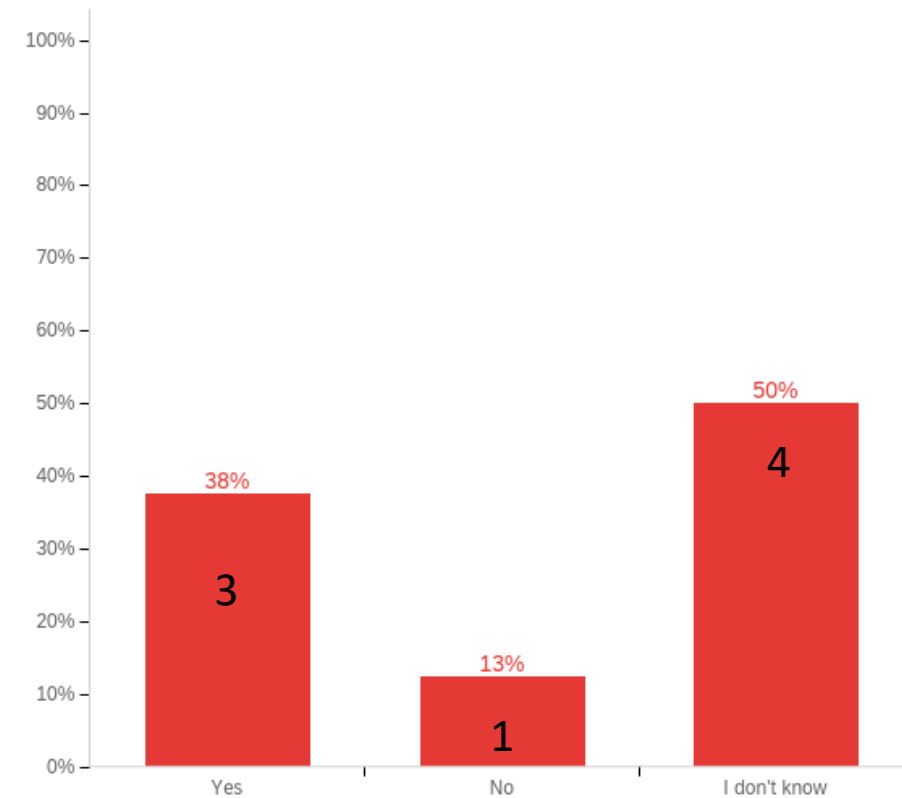


WARNING: SMALL SAMPLE SIZE

Base: FT Faculty on a 1-year contract

WARNING: SMALL SAMPLE SIZE

FT1.2 - Is your position eligible for conversion?"



WARNING: SMALL SAMPLE SIZE

Base: FT Faculty on a 1-year contract

WARNING: SMALL SAMPLE SIZE

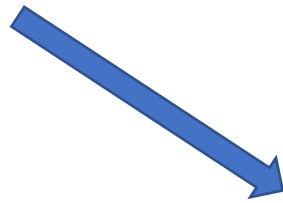
Anecdotally (small sample size), 2/3 of full-timers on a 1-year contract who've applied for conversion have received it.

FT1.3 - Have you applied for the conversion to a three-year position?

Answer	%	Count
Yes	75%	3
No	25%	1
Total	100%	4

FT1.4 - If you applied for the three-year position, did you get it?

Answer	%	Count
Yes	67%	2
No	33%	1
Total	100%	3



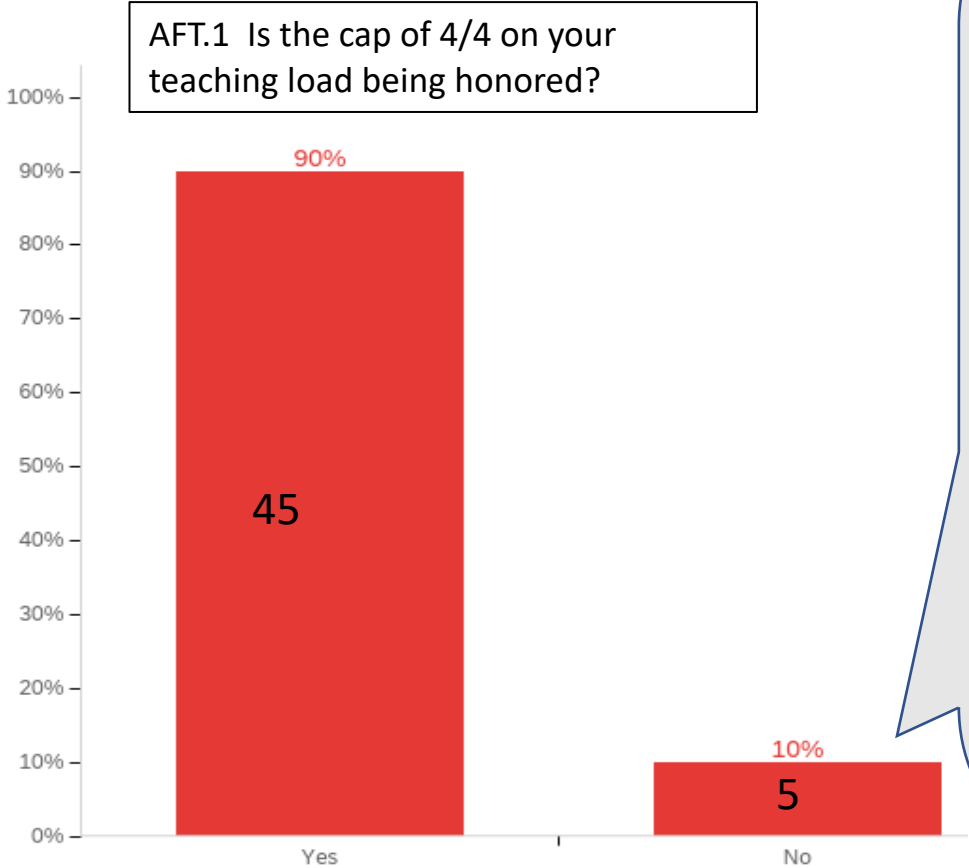


# Full-Time Faculty

ALL

Base: All FTNTT

While the 4/4 cap on teaching load is generally honored, existing/ exploited loopholes need closing, the number of students constituting a class needs codifying...



**AFT.2- Please describe how the 4/4 cap is not being respected**

*"I don't teach 3 credit hour courses, so 4/4 is not applicable"*

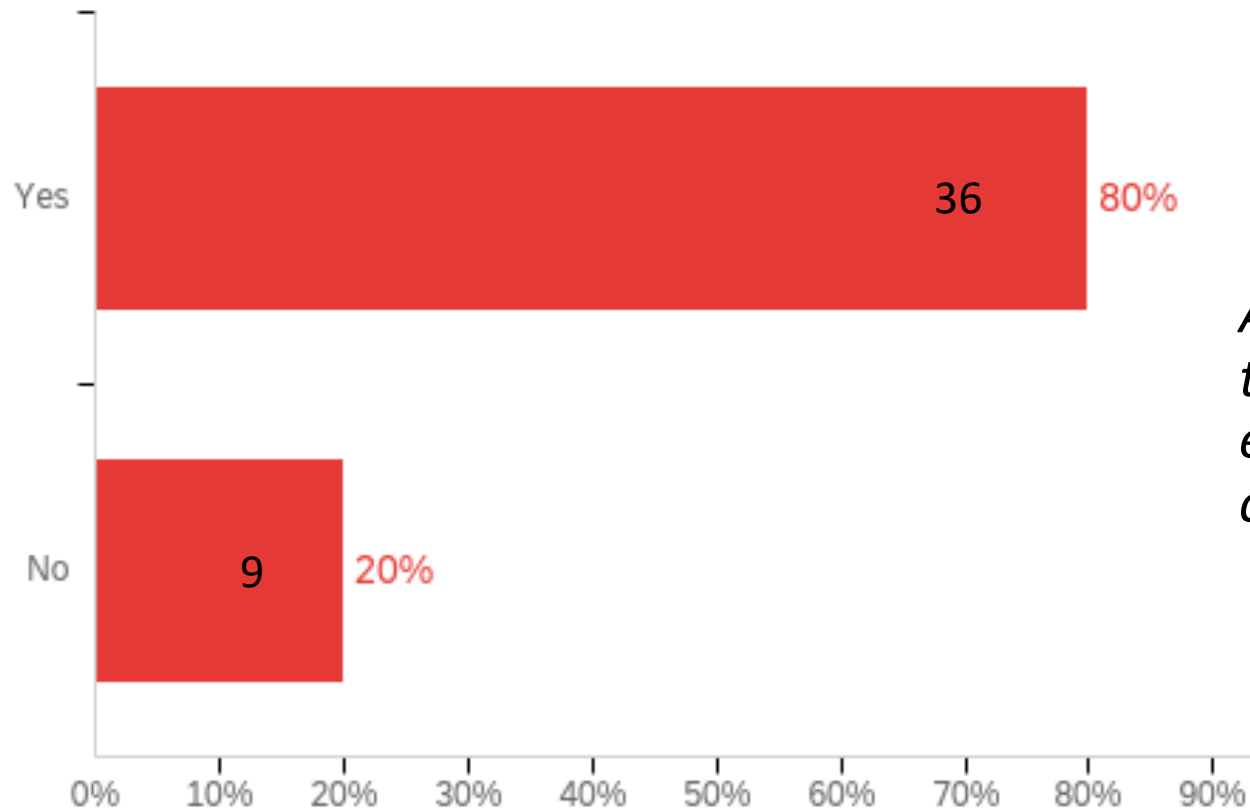
*"If I told you I would self identify."*

***"My chair unilaterally decided that he can overload provided he averages 4/4. The union tentatively agreed, but it should be part of the next contract negotiation because it does overload. Anything over 4 should have extra pay, if you have to go slightly below 4 to meet avoid that, then do it. It lets chairs play games and if it is not codified, they will abuse it."***

*"They are technically honoring the 4/4 but they have substantially raised the number of students in each section."*

***"Laboratory courses need to be spelled out BETTER. All of them are 1 credit hour, but some labs are only 2hrs 45 minutes, while other lab courses are 4 hours long!!! They should NOT be treated the same. I teach 4 hour labs and that is more contact hours than my fellow faculty who only teach all of their 2hr 45 minute labs."***

# ...and course releases need greater consistency

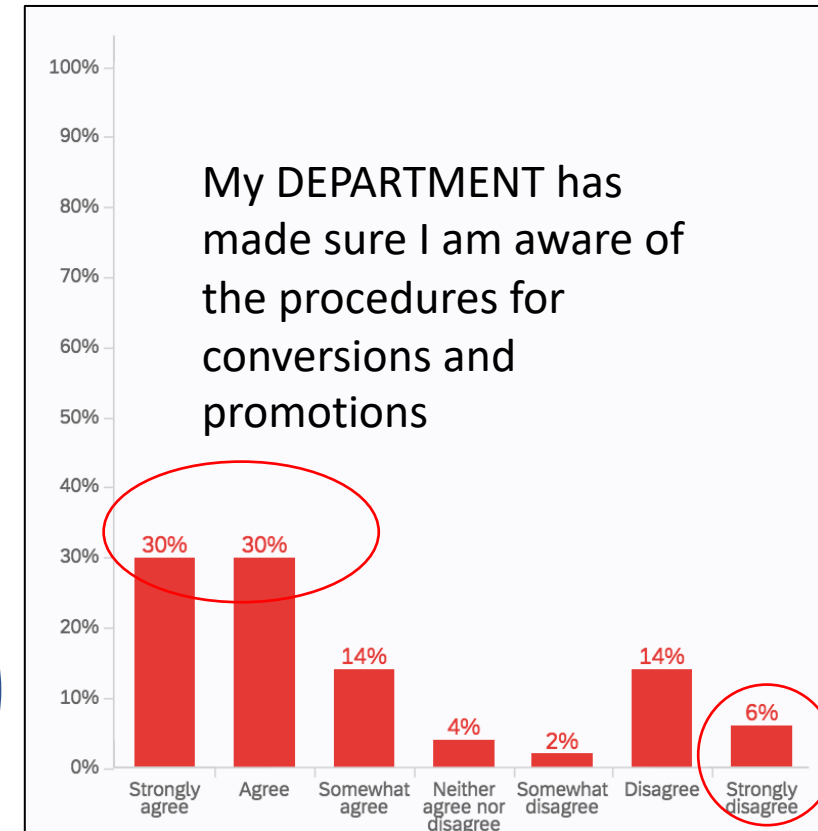
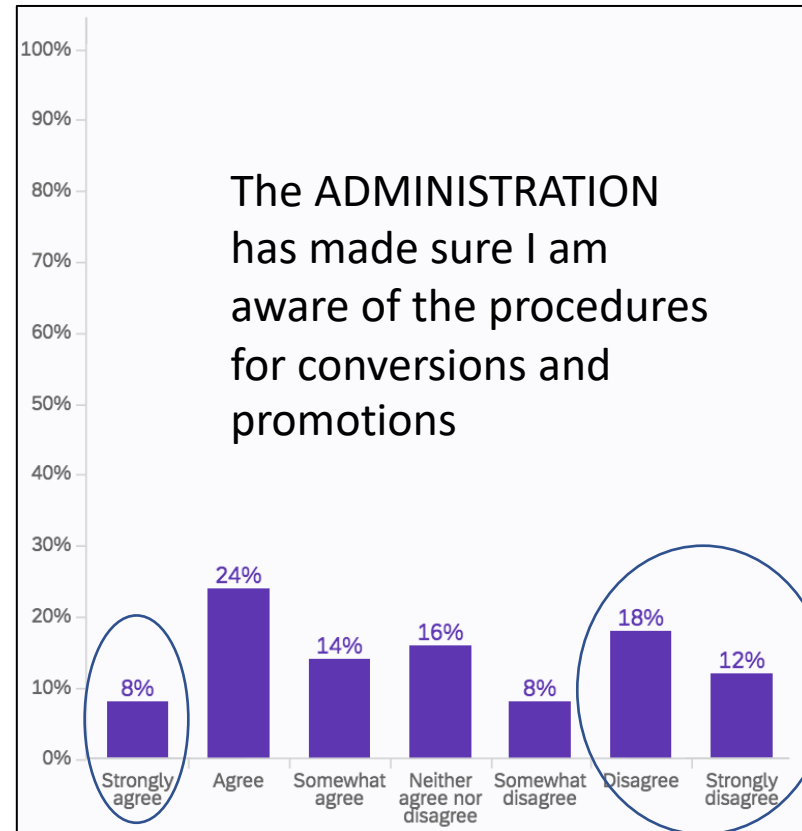
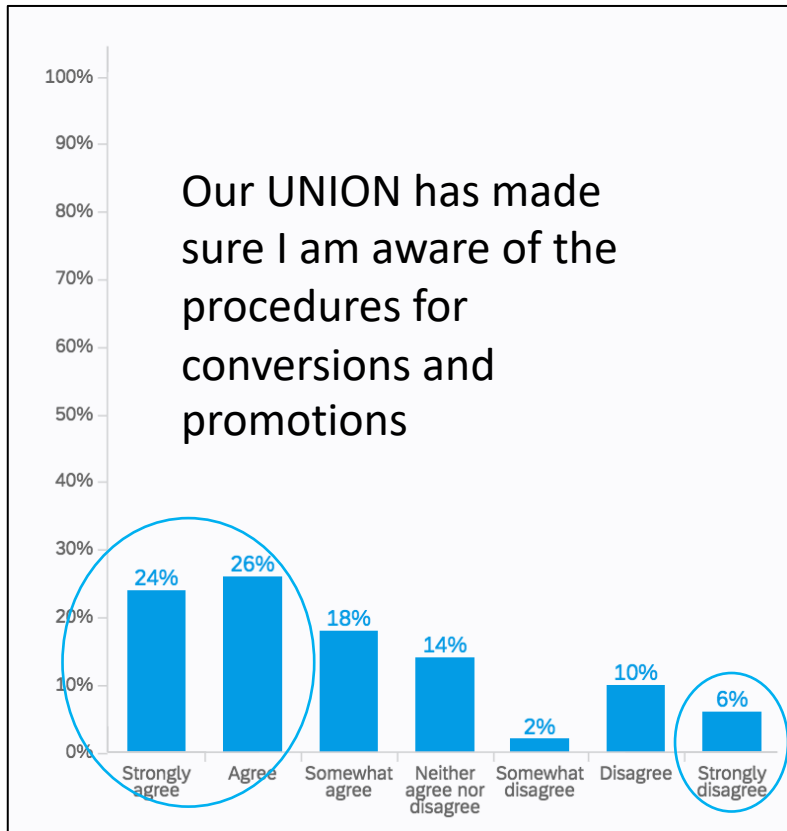


*AFT.3 - Have you been receiving the course releases you are entitled to under our union contract?*

Base: All FTNTT

All actors could do a better job making faculty aware of conversion and promotion procedures; Departments perceived to have a slight edge over the Union, while administration not pulling communication weight

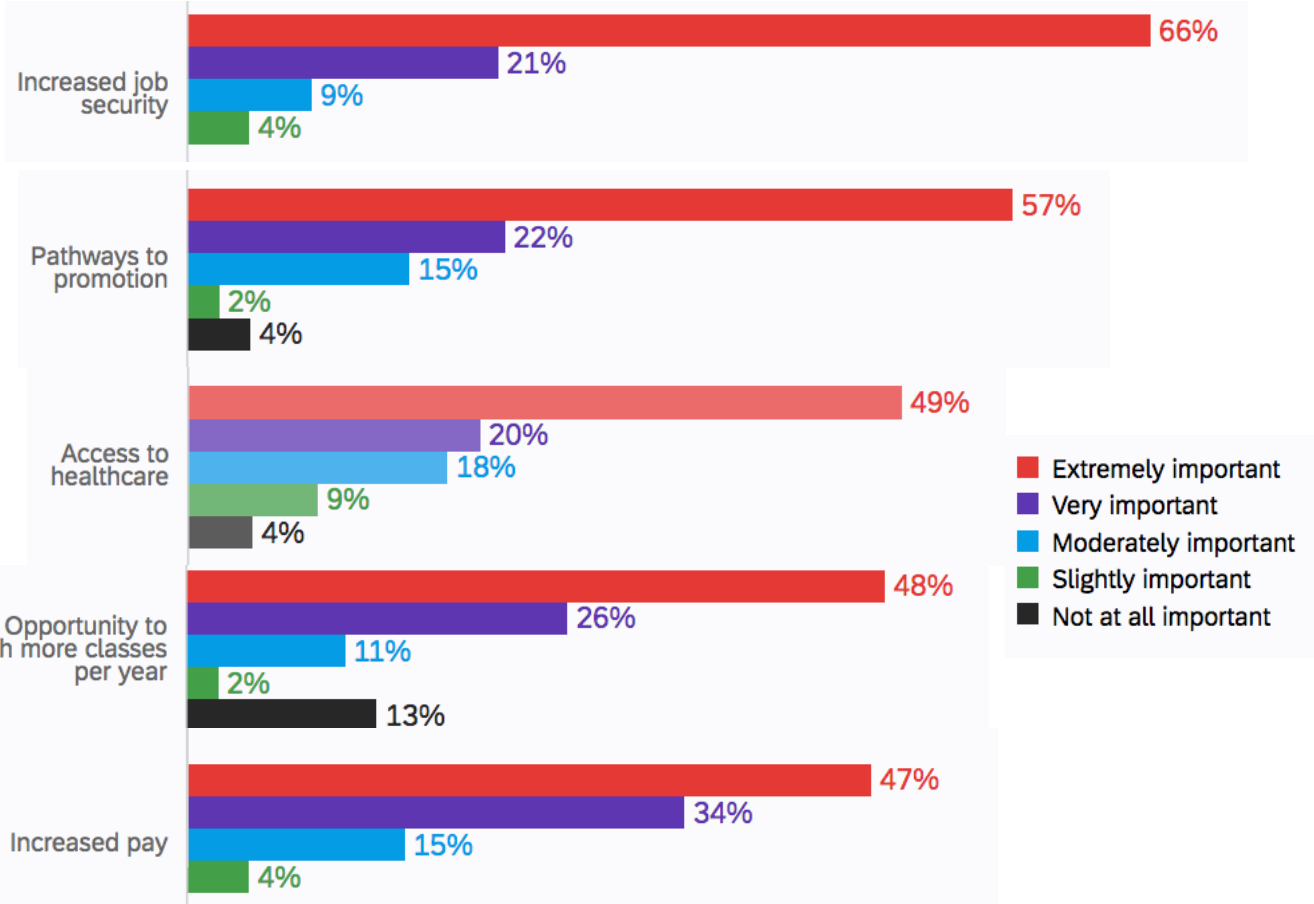
AFT.4 - Please indicate your level of agreement with the following statements regarding communication about conversions and promotions:



# Priorities for Upcoming Contract

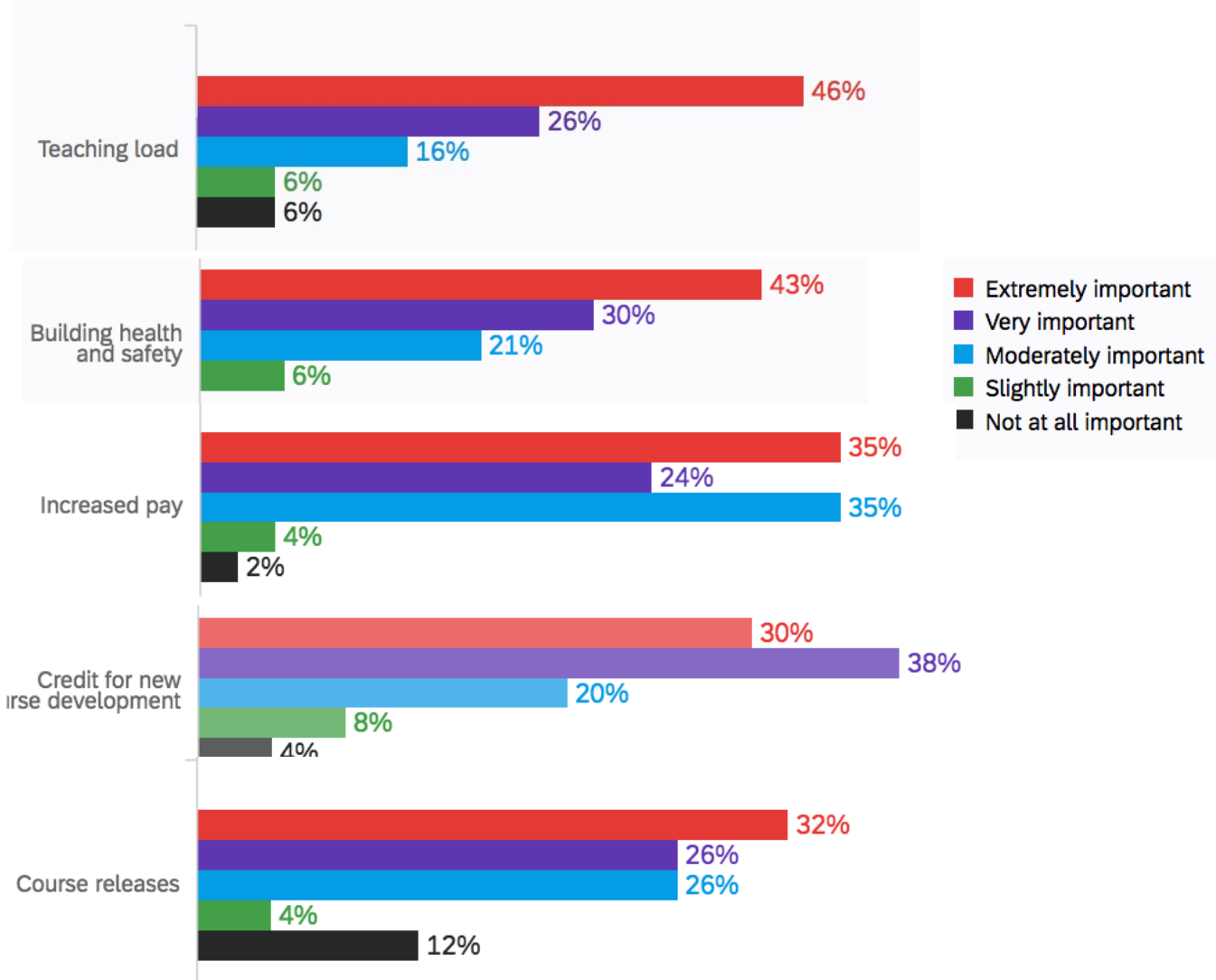
# Security, Pay, Promotion, Health: Hierarchy of Part-Time Faculty Needs Are Essential, Material

PT.B.1 - Thinking about the new contract, which we anticipate starting bargaining for in the fall of this year, please rate how important each of the following items are for the bargaining team to negotiate better terms. (Select one option per row)



RANK	ITEM	Σf E.I., V.I.
1	Increased job security	41
2	Increased pay	38
3	Pathways to promotion	36
4	Opportunity to teach more classes per year	34
5	Access to healthcare	31
6	Credit for course development	29
7	Building health and safety	29
8	Access to retirement benefits	28
9	Greater timeliness of appointments/class-assignments	27
10	Expanded time-window for compensation for cancelled classes	25
11	Removal of penalties for gaps in LUC employment	24
12	Greater inclusion in shared governance at Loyola via dept. or university bodies/committees	23
13	Family leave benefits	22
14	Better access to office space and equipment when needed	21
15	Parking and transit benefits	18

# Full-timers' priorities also material, yet centered more around amount and conditions work



RANK	ITEM	Σf E.I., V.I.
1	Teaching load	36
2	Building health and safety	34
3	Credit for new course development	34
4	Course releases	29
5	Increased pay	29
6	Getting to vote in department meetings	28
7	Private office	27
8	Greater say in curriculum and courses	27
9	Input in hiring and promotion	24
10	Priority for TAs	9

# *And now for more words from our faculty*

O1 - Are there any other questions or issues that we have not addressed above that you think should be addressed? If so, please share them in the text box below.

- **Adjunct**
- Full-time



Full-time  
promotion and  
professional  
integration,  
not endless  
exploitation:  
this is what  
Adjuncts want

Base: Adjuncts

*“I would like to be more **integrated** in **department planning activities and conversations**-as an adjunct I feel sometimes out of space and that may translate into my integration with students.”*

*‘I think **adjuncts should be on track for full-time work**. It should be a **stepping-stone position, not cheap labor**. I'm tired of being passed over despite doing a better job of teaching my courses than many of my tenured colleagues.’*

*‘My most pressing request is for part-time faculty to have access to **funds for research** and not just for funds for travel or operating expenses.’*

*“Please work on getting **FT contracts** for long-term adjuncts”*

# Being precarious all-the-more nefarious for Adjuncts under COVID, calls into question Loyola's Jesuit Mission

*“How will EEO protections function for at-risk demographics (be they over 65 and/or immunocompromised and/or POC) during the pandemic and beyond, in terms of **LUC's actions to keep faculty, staff and students safe and to engage in socially just, anti-racist practices moving forward?**”*

*“In no way should NTTs be forced to teach face-to-face unless the University is willing to cover their health care during the pandemic.”*

# COVID Precarity Highlights Disparity

*“As a part-time instructor I feel extremely **anxious and stressed** about the ultimate plan for fall 2020. My department has taken away classes I was "penciled in" to teach, so I am **not sure if I will be receiving classes for the fall, yet I feel pressured to stay informed and prepare for the multiple scenarios Loyola has proposed.** I am not sure where the union stands on this and if I can talk to my rep to make it clear to my chairperson that I, **like many others I'm sure, am nervous and unclear on what is expected of me this summer/fall.**”*

*“Maybe it's not a contract issue per se, but I think it's very important **to allow faculty the choice of teaching online** or not -- especially for NTT, for whole to university does not provide Health Care. “*

*“As term-by-term adjunct, I'm particularly disappointed in the way the History Department (and maybe the College of Arts and Sciences?) **automatically canceled the courses for several of us.** As of this message (6/24), **due to the cancellation and making plans for the fall, I may not be able to accept a Fall 2020 course even if offered one.** The earliest I can come back is Spring 2021. The cancellation disrupted the way I make plans for the fall term. **It's not just about early notification of cancellation** (which occurred I think in March or early April), **it's about how things are communication--- about inclusiveness in decision making.** “*

# And raises questions which apply to all

*“Will faculty be awarded **hazard/impact pay** if they teach f2f and/or prep. both online and f2f aspects (i.e.: hybrid or blended courses) into their classes?”*

*How will faculty's **intellectual property rights** function in online/blended and/or hybrid courses?*

*Will the recently **raised class cap** (from a max of 18 students per class to 22) be waived for writing intensive courses, etc.?*

# *And now for more words from our faculty*

O1 - Are there any other questions or issues that we have not addressed above that you think should be addressed? If so, please share them in the text box below.

- Adjunct
- **Full-time**

# Working more without more pay, course caps also concern FTNTT faculty...

*“I think the honoring of course caps (number of students per section) should be addressed. The administration is able to make us work harder by increasing the number of students in each section rather than increasing the amount of sections taught.”*

*“I have taught 200 students in a single Fall semester! Only to go on to teach 150 in the Spring! How is a course of 20 considered a class, but a class of 150 is only counted at two?”*

*“Course enrollment caps are being raised (at least for faculty who teach first-year students). This expectation of increased labor and exposure to risk seems to fall primarily on the shoulders of NTT faculty. While this may be what needs to happen in the short term, the promise of course releases or pay increases for NTT if/when we weather the crisis would make this decision more equitable.”*

...at a detriment to students

*“I would like more flexibility for the chairs in terms of reaching the 200 student target. I **have had to eliminate smaller course from my list of classes I teach because teaching them would mean not being able to reach the 200 student target.** This means that the department does not have anyone teaching higher level undergraduate course in my field (East Asian History). **This is a detriment to the student learning experience.** Prior to the contract, the chair was able to argue with the deans and support this decision, now the chair says that he has no power to argue because the contract is clear about the 200 student target. **I'd like the teaching and department needs to be put in front of the 200 student rule.** “*

*“Teaching 120 and 80 [people] sections is on hard [on] students! We must have less than 100 students per semester!!! “*

# Overload and underpay not just about caps

*“The Union needs to negotiate compensation for curriculum development, independent readings, and any extra work instructors perform beside teaching. I am concerned about compensation for overload.”*



# NTT → TT : PUT IT IN THE CONTRACT!

## And set the stage to make it happen

*“It’s a Catch-22: I teach so much I don’t have time for my research and to publish. Without it, what chance do I have for going TT?  
UNFAIR! I asked for an unpaid research leave and was denied. I am stuck.”*

*“When I was in the adjunct union with **CUNY**, the union forced them to make sure a certain number of adjuncts were considered and interviewed for **TT lines** (when they became available). **Given that when the smoke clears from covid many departments will likely advertise TT positions, I believe the university should be required to dutifully and legitimately consider current NTT instructors** who, in addition to their teaching obligations, are advising students and engaging in original research “*

*“The union must negotiate the recognition of a research-intensive group of NTTs scholars, facilitate NTT to TT contract conversion, offer research-intensive NTTs the possibility of research leaves and summer stipends”*

# SOME IMPLICATIONS MOVING FORWARD

## Contract

- RESOURCES FOR ADJUNCTS A CONTRACT MUST
- CLARIFY, CODIFY EVAL PROCESS
- DEPARTMENTAL SANCTIONS FOR EVAL NEGLIGENCE
- EXISTING/ EXPLOITED FT TEACHING LOAD LOOPHOLES NEED CLOSING
  - THE NUMBER OF STUDENTS CONSTITUTING A CLASS NEEDS CODIFYING
  - COURSE RELEASES NEED GREATER CONSISTENCY
  - NON-CLASS WORK NEEDS CONSIDERATION
- LECTURER POSITIONS OPEN FIRST TO PT'ers
- CONTRACT TO COUNT YEAR/S AS "INSTRUCTOR" TOWARD TIME REQUIREMENT FOR LECTURER PROMOTION TRACK
- "WHISTLE BLOWER" PROTECTIONS
- RESEARCH LEAVE FOR FTNTT

## Communications

- BETTER COMMUNICATE OF CONTRACT ( "KNOW YOUR RIGHTS" VIDEO?)
- BETTER COMMUNICATION OF GRIEVANCE AND ARBITRATION PROCEDURES ( "PROTECT YOUR RIGHTS" VIDEO?)
- "STATE OF THE UNI" CONTRACT OBSERVENCE COMMUNICATIONS/ "REPORT CARD"
- "WHISTLE BLOWER" PROTECTIONS COMMUNICATON
- COMMUNICATE SPECIFIC ISSUES IN STANDALONE DOCS.
  - UNION DASHBOARD SITE?
  - TEACH-IN, SEPARATE PANELS (OR VIDEOS) FOR EACH SECTION, AREA
- GET THE WORD OUT ABOUT AVAILABILITY OF PROF DEV \$, CLEARER ARTICULATION OF PROCESS TO ADJUNCTS ("GET AHEAD" VIDEOS?)
- COMM TO HIGHLIGHT THE WORK NTT FAC IS DOING USING PROF DEV FUNDS
- UNION NEEDS TO DO BETTER COMUNNICATING CONVERSION AND PROMOTION PROCEDURES, INCLUDING "SUPER ADJUNCT"
  - INTERNAL JOB BOARD MANAGED BY UNION
  - UNION DASHBOARD SITE?
- QUESTION: HOW WILL EVAL RESULTS BE HANDLED UNDER COVID CONDITIONS?