

FACULTY FORWARD



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WORK-IN-PROGRESS. Emc.**

Loyola Faculty Forward / SEIU 73 NTT Faculty Union Contract Survey Spring 2025

Findings as of 2/13/25 EMC

Presented 2/18/25

UPDATED 3/10/25

First Bargaining Session

Simpson Living Center

Loyola University Chicago

Background and Methodology

- In December of 2024, 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 spring 2025 round of contract negotiations.
 - A link to the current contract was included in the introduction to the survey.
- The survey was open to all part-time instructors (including accompanists), adjunct instructors, and full-time faculty not on the tenure track.
- The survey went live via Qualtrics on December 9, 2024, and closed on February 15, 2025. A total of 182 unique completes were recorded (N = 182)
 - Data analyzed using IBM SPSS Statistics, V. 30
 - Overall response rate of 50% (182/365*)
 - **Source: "Response to Request 8: Consolidated Full-Time and Consolidated Part-Time" report per email from John Frendreis, 2/19/2025.*
- This document serves as a *report-in-progress* of the findings.
 - *Methodological note: totals for some questions are less than 182 because of non-response. All percentages are based on valid responses only (# of completes for that question).*
 - *Can, and will, return to data throughout bargaining.*

Roadmap: A Starting Point

- Who, what, how long, how many, how much
- Conditions and Experiences of Work
 - PT deep dive
 - FT deep dive
- Can, will refer to survey findings throughout bargaining
 - Absence of evidence in this presentation is NOT evidence of absence
- Topline (TBD)
- Data appendices will appear at the back of document

Overall Findings

Who, what, for how long, how many, how much:

Overall; PT/FT comparison

Who took the survey?:
And are they representative ?

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.

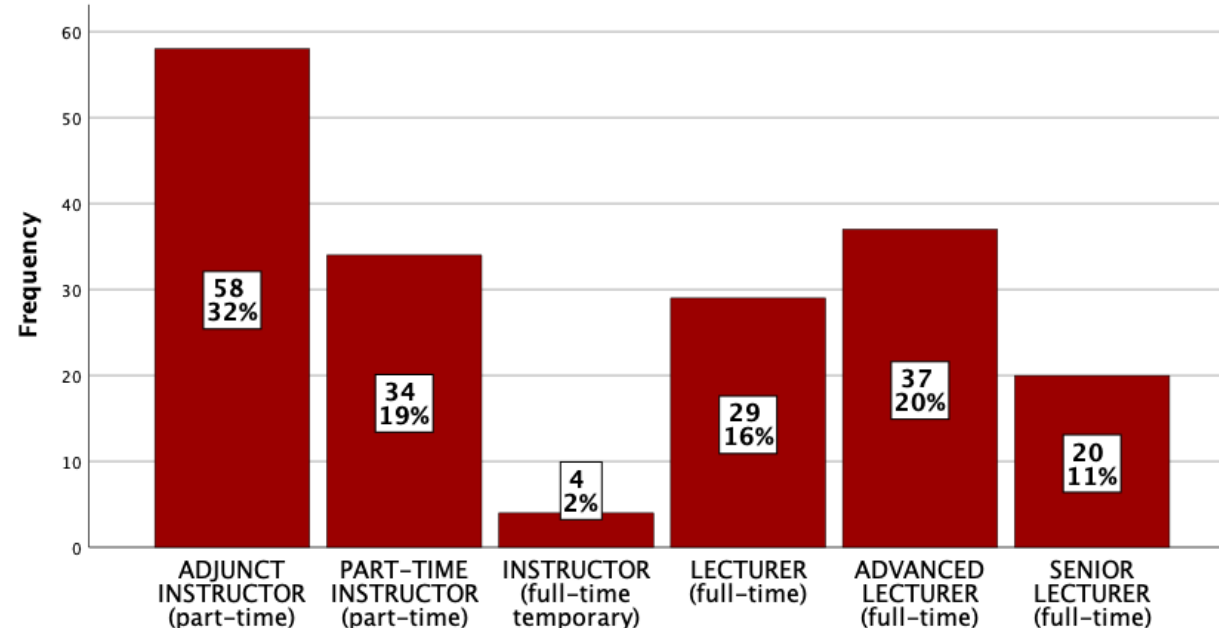
- Overall response rate of 50.8% (182/365*)
 - * Source: "Response to Request 8: Consolidated Full-Time and Consolidated Part-Time" report per email from John Frendreis, 2/19/2025 (approximation)

- Nearly evenly split part-time / full-time (50.5%; n = 92 ; 49.5%; n = 90)
- *ANALYTIC NOTE: Due to the small sample size of the FT 1-year contract group (N=4) and other FT segments, we are unable to make FT faculty group comparisons. All full-time faculty will be analytically treated as part of the same group moving forward, unless otherwise noted.*
- *Valid percent column used (base= those answering)*

Q1.2 What is your role / job title at Loyola University Chicago?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 ADJUNCT INSTRUCTOR (part-time)	58	27.8	31.9	31.9
	2 PART-TIME INSTRUCTOR (part-time)	34	16.3	18.7	50.5
	3 INSTRUCTOR (full-time temporary)	4	1.9	2.2	52.7
	4 LECTURER (full-time)	29	13.9	15.9	68.7
	5 ADVANCED LECTURER (full-time)	37	17.7	20.3	89.0
	6 SENIOR LECTURER (full-time)	20	9.6	11.0	100.0
	Total	182	87.1	100.0	
Missing	System	27	12.9		
Total		209	100.0		

Q1.2 What is your role / job title at Loyola University Chicago?



Solid Sample Sizes, Respectable Response Rates = REPRESENTATIVE

Q1.2 What is your role / job title at Loyola University Chicago?				
Role	freq. (survey)	Institutional Data*	Response Rate	Notes
PART-TIME	92	219	42%	includes accompanists
FULL-TIME	90	146	62%	
Totals	182	365		
*Source: "Response to Request 8: Consolidated Full-Time and Consolidated Part-Time" report per email from John Frendreis, 2/19/2025				

NEW Variable:

PT_FT Employment Status

If Adjunct or Part-time instructor → PT

If Temporary FT, Lecturer, Advanced Lecturer, Senior Lecturer, → FT

Who Participated: Deeper Dive into Response Rates

- Respondent mis-classification
 - Under : PT Instructor
 - Over: Adjunct
- Full-time lecturers of all “ranks” investment in Loyola, Contract, reflected in survey participation
- PT- / FT- combined (and some discreet) sample sizes large enough to be generalizable



Q1.2 What is your role / job title at Loyola University Chicago?				
Role	freq. (survey)	Institutional Data*	Response Rate	Notes
PART-TIME INSTRUCTOR (part-time)	34	176	19%	Inst. Data: includes One-Year Part-Time Instructors, PT Instructors, Accompanists, PT lab instructors
ADJUNCT INSTRUCTOR (part-time)	58	43	135%	Respondent misclassification as "Adjunct" when "Part-time"
INSTRUCTOR (full-time temporary)	4	17	25%	
LECTURER (full-time)	29	57	51%	
ADVANCED LECTURER (full-time)	37	33	112%	Overage f due to likely misclassification
SENIOR LECTURER (full-time)	20	39	51%	
Totals	182	365		

*Source: "Response to Request 8: Consolidated Full-Time and Consolidated Part-Time" report per email from John Frendreis, 2/19/2025

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FULL-TIME	90	146	62%	
Totals	182	365		

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What we bring: human capital,
social capital, and dedication in
years of service to Loyola

Highly educated, industry experience, creative, life-long learners

With this human capital also comes social capital which we leverage to match students with internships, jobs

Other, please describe:

“20 years of professional industry experience”

“Industry Experience + 2nd PhD”

“DMA (doctoral degree in music)”

“I have both a JD and an MA. [a]nd I am Ab.D in political science”

“I have a J.D. and am licensed to practice law in the state of Illinois”

“2 Master's degree - course work for PhD completed”

“MSW LSW DOJ accredited and PhD student”

“Bachelors in Fine and Performing Arts, significant professional experience in top tier performing arts companies”

Q1.3 What is the highest degree you have earned? – Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Ph.D.	108	51.7	60.3	60.3
	2 MA/MS	34	16.3	19.0	79.3
	4 MFA	10	4.8	5.6	84.9
	5 MFAW	2	1.0	1.1	86.0
	6 Bachelor's Degree	3	1.4	1.7	87.7
	7 Other, please describe (e.g. Bachelor's degree plus industry experience)	22	10.5	12.3	100.0
	Total	179	85.6	100.0	
Missing	System	30	14.4		
Total		209	100.0		

We have devoted years to Loyola

- Range: < 1 year through 35 years!

Minimum	1
Maximum	12

Minimum	11.00
Maximum	35.00

a. Multiple modes exist. The smallest value is shown

- Median years teaching at Loyola: 7
- Almost 40% of respondents overall have been teaching for 10+ years (N=68, 37%)
 - 30 % > 10 years

Q1.4 For how long have you worked as a faculty member at Loyola University Chicago? – Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	11	5.3	6.0	6.0
	1 year	10	4.8	5.5	11.5
	2 years	17	8.1	9.3	20.9
	3 years	15	7.2	8.2	29.1
	4 years	7	3.3	3.8	33.0
	5 years	12	5.7	6.6	39.6
	6 years	14	6.7	7.7	47.3
	7 years	8	3.8	4.4	51.6
	8 years	4	1.9	2.2	53.8
	9 years	16	7.7	8.8	62.6
	10 years	13	6.2	7.1	69.8
More than 10 years. Please insert a number below.	55	26.3	30.2	100.0	
Total		182	87.1	100.0	
Missing	System	27	12.9		
Total		209	100.0		

Of those teaching for MORE than 10 years:

Mean: 17 years

Median = 15 years

60% (n = 33) 15 years +

24% (n = 13) 20 years +

Several (n = 4) 30+ years

Statistics		
Q1.4_12_TEXT For how long have yo		
N	Valid	55
	Missing	154
Mean		16.9091
Median		15.0000
Mode		12.00 ^a
Std. Deviation		5.80636
Skewness		1.525
Std. Error of Skewness		.322
Range		24.00
Minimum		11.00
Maximum		35.00
a. Multiple modes exist. The smallest value is shown		

Q1.4_12_TEXT For how long have you worked as a faculty member at Loyola University Chicago? – More than 10 years. Please insert a number below. – Text					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11.00	7	3.3	12.7	12.7
	12.00	8	3.8	14.5	27.3
	13.00	2	1.0	3.6	30.9
	14.00	5	2.4	9.1	40.0
	15.00	6	2.9	10.9	50.9
	16.00	2	1.0	3.6	54.5
	17.00	3	1.4	5.5	60.0
	18.00	8	3.8	14.5	74.5
	19.00	1	.5	1.8	76.4
	20.00	7	3.3	12.7	89.1
	27.00	1	.5	1.8	90.9
	28.00	1	.5	1.8	92.7
	31.00	1	.5	1.8	94.5
	32.00	2	1.0	3.6	98.2
35.00	1	.5	1.8	100.0	
Total		55	26.3	100.0	
Missing	System	154	73.7		
Total		209	100.0		

Not just full-timers dedicating years

- Median for Part-Timers is 6 years; FT, is 9 years
- Nearly half (48%) of FT faculty members @ LUC a decade +
- Though a greater number of FT Faculty are long-term incumbents, more than a quarter (27%) of PT faculty have been teaching at LUC for 10+ years

Q1.2 For how long have you worked as a faculty member at Loyola University Chicago? BY Employment Status: Crosstabulation

# Years	Part-Time				FULL-TIME			
	Part-Time f	Part-Time %	Part-Time cum f	Part-Time cum %	Full-Time f	Full-Time %	Full-Time cum f	Full-Time cum %
Less than 1 year	4	4%	4	4%	7	8%	7	8%
1 year	6	7%	10	11%	4	4%	11	13%
2 years	13	14%	23	25%	4	4%	15	17%
3 years	12	13%	35	38%	3	3%	18	20%
4 years	4	4%	39	43%	3	3%	21	24%
5 years	3	3%	42	46%	9	10%	30	34%
6 years	7	8%	49	54%	7	8%	37	42%
7 years	4	4%	53	58%	2	2%	39	44%
8 years	3	3%	56	62%	1	1%	40	45%
9 years	10	11%	66	73%	6	7%	46	52%
10 years	5	5%	71	78%	8	9%	54	61%
More than 10 years.	20	22%	91	100%	35	39%	89	100%
Total	91	100%	91	100%	89	100%	89	100%

Aware some prefer to teach-part time: work in industry, business owners, life circumstances

A closer look at length of employment by role reveals possible obstacles to advancement

- Median length of employment among ***part-time instructors*** is **5 years, meaning half of them have been here for that long or longer—** for ***adjuncts*** it is even longer – **7 years**

- Note: some respondent misclassification

Q1.3 For how long have you worked as a faculty member at Loyola University Chicago?

Q1.4 For how long have you worked as a faculty member at Loyola University Chicago?

Years	Part-Time Instructor (PT)				Adjunct Instructor (PT)				Lecturer (FT)				Advanced Lecturer (FT)			
	f	%	valid %	cum %	f	%	valid %	cum %	f	%	valid %	cum %	f	%	valid %	cum %
Less than 1 year	3	8.8	8.8	8.8	1	1.7	1.7	1.7	4	14	13.8	13.8	--	--	--	--
1 year	4	11.8	11.8	20.6	2	3.4	3.4	5.2	4	14	13.8	27.6	--	--	--	--
2 years	6	17.6	17.6	38.2	7	12	12.1	17.2	4	14	13.8	41.4	--	--	--	--
3 years	3	8.8	8.8	47.1	9	16	15.5	32.8	2	6.9	6.9	48.3	--	--	--	--
4 years	1	2.1	2.1	49.2	3	5.2	5.2	37.9	2	6.9	6.9	55.2	1	2.7	2.7	2.7
5 years	1	2.9	2.9	52.9	2	3.4	3.4	41.4	3	10	10.3	65.5	6	16	16.2	18.9
6 years	4	11.8	11.8	64.7	3	5.2	5.2	46.6	1	3.4	3.4	69	6	16	16.2	35.1
7 years	1	2.9	2.9	67.6	4	6.9	6.9	53.4	1	3.4	3.4	72.4	2	5.4	5.4	40.5
8 years	1	2.9	2.9	70.6	2	3.4	3.4	56.9	0	0	0	72.4	1	2.7	2.7	43.2
9 years	2	5.9	5.9	76.5	8	14	13.8	70.7	0	0	0	72.4	6	16	16.2	59.5
10 years	2	5.9	5.9	82.4	3	5.2	5.2	75.9	2	6.9	6.9	79.3	5	14	13.5	73
> 10 years.	6	17.6	17.6	100	14	24	24.1	100	6	21	20.7	100	10	27	27	100
Total	34	100	100		58	100	100		29	100	100		37	100	100	

Note: Senior lecturers omitted: categorically, they have been at Loyola @ least 10 years
 Note: Temporary FT Instructors omitted: categorically they have been @ LUC < 1 year.
 However, one respondent reports being FT Temp for 3 years

Why are so many lecturers *still* lecturers?

A closer look at length of employment by role reveals possible obstacles to advancement, cont.

Why are so many lecturers *still* lecturers?

- Nearly half (45%) of Lecturers teaching for 5+ years
 - Per the CBA, can apply for promotion year 4, to take effect in year 5
 - 31% 6+ years
- Barriers to promotion?

*“My promotion to Advanced Lecturer was **delayed twice**: the **first time** the (former) Chair and (former) Dean of Faculty said I was not eligible, even though per the CBA I was: I had 2 years as instructor (counting as 1 year toward promotion) and I was in my third year as lecturer— taken together, in my 4th year -- so eligible to apply. **Then** the next (also former) Chair dropped the ball and never submitted the paperwork. I have emails documenting all. **I have lost 2 years at a higher base salary, plus the incremental merit raises based on percentage of base salary, and I am 2 years behind in being able to apply for Senior Lecturer. I was promoted to Advanced in 2023 but should have been in 2021. I can’t apply for Senior until fall of 2027, but had I been promoted according to the CBA, I’d be able to apply in the Fall of 2025 .”***

Q1.3 For how long have you worked as a faculty member at Loyola University Chicago?

Q1.4 For how long have you worked as a faculty member at Loyola University Chicago?

Years	Part-Time Instructor (PT)				Adjunct Instructor (PT)				Lecturer (FT)				Advanced Lecturer (FT)			
	f	%	valid %	cum %	f	%	valid %	cum %	f	%	valid %	cum %	f	%	valid %	cum %
Less than 1 year	3	8.8	8.8	8.8	1	1.7	1.7	1.7	4	14	13.8	13.8	-	-	-	-
1 year	4	11.8	11.8	20.6	2	3.4	3.4	5.2	4	14	13.8	27.6	-	-	-	-
2 years	6	17.6	17.6	38.2	7	12	12.1	17.2	4	14	13.8	41.4	-	-	-	-
3 years	3	8.8	8.8	47.1	9	16	15.5	32.8	2	6.9	6.9	48.3	-	-	-	-
4 years	1	2.1	2.1	49.2	3	5.2	5.2	37.9	2	6.9	6.9	55.2	1	2.7	2.7	2.7
5 years	1	2.9	2.9	52.9	2	3.4	3.4	41.4	3	10	10.3	65.5	6	16	16.2	18.9
6 years	4	11.8	11.8	64.7	3	5.2	5.2	46.6	1	3.4	3.4	69	6	16	16.2	35.1
7 years	1	2.9	2.9	67.6	4	6.9	6.9	53.4	1	3.4	3.4	72.4	2	5.4	5.4	40.5
8 years	1	2.9	2.9	70.6	2	3.4	3.4	56.9	0	0	0	72.4	1	2.7	2.7	43.2
9 years	2	5.9	5.9	76.5	8	14	13.8	70.7	0	0	0	72.4	6	16	16.2	59.5
10 years	2	5.9	5.9	82.4	3	5.2	5.2	75.9	2	6.9	6.9	79.3	5	14	13.5	73
> 10 years.	6	17.6	17.6	100	14	24	24.1	100	6	21	20.7	100	10	27	27	100
Total	34	100	100		58	100	100		29	100	100		37	100	100	

Note: Senior lecturers omitted: categorically, they have been at Loyola @ least 10 years
 Note: Temporary Instructors omitted: categorically they have been @ LUC < 1 year. However, one respondent reports being FT Temp for 3 years

How many students do we teach?

And what does this translate into?

Part-Time Faculty Teaching Similar # of Students, Credit Hours, as Faculty on the Tenure Track, FTNTT with smaller course enrollment totals

Part Time # of Students; Credit Hours

	PART-TIME FACULTY				
	# of STUDENTS ENROLLED				
	21-22	22-23	23-24	24-25	TOTAL
MEAN	62.90	62.06	66.92	68.51	65.21
MEDIAN	55.00	54.00	58.00	60.00	57.00
SD	49.76	45.98	46.88	50.34	48.30
MIN	0.00	2.00	1.00	0.00	0.00
MAX	386.00	363.00	373.00	399.00	399.00

	PART-TIME FACULTY				
	CREDIT HOURS				
	21-22	22-23	23-24	24-25	TOTAL
MEAN	177.74	174.63	185.88	193.73	183.31
MEDIAN	156.00	147.00	162.00	162.00	156.00
SD	150.02	137.95	139.02	148.00	143.82
MIN	0	0	0	0	0
MAX	1086.00	993.00	1119.00	1197.00	1197.00



Full-Time NTT faculty teaching 215 students, 543 credit hours, this 2024/2025 AY (mean). Full-Time # of Students; Credit Hours

	FULL-TIME FACULTY				
	# of STUDENTS ENROLLED				
	21-22	22-23	23-24	24-25	TOTAL
MEAN	203.70	199.92	211.33	215.54	207.90
MEDIAN	203.00	193.00	197.50	196.00	197.00
SD	96.40	110.22	117.61	112.26	109.55
MIN	16.00	15.00	25.00	28.00	15.00
MAX	499.00	620.00	702.00	693.00	702.00

	FULL-TIME FACULTY				
	CREDIT HOURS				
	21-22	22-23	23-24	24-25	TOTAL
MEAN	521.29	497.04	522.59	543.17	521.63
MEDIAN	531.00	470.5	516.00	534.00	513.00
SD	226.74	258.70	242.90	242.77	243.14
MIN	51.00	45.00	68.00	52.00	45.00
MAX	1212.00	1503.00	1482.00	1347.00	1503.00

- # of students, credit hours, highly variable
- Median of 196 (24/25 AY) indicates half of FTNTT faculty should be **course-release-eligible** next year
- LOOK AT THOSE **MAX** #s!!



Translation :
BIG BUCKS

**The “average” PT faculty member in 2024-2025 individually generated > \$100,000 in tuition revenue--
AFTER accounting for scholarships, “blended rate”.**

The MAXIMUM “Producer”? More than \$673,000

PT of faculty 2024 - 2025, Mean, Credit Hours	
	Per PT Fac
# Fac	1
Mean CH 24-25	193.73
Blended Multiplier	0.586
PT Tuition per CH	960
Adjusted Revenue	\$ 108,984.75

PT of faculty 2024 - 2025, MAX Credit Hours	
	Per PT Fac
	1
MAX CH 24-25	1197
Blended Multiplier	0.586
PT Tuition per CH	960
Adjusted Revenue	\$ 673,384.32

Average **PT faculty** members individually generate **> \$100,000** in tuition revenue **per YEAR** ***AFTER*** accounting for scholarships, "blended rate"

Math experiment: tuition revenue generated by PT faculty , mean

- Using tuition per credit for part-time students
 - Difficult to calculate based on full-time student credit hours as range is so wide
 - <https://www.luc.edu/bursar/tuitionfees/2024-2025/undergraduate/>

Part-time (less than 12 credit hours), per credit hour:	\$ per credit \$960.00	Multiplier .586	Blended Tuition Rev per Credit \$562.56
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MEAN ACROSS 4 YEARS

- (Ave. PT Credit Hours across 4 years)[(\$960)(.586)] =
- (183.31)[(\$960)(.586)] =
- **\$103, 117.25**

MEAN 2024-2025

- (Ave. PT Credit Hours 2024-2025)[(\$960)(.586)] =
- (193.73)[(\$960)(.586)] =
- **\$108, 984.75**

MAX 2024-2025

- (Ave. PT Credit Hours 2024-2025)[(\$960)(.586)] =
- (1197)[(\$960)(.586)] =
- **\$673,382.32**

The “average” FT faculty member in 2024-2025 individually generated > \$300,000 in tuition revenue--
AFTER accounting for scholarships, “blended rate”.

The MAXIMUM “Producer”? More than \$750,000– ¾ of a million \$

FT of faculty 2024 - 2025, Mean, Credit Hours	
	Per FT Fac
# Fac	1
Mean CH 24-25	543.17
Blended Multiplier	0.586
PT Tuition per CH	960
Adjusted Revenue	\$ 305,565.72

FT of faculty 2024 - 2025, MAX Credit Hours	
	Per FT Fac
	1
MAX CH 24-25	1347
Blended Multiplier	0.586
PT Tuition per CH	960
Adjusted Revenue	\$ 757,768.32

Average FT faculty members individually generate \$300,000 in tuition revenue per YEAR

AFTER accounting for scholarships, "blended rate"

Math experiment: tuition revenue generated by FT faculty, mean

- Using tuition per credit for part-time students
 - Difficult to calculate based on full-time student credit hours as range is so wide
 - <https://www.luc.edu/bursar/tuitionfees/2024-2025/undergraduate/>

Part-time (less than 12 credit hours), per credit hour:	\$ per credit \$960.00	Multiplier .586	Blended Tuition Rev per Credit \$562.56
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MEAN ACROSS 4 YEARS

- (Ave. FT Credit Hours across 4 years)[(\$960)(.586)] =
- (521.63)[(\$960)(.586)] =
- **\$293,448.17**

MEAN 2024-2025

- (Ave. FT Credit Hours 2024-2025)[(\$960)(.586)] =
- (543.17)[(\$960)(.586)] =
- **\$305,565.72**

MAX 2024-2025

- (MAX. FT Credit Hours 2024-2025)[(\$960)(.586)] =
- (1347)[(\$960)(.586)] =
- **\$757,768.32**

The tuition revenue generated by *average* PT and FTNTT faculty *in aggregate* is staggering

- Based on university data, 219 PT faculty members

- $219 * \text{app. } \$100,000 =$

\$21,900,000

- Based on university data, 146 FTNTT faculty members

- $146 * \text{app. } \$300,000 =$

\$43,800,000

**AFTER ACCOUNTING FOR SCHOLARSHIPS,
“BLENDED RATE”**

If all faculty MAXxed out, tuition revenue generated by PT and FTNTT faculty with the most credit hours...

PT , FT faculty 2024 - 2025, Mean, MAX Credit Hours		
	Total PT Fac 2024-2025	Total FT Fac 2024-2025
	219	146
MAX CH 24-25	1197	1347
Blended Multiplier	0.586	0.586
PT Tuition per CH	960	960
Adjusted Revenue	\$ 147,471,166	\$ 110,734,175

**DO NOT RECOMMEND!!
ZERO STARS!!**

**AFTER ACCOUNTING FOR SCHOLARSHIPS,
“BLENDED RATE”**

Teaching thousands of students,
bringing in millions of dollars in
revenue a year, our NTT faculty
are essential to the mission of
Loyola and to the fiscal health of
the institution

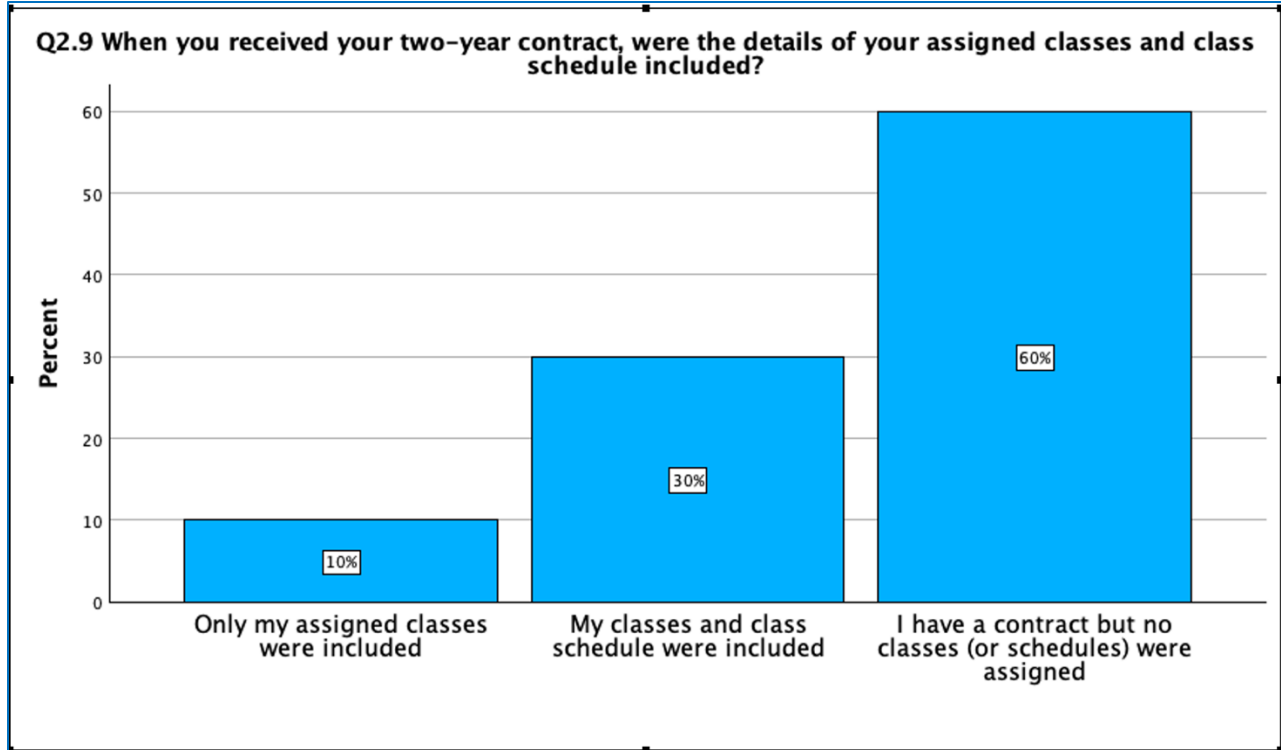
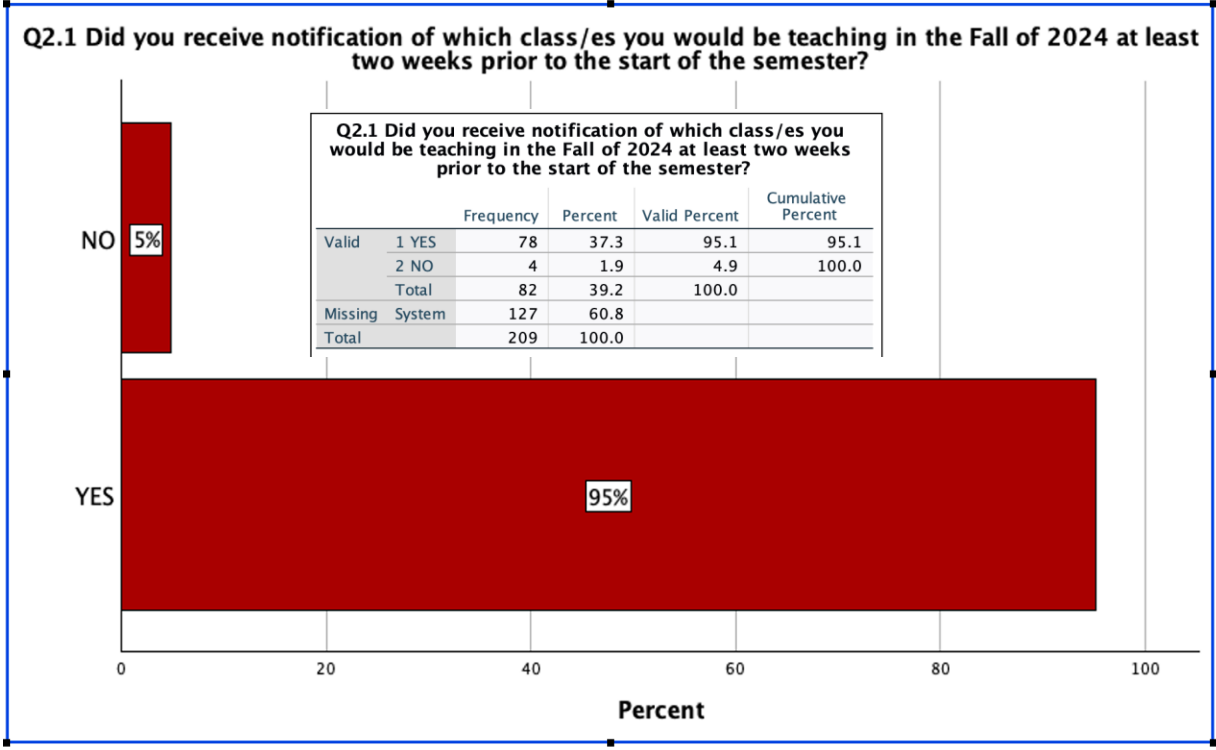
Conditions of Work

Part-Time

ADD TO THIS...

Fortunately, PT faculty receiving regular term schedules “in time”, but contracts lacking specificity

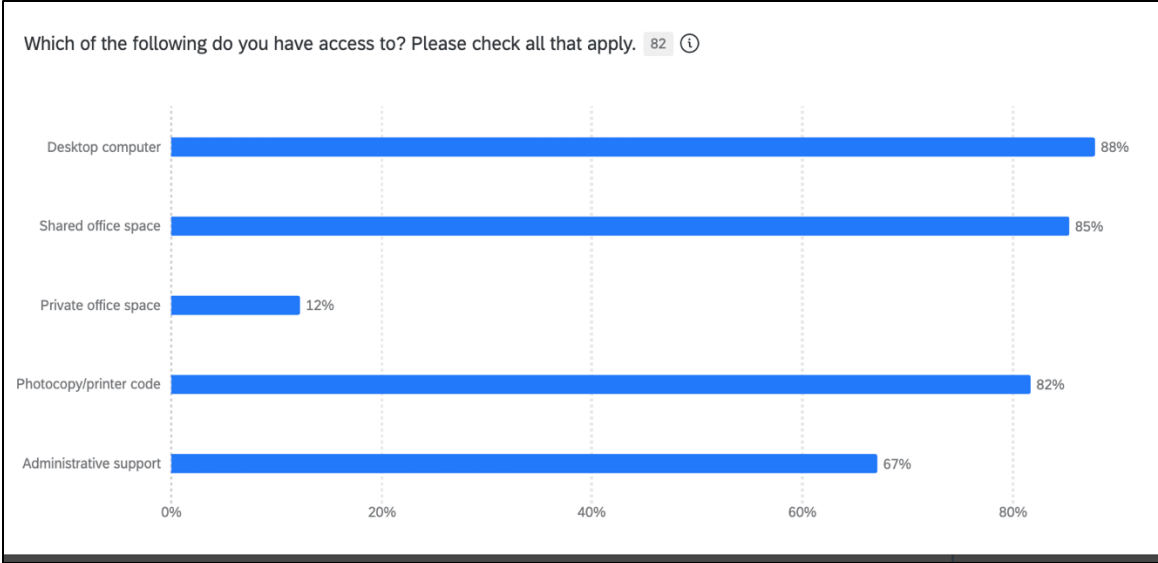
- Fewer than 1/3 of PT faculty report contracts complete with classes AND schedules
- 60% contain neither



Most part-time faculty members have access to basic on-site teaching tools; *however*, 1/3 without admin support, almost 1/5 without a copy code, and shared office space-- *despite potential to violate FERPA* --is the norm

Q2.2 - Which of the following do you have access to? Please check all that apply.

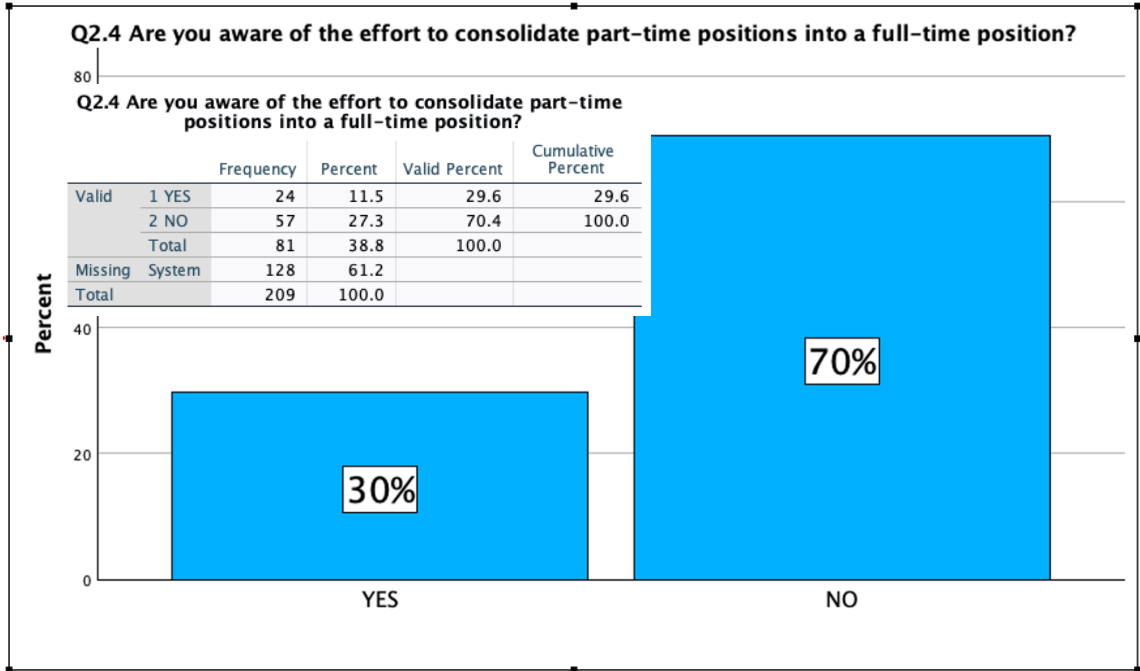
	f	%
Private office space	10	12%
Administrative support	55	67%
Photocopy/printer code	67	82%
Shared office space	70	85%
Desktop computer	72	88%



“The requirement that I spend 3 hours a week in a loud shared office where I am unable to meaningfully converse with students is a ludicrous waste of time and space. If the school cannot provide me with a quiet place to work and talk with students, they should not require that I be on campus three hours a week outside of my teaching requirements. I would be of better help to my students if I could just go home and work from my home computer and be available to meet with students over Zoom. There is no privacy.”

“I am a “mandatory reporter”, but who would share anything sensitive with me with so many people around?”

PT faculty unaware of FT consolidation efforts.



Q2.5 - How did you learn about the effort to consolidate part-time positions into a full-time position/s? Check all that apply.

SOURCE	f	%
From the Union	14	58%
From an internal job posting	5	21%
From a Colleague	4	17%
From an external job postng	4	17%
From my Chair	3	13%

Q2.6 Has your Chair encouraged you to apply for a consolidated full-time position?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 YES	5	2.4	20.8	20.8
2 NO	19	9.1	79.2	100.0
Total	24	11.5	100.0	
Missing System	185	88.5		
Total	209	100.0		

Among those that are aware, most likely to have learned about it from the Union...least likely from Chair

Not a single PT faculty member reported getting a full-time consolidated position (to be fair, only 8 applied)

"I was not given a reason why I didn't get it"

"I was not told why"

"No real reason given"

"I applied previously for and received a FT, 1 year contract, but I only held it for 2 years. The reasoning given by LUC admin. was my lack of a PhD (though I hold what is considered a commensurate degree - an MFAW) and a lack of need...." [back to being adjunct].

Q2.7 Did you apply for a consolidated full-time position?				
	f	%	Valid %	Cum. %
1 YES, and I got a full-time position	0	0	0	0
2 YES, but I did not get one.	8	3.8	34.8	34.8
3 NO. I have not applied for a full-time position.	15	7.2	65.2	100
Total	23	11	100	
Missing	186	89		
Total	209	100		

Base: PT faculty aware of consolidation

Adjunct forever despite terminal degree?

“I didn't apply, but I would have if I were qualified. This is a f[&]king joke. The English department now requires a PhD for full-time lecturers (never mind that many of the current full-time lecturers have not gone further than their MFA degree!)... I am guessing that my time as an adjunct is limited; in spite consistent evidence of excellent teaching, it's clear to me that I'm not wanted and will eventually be pushed out”*

Overwhelmingly, Part-Time faculty *want* to teach more classes

- While some faculty members do prefer to teach-part time (as industry workers/business-owners/etc.) , most PT faculty would like to teach more.
- *Part-Time, fairly paid positions ARE worth preserving*

Q2.10 Would you like to teach more than two classes a semester?				
	f	%	Valid %	Cum. %
1 YES	57	31%	73%	73%
2 NO	21	12%	27%	100%
Total	78	43%	100%	100%
Missing	104			
Total	182			

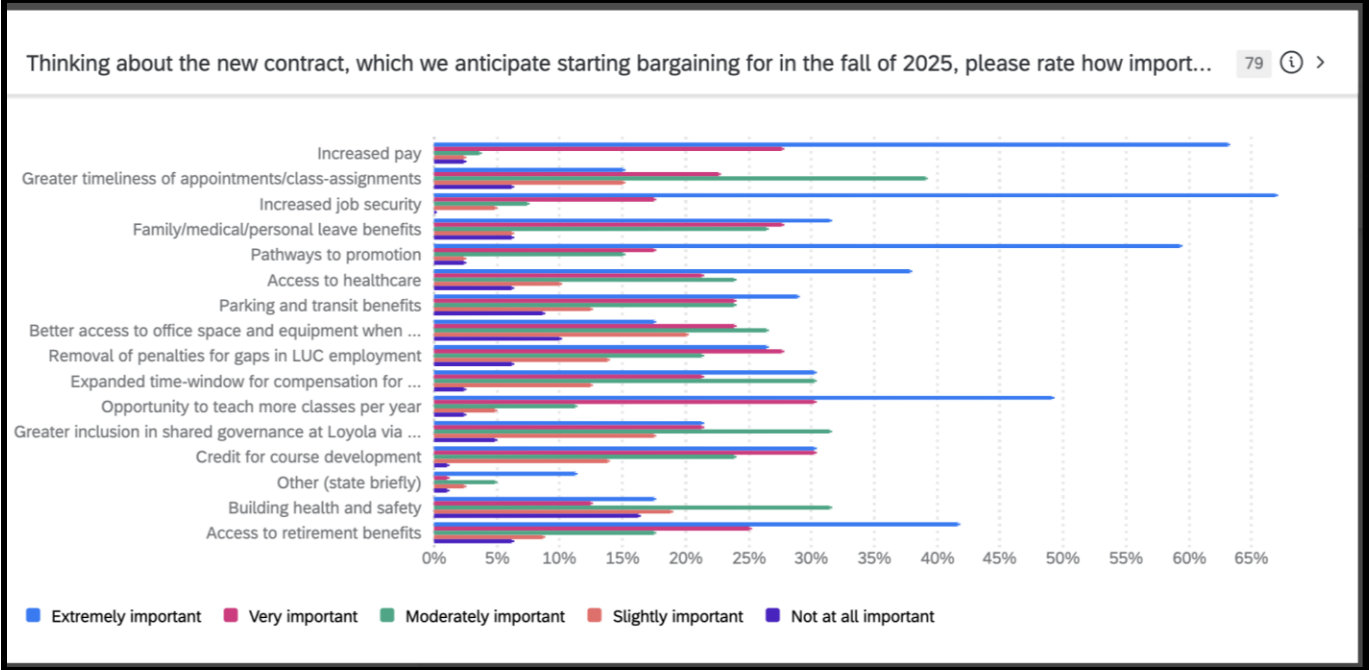
Base: Part-Time + Adjunct

Base: Part-Time Faculty

Bargaining Priorities

Part-Time + Adjunct

Security, Pay, Promotion, Health: Hierarchy of Part-Time Faculty Needs Are Essential, Material (ADVANCEMENT) (Part-Time Instructors + Adjunct Instructors)



PART-TIME FACULTY N=77	
Q5.1_Q5.15 Thinking about the new contract, which we anticipate starting bargaining for in the fall of 2025, please rate how important each of the following items are for the bargaining team to negotiate better terms. (Select one option per row)	
Priority	% top two box *
Increased Pay	90.9
Increased job security	86.7
Opportunity to teach more classes per year	80.3
Pathways to promotion	78.7
Access to retirement benefits	66.2
Credit for course development	61.0
Family/medical/personal leave benefits	59.2
Access to healthcare	58.4
Removal of penalties for gaps in LUC employment	56.8
Expanded time-window for compensation for canceled classes	53.3
Parking and transit benefits	52.6
Greater inclusion in shared governance at Loyola via dept. or university bodies/committees	44.0
Better access to office space and equipment when needed	42.1
Greater timeliness of appointments/class assignments	38.2
Building health and safety	30.7
*(Extremely important + Very Important)	

Extremely important Very important Moderately important Slightly important Not at all important

Note: Some missing data; N = 79 rather than 92

Access to studio space during the summer

Compensation for mandatory non-teaching time

Decent working equipment in the classroom and a say in what classroom I get to teach in.

Recognition of MFAW as commensurate to PhD in writing positions

Equal treatment of lecturers in Polish program department - unfortunately, discrimination and bullying is there because of program director

Eliminate the PhD requirement for non tenure positions.

Benefits as a part time adjunct, such as access to courses, overtime pay, and increasing course allotment for adjuncts overall

True transparency as to hiring and retention standards-- I have no idea how or if I am being evaluated and what I can do to keep my job

Part-Time Priorities, "Other"

Mentoring for minoritized womxn in higher education

Leave for elderly caregivers

Opportunities for professional development, research support, writing grants etc.

Promotion without PhD

Longer term adjunct contracts rather than semester by semester

Fix "extra work" issue for DFPA etc.

Protecting part-time status

Access to studio space during the summer

Compensation for mandatory non-teaching time

Decent working equipment in the classroom and a say in what classroom I get to teach in.

Recognition of MFAW as commensurate to PhD in writing positions

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True transparency as to hiring and retention standards-- I have no idea how or if I am being evaluated and what I can do to keep my job

Mentoring for minoritized womxn in higher education

Part-Time Priorities, "Other"

Leave for elderly caregivers

Promotion without PhD

Fix "extra work" issue for DFPA etc.

HEALTH!

Opportunities for professional development, research support, writing grants etc.

Longer term adjunct contracts rather than semester by semester

Protecting part-time status

Maintaining full-time health
while part-time status is difficult

While the majority of PT faculty do have health insurance, they pay dearly for it



Q2.11 Do you currently have health insurance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 YES	70	33.5	85.4	85.4
	2 NO	12	5.7	14.6	100.0
	Total	82	39.2	100.0	
Missing	System	127	60.8		
Total		209	100.0		

Q2.12 Do you pay for health insurance or are you covered by someone else's policy?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 I pay for my own health insurance	39	18.7	55.7	55.7
	2 I am covered by someone else's policy	31	14.8	44.3	100.0
	Total	70	33.5	100.0	
Missing	System	139	66.5		
Total					

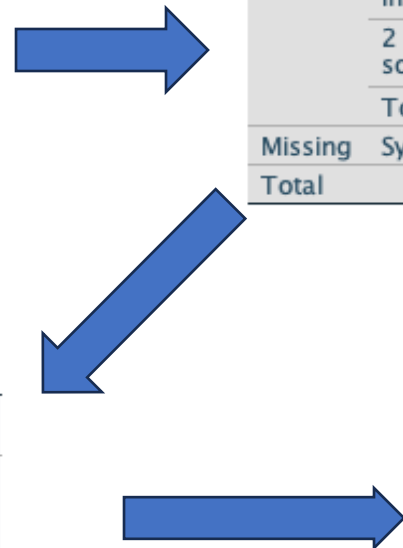
Q2.13 If you pay for your own health insurance, are you the only person covered, or do you carry for others in your family as well? - Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 I pay for and am the only person covered	28	13.4	75.7	75.7
	2 I pay for my own health insurance AND pay for others in my family. (Please enter a number below indicating how many people you carry coverage for).	9	4.3	24.3	100.0
	Total	37	17.7	100.0	
Missing	System	172	82.3		
Total		209	100.0		

Statistics

Q2.14 How much is your monthly

N	Valid	26
	Missing	183
Mean		397.1923
Median		326.5000
Mode		147.00
Std. Deviation		258.47507
Range		982.00



Being covered by another's plan is a luxury not afforded to all

Q2.12 Do you pay for health insurance or are you covered by someone else's policy?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 I pay for my own health insurance	39	18.7	55.7	55.7
	2 I am covered by someone else's policy	31	14.8	44.3	100.0
	Total	70	33.5	100.0	
Missing	System	139	66.5		
Total		209	100.0		

**PT professing IS NOT -- NOR SHOULD IT BE --
"PIN-MONEY"**

Twelve is twelve-too-many:
some faculty going without health insurance at all

Q2.11 Do you currently have health insurance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 YES	70	33.5	85.4	85.4
	2 NO	12	5.7	14.6	100.0
	Total	82	39.2	100.0	
Missing	System	127	60.8		
Total		209	100.0		

Conditions of Work

Full-Time

Full-Time NTT faculty are exhausted : teaching 215 students, 543 credit hours, this 2024/2025 AY (mean).

Full-Time # of Students; Credit Hours

	FULL-TIME FACULTY				
	# of STUDENTS ENROLLED				
	21-22	22-23	23-24	24-25	TOTAL
MEAN	203.70	199.92	211.33	215.54	207.90
MEDIAN	203.00	193.00	197.50	196.00	197.00
SD	96.40	110.22	117.61	112.26	109.55
MIN	16.00	15.00	25.00	28.00	15.00
MAX	499.00	620.00	702.00	693.00	702.00

	FULL-TIME FACULTY				
	CREDIT HOURS				
	21-22	22-23	23-24	24-25	TOTAL
MEAN	521.29	497.04	522.59	543.17	521.63
MEDIAN	531.00	470.5	516.00	534.00	513.00
SD	226.74	258.70	242.90	242.77	243.14
MIN	51.00	45.00	68.00	52.00	45.00
MAX	1212.00	1503.00	1482.00	1347.00	1503.00

- # of students, credit hours, highly variable
- Median of 196 (24/25 AY) indicates half of FTNTT faculty should be **course-release-eligible** next year
- Look at those **MAX #s!**



And it isn't "just" the teaching, the grading, the emails...

- *I am honest with students about my non-traditional upbringing and path to academia, so I am often approached by students in crisis. I have worked closely with Amber Miller in the past, expect to do so in the future, and will continue to be a resource for students in need. And this is a role expectation these days: I use "emotional labor" to describe it because the management and presentation of my emotions in order to evoke a positive response is part of the "service" delivered.*
- *I keep track of how many boxes of tissues I go through in a semester*
- *I am depleted. I have become like a therapist or a parent. The students expect us to be there for them emotionally, to be on-call. I am not trained for this. I refer the students and do all the things... We are not just educators anymore, we have become service providers / therapists to the student-consumer-patient. The students come needing more, and we are delivering more, but it isn't reflected in our pay. The job has changed.*
- ALL FACULTY , and gendered/racialized/etc. components

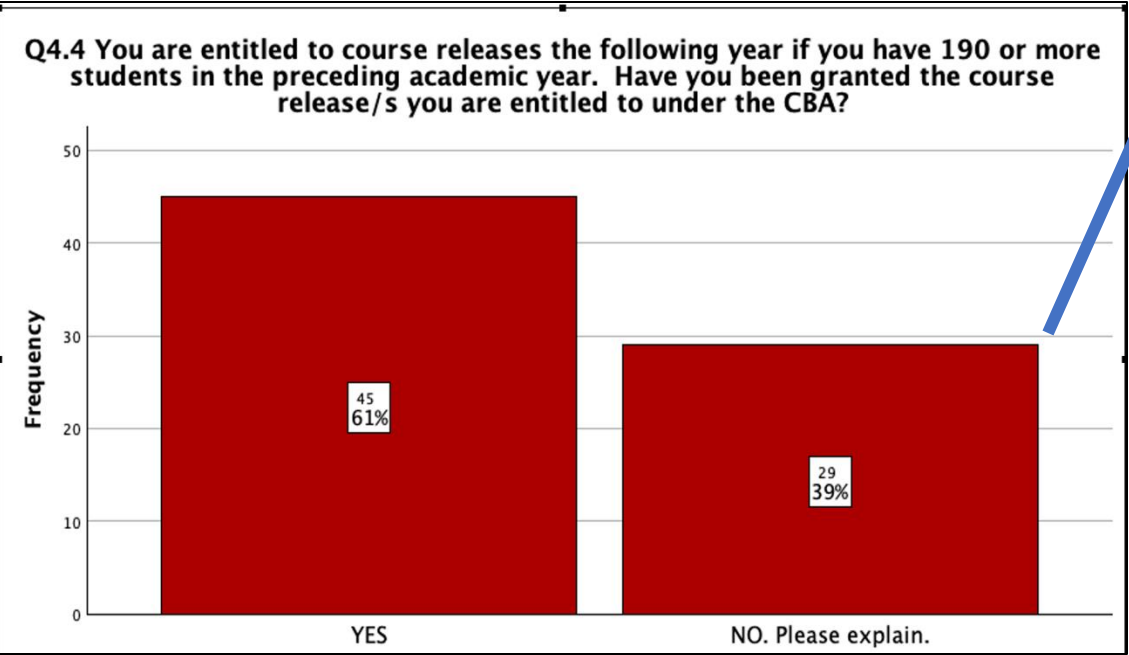
*“I have taught 190 students in a single Fall semester!
Only to go on to teach 150 in the Spring! How is a
course of 12 considered a class, but a class of 150 is
only counted at two?”*

According to Loyola, FTNTTs are receiving course releases... but faculty report otherwise

	21-22	22-23	23-24	24-25
# of course reductions received	56	62	55	59
# of Faculty who taught courses	123	132	135	149
% of faculty received reductions	45.5%	47.0%	40.7%	39.6%
Average credit hours taught	558	523	538	558

Source: : "Data to Union 03032025 " attached to email from John Frendreis, dated 3/04/2025

NOTE: Course releases in 24-25 based upon 23-24 credit hours.

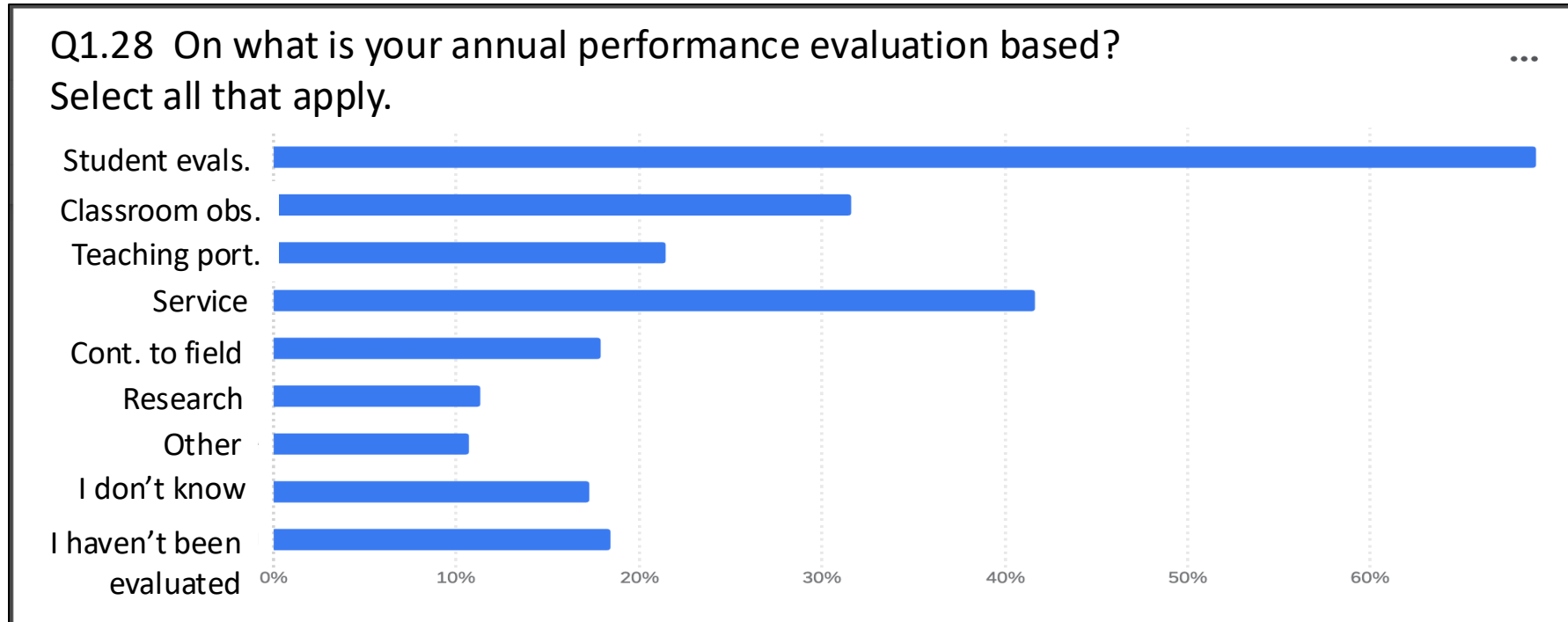


- *I just found out this semester that we are entitled course releases. I teach approximately 200 students per semester.*
- *Yes, but the release was not given until I raised the issue a few times*
- *I teach labs, which go over the total credit hours we are supposed to have on a regular basis. I just now learned few months ago I could have requested additional pay and or course reduction. This took place the first 4 years of my employment.(question below)*
- *Admin has told department chairs to not mention this to us when scheduling. It's up to us to reach out, and I wasn't aware of the policy.*
- *I have been given a course release every other year. Upon receiving my first course release, it came from the administration; I did not ask for it. At that time, I was told by word of mouth that I would qualify for a course release every other year. For my course release this year, I became aware that I had to ask for it. I think that I was due for a course release every year, not every other year, but that since I didn't know I was entitled to one every year, I had not asked, so was not given one. Furthermore, when I get a course release this Spring, it seems like it was done in bad faith, because my class caps were raised vs. the previous year, so it is as if I am only getting 2/3 of a course release instead of a full course release.*
- *I will meet this number this year, but when discussing assignments for next year, my department wouldn't honor this number. They said that this was not guaranteed and there was some sort of application process (which was not what I understood from the contract).*
- ***But I do not want a release. I want the extra money instead of the release.***

Overload and underpay not just about caps, credit hours

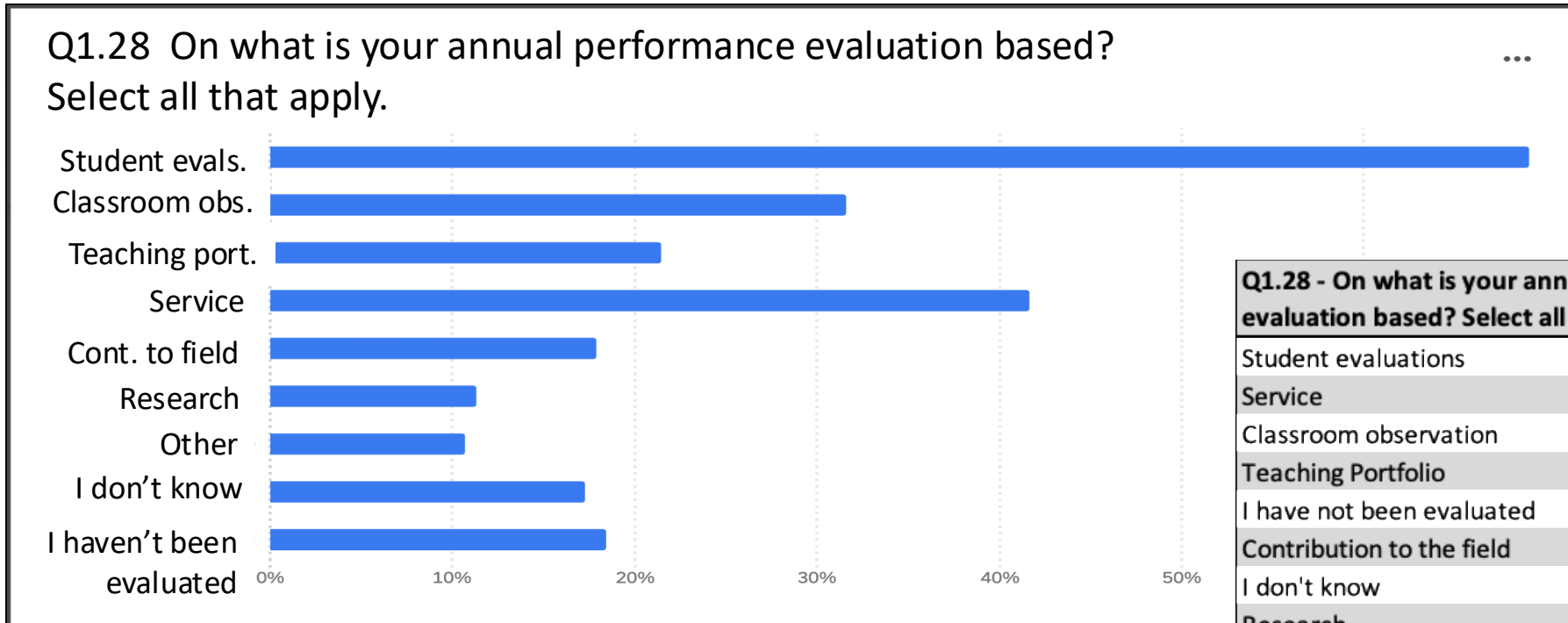
“The Union needs to negotiate compensation for curriculum development, independent readings, and any extra work instructors perform beside teaching. I am concerned about compensation for overload.”

Performance evaluations could use some regularization



“Beyond student evaluations, my department also considers student mentoring, willingness to take on unfavorable [for students] class times (8:15/8:30), new class preps, and total number of preps/semester in the annual assessment of teaching”

Student evaluations, demonstrably biased, form major basis of performance evaluations...



Q1.28 - On what is your annual performance evaluation based? Select all that apply.	%	f
Student evaluations	69%	116
Service	42%	70
Classroom observation	32%	53
Teaching Portfolio	21%	36
I have not been evaluated	18%	31
Contribution to the field	18%	30
I don't know	17%	29
Research	11%	19
Other. Please describe.	11%	18



Taylor & Francis Online

<https://www.tandfonline.com> > ... > Volume 47, Issue 1

Sexism, racism, prejudice, and bias: a literature review and ...

by T Heffernan · 2022 · Cited by 262 — The article argues that **student evaluations** are influenced by **racist, sexist and homophobic prejudices**, and are biased against discipline and subject area.

3/10/25 EMC



October 30, 2022

Ratings and Gender Bias Over Time

Two new studies show how bias against women in student ratings operates over time, worsening with critical feedback and instructor age.

By Colleen Flaherty

While classroom observations, feedback, difficult to pin down...

"I haven't had a classroom observation since Fall 2019!"

"I know I was observed but never received any feedback regarding the observation other than what was available online which was not much. Just student evaluations and the fact that I was observed by a member of the department. I assume ? everyone was satisfied with my performance."

Q1.28 - On what is your annual performance evaluation based? Select all that apply.	%	f
Student evaluations	69%	116
Service	42%	70
Classroom observation	32%	53
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I have not been evaluated	18%	31
Contribution to the field	18%	30
I don't know	17%	29
Research	11%	19
Other. Please describe.	11%	18

... and a source of promotion delay

*“My **promotion** from lecturer to advanced lecturer was made more difficult because of the large number of **peer evaluations** my department requires (9), and then there are restrictions on who is allowed to do them (only 4 members of a specific committee) as well as how many and when they can be done.*”

*“By the time I finally could get faculty scheduled to come, there were still a couple that still did not write the actual letters prior to my paperwork submission...it was stressful ...and then to keep bothering colleagues to write the letters for me after they said they could. It seems like any colleague in the department at that promotion rank or higher should be eligible to complete **observations** to help with the scheduling process. The committee should evaluate the applications, but they do not need to be the only ones who can do the observations and write letters.”*

“I found out my department has much more stringent requirements than other departments. My department requires 9 letters of observation over 3 years, excessive compared to other non-STEM CAS departments that require much less! This needs to be rectified.”

Q1.28 - On what is your annual performance evaluation based? Select all that apply.	%	f
Student evaluations	69%	116
Service	42%	70
Classroom observation	32%	53
Teaching Portfolio	21%	36
I have not been evaluated	18%	31
Contribution to the field	18%	30
I don't know	17%	29
Research	11%	19
Other. Please describe.	11%	18

While majority of FT faculty have qualified for and received a promotion, obstacles – in addition to pinning down peer observations -- opacity, abound

I applied to go from advanced lecturer to senior lecturer based on the overall time that I have been at Loyola. The problem was that we were in Engineering and not bound by the CBA for a time. Our policy in Engineering was a promotion after 5 years rather than 3 as the CBA indicates. Once Engineering moved under CAS and was bound by the CBA, I was past due for a promotion. CAS administration did not allow me to move forward with the second promotion until I had 3 years as an advanced lecturer even though the overall time that I had been at Loyola should have allowed me to do this.

It was really frustrating to do so much work putting together the application and to then be told they weren't accepting anyone after-all and so I would have to reapply-apply. It doesn't seem like it would have been a big ask to hold on file the applications they received for consideration the next year. I think they should have offered to hold them and assure us that we would be at the top of the pile for review the next year.

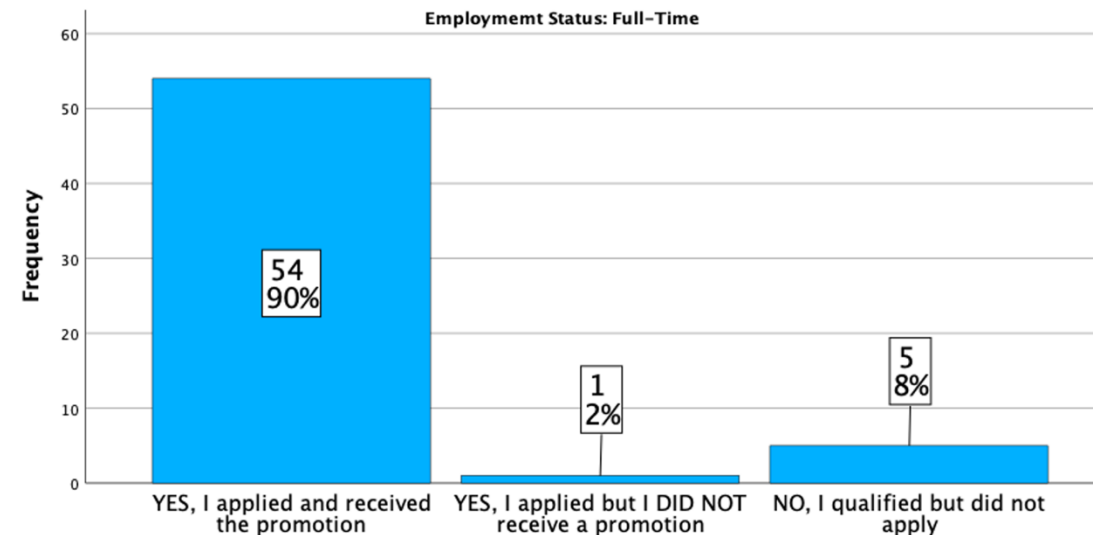
Confusion for what I needed for promotion, I got zero guidance on promotion when I was hired and really was disappointed in the lack of clarity of the whole process within my department. Another challenge is our department does not have a committee entirely of my peers, they have 2 tenure track faculty and 2 non tenure track faculty and that is a problem because the tenure track faculty were talking about grant writing and other metrics that are not required of non tenure faculty and had a bias because they truly did not understand the job of non tenure faculty and everything we do. I do think that non tenure track should only be reviewed by peers which are non tenure track. Non tenure do not evaluate tenured track faculty for their promotions so I believe the CBA should state that NTT promotion committees be comprised of only NTT faculty.

Q1.6 Have you qualified for a promotion based on the CBA (for example, from "instructor" to "lecturer" , or from "lecturer" to "advanced lecturer", etc.)? FULL-TIME^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 YES, I have qualified	68	75.6	80.0	80.0
	2 NO, I have not qualified	17	18.9	20.0	100.0
	Total	85	94.4	100.0	
Missing	System	5	5.6		
Total		90	100.0		

a. PT_FT Employment Status = 2.00 Full-Time

Q7.1_1- Q7.1_4 If you have qualified for a promotion, did you apply?



Overwhelming majority of FT faculty have qualified for and received a promotion; however, obstacles, opacity, abound, cont.

Initially, I was lied to and told student feedback did not matter. It turned out it was all that mattered. I was directing students to fill out surveys for a different program and not for LUC. I was following written departmental policy which no one else in the department was following. When I finally stopped following written departmental policy, I got promoted.

The chair of my program is disorganized and it's difficult to do any type of administrative activity with them because they often don't respond to emails, lose emails, don't have the right info about the process. The faculty generally have to navigate the process on our own.

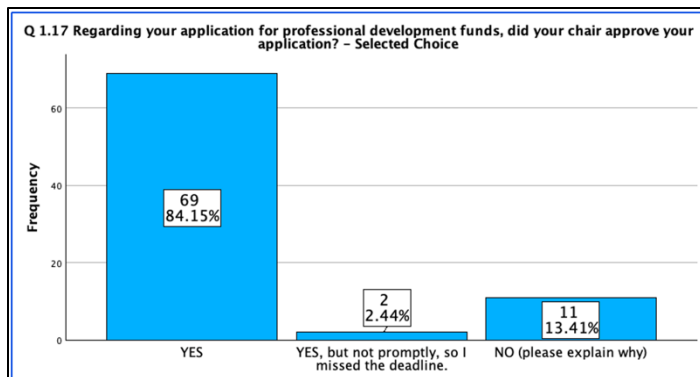
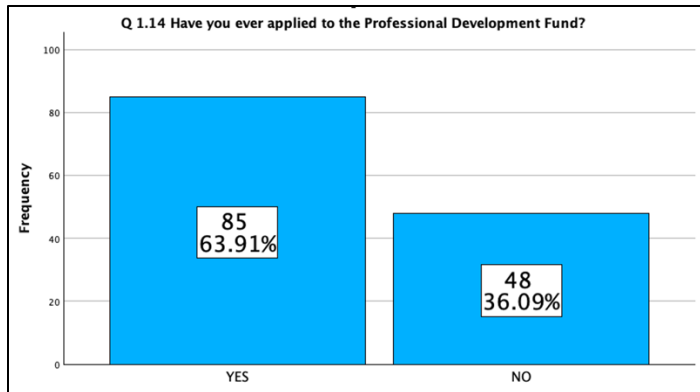
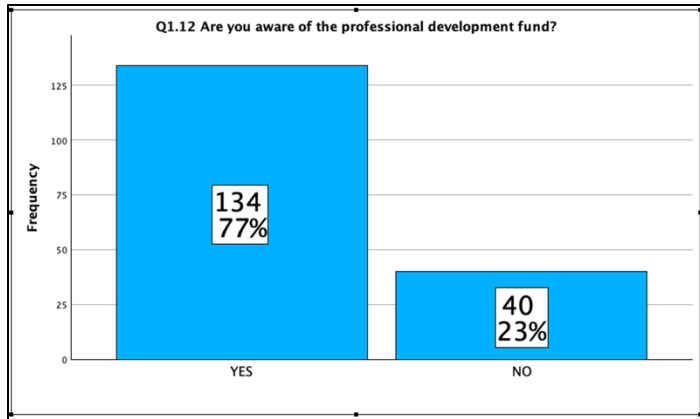
I was not informed that colleague teaching observations were needed so it was difficult to complete this last minute.

My promotion from lecturer to advanced lecturer was made more difficult because of the large number of peer evaluations my department requires (9), and then there are restrictions on who is allowed to do them (only 4 members of a specific committee) as well as how many and when they can be done. Also, by the time I finally could get faculty scheduled to come, there were still a couple that still did not write the actual letters prior to my paperwork submission. It all turned out fine, but it was stressful to need to get 9 total evaluations (which I know is higher than other depts require) and then to keep bothering colleagues to write the letters for me after they said they could. It seems like any colleague in the department at that promotion rank or higher should be eligible to complete observations to help with the scheduling process. The committee should evaluate the applications, but they do not need to be the only ones who can do the observations and write letters.

The first time I wanted to apply (from lecturer to advanced lecturer), in 2016 with 5 years in line, my chair first agreed that I was qualified, then reversed course and told me I was in fact not, based on department promotion guidelines that required a "pre-promotion" review before it was possible to actually apply for promotion (paralleling the process for TT faculty). This delayed my promotion by one year, costing me the raise and compounded salary benefits. I met with the chair and the associate dean for faculty, who apologized but did not override the decision. This experience also set in motion the revision of my department's NTT promotion guidelines, in which I took a leading role, and which eliminated the pre-promotion internal review.

Was delayed twice. First time chair said I wasn't eligible even though I was. Second time different chair forgot to submit my paperwork. I lost two years of higher pay.

Professional Development– Awareness High, likelihood of receipt without delay, could be better



By the time I requested funds, they had all been allocated.

Ran out of funds. I ended up getting stuck w cost of laptop. Wish I would have known there were no funds left and I might have taken different path. More frustrating than anything b/c the ONE time I apply, I get screwed.

I filled out the wrong application first. When reminded of the new application, I applied again using that. I never received a response.

i have applied several times for professional development funds and at least TWICE my chair has forgotten to send in the form, which severely delayed the process. This is honestly unacceptable. There should be a system, whether it is a Sakai site or an Interfolio set up for faculty to upload their paperwork, a chair to approve it, and then the committee gaining access to the paperwork. If they can do this for promotion where faculty, chair, committee, dean, have access to paperwork then the University needs to provide a better system for professional development fund reimbursement because what I have experienced is delayed sending of applications, delay in reimbursement payment and worry about bill paying because the process takes so damn long.

I never heard back with regard to my application

They ran out of money after I applied. I wish I would have been informed about this.

Yes, in the past. However, it was made clear that there were limited funds to access and paying out of pocket upfront has been nearly impossible to do financially.

Professional Development

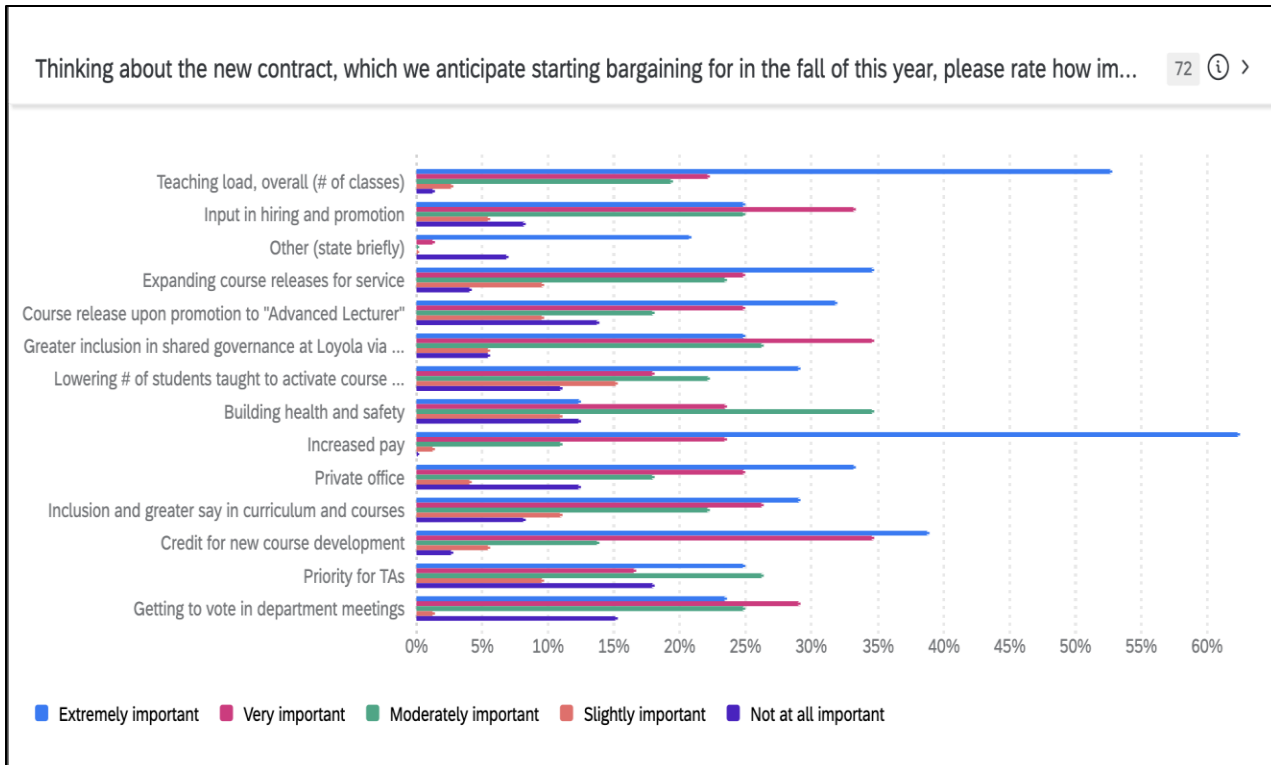
“The process of accessing professional funds is getting harder and the admin is requiring more justification - particularly in the arts where defending performance as scholarship or professional development is not understood as well.”

Bargaining Priorities

Full-Time Faculty

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

Instructors (full-time, temporary) + Lecturers + Advanced Lecturers + Senior Lecturers



Note: Some missing data; N = 72 rather than 86

FULL-TIME FACULTY N=86	
Q6.14_Q6.13 Thinking about the new contract, which we anticipate starting bargaining for in the fall of 2025, please rate how important each of the following items are for the bargaining team to negotiate better terms. (Select one option per row)	
Priority	% top two box *
Increased pay	87.3
Credit for new course development	76.8
Teaching load, overall (# of classes)	76.1
Private office	62.7
Expanding course releases for service	61.4
Greater inclusion in shared governance at Loyola via dept. or university bodies/committees	61.4
Input in hiring and promotion	60
Inclusion and greater say in curriculum and courses	57.1
Getting to vote in department meetings	55.9
Lowering # of students taught to activate course releases	49.3
Priority for TAs	43.5
Building health and safety	38.2
*(Extremely important + Very Important)	

Additional pay increases to match inflation

** multiple verbatims*

Better health insurance options

With fewer TT, making sure NTT don't get too much Service

Change NTT titles/rank to match that of TT titles/rank (i.e., Assistant Teaching Professor, Associate Teaching Professor, & Senior/Full Teaching Professor) * multiple verbatims

Basic resources for teaching (computers, microphones, software)

NTT should be able to move into admin positions. Right now, all those positions are restricted to TT faculty which isn't fair since the university keeps hiring NTTs and long-term NTTs that I know do want access to upper administrative positions

FULL-TIME- Priorities, "Other"

Consideration not only for number of students taught but number of unique course preps in a semester (i.e. some people are teaching 3-4 completely different courses in one semester)

Eligibility for senior admin openings

**multiple verbatims*

Title re-alignment (Asst. Teaching Professor, etc.)

Standardization/discussion of salaries between NTT and TT faculty, and forum to openly and plainly discuss this without societal barriers

COLA

Get a raise if your course load is raised

COST OF LIVING ADJUSTMENT!!!

Promotion earlier to Advanced Lecturer based on previous teaching experiences at other universities.

Course release for high volume of writing and writing intensive courses
**multiple verbatims*

NTT minor administrators should be included in the union.

Additional pay increases to match inflation
* multiple verbatims

Better health insurance options

With fewer TT, making sure NTT don't get too much Service

Change NTT titles/rank to match that of TT titles/rank (i.e., Assistant Teaching Professor, Associate Teaching Professor, & Senior/Full Teaching Professor) * multiple verbatims

Basic resources for teaching (computers, microphones, software)

NTT should be able to move into admin positions. Right now, all those positions are restricted to TT faculty which isn't fair since the university keeps hiring NTTs and long-term NTTs that I know do want access to upper administrative positions

FULL-TIME- Priorities, "Other"

Consideration not only for number of students taught but number of unique course preps in a semester (i.e. some people are teaching 3-4 completely different courses in one semester)

Eligibility for senior admin openings
*multiple verbatims

Title re-alignment (Asst. Teaching Professor, etc.)

Standardization/discussion of salaries between NTT and TT faculty, and forum to openly and plainly discuss this without societal barriers

COLA

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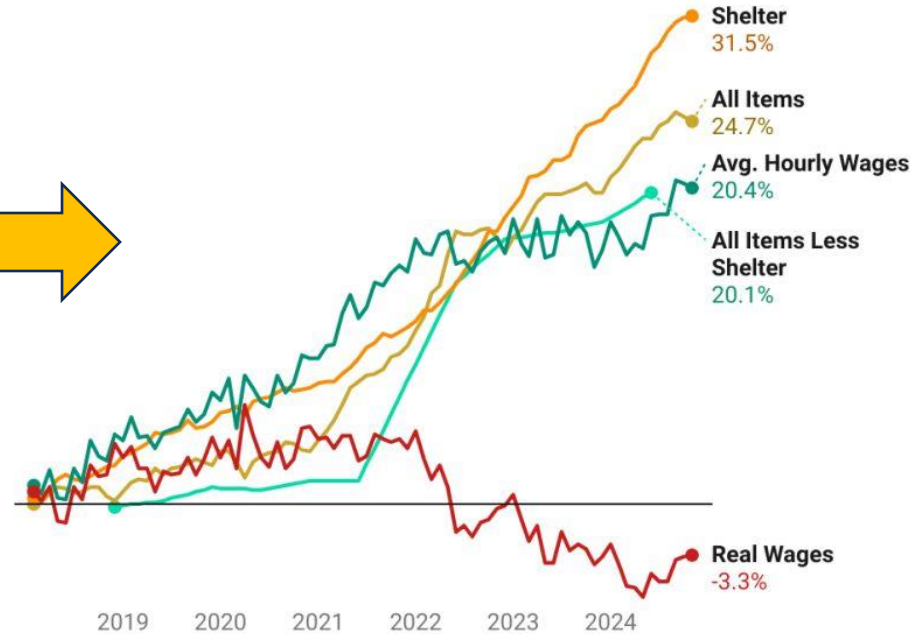
Rent burdened!



UPDATE DATA--

Chicago Metropolitan Area Inflation

Rising housing costs have outpaced wage growth since 2018



Shelter includes rent and owner equivalent rent

Chart: Michael McLean @mclean.bsky.social • Data accessed Dec 22, 2024 • Source: Federal Reserve Bank of St. Louis; U.S. Bureau of Labor Statistics • Created with Datawrapper

Variable Definitions:

Rent Burden: The percentage of renters paying more than 30 percent of their monthly income on rent and utilities

Severe Rent Burden: The percentage of renters paying more than 50 percent of their monthly income on rent and utilities



<https://chicago.curbed.com/2017/7/13/15966806/chicago-average-two-bedroom-apartment-rent>

Show me the money...

- *PLEASE PLEASE--the cost of living in Chicago --the salary minimums need to be changed to reflect this!- It is absurd positions can require a PhD and then pay 55-60k per academic year!! There are studies and articles outlining what a comfortable salary in Chicago is--I AM BY DEFINITION **RENT BURDENED** AS A FACULTY MEMBER!!!*
- *I have no clue if TT research faculty are being paid twice as much, thrice as much, or the same--the **salaries are not transparent**, and I feel I should be valued in a similar way if I am working the same hours (or more) as compared to tenured faculty.*
- *I think we not only need to increase our pay, but also someone official needs to acknowledge that we are severely underpaid for being highly educated working professionals in one of the largest cities in the country. It's post-covid, it's insane that we start at 60,000 when 2024 data shows a single individual in Chicago would need close to 100k to be comfortable. I have a PhD and work at a huge university, and I'm literally **rent burdened** by definition. I feel financially obligated to teach year-round including summer sessions which is mentally exhausting*
- ***I literally made more in 2000 in industry than I do now-** NOT adjusting for inflation. In absolute dollars. I have won multiple teaching awards at Loyola, reflecting how hard I work and what I give to my students. I have been able to place multiple students in jobs through my industry connections-- who make more than I do. I constantly think about leaving.*
- *Two things: I was not paid for two years as Math Placement Coordinator. I would like a **penalty clause** in the new contract similar/equal to that in Illinois state law, 5% per month. Also, my pay has remained at **\$7000 since 2012**. My workload has increased. I would like the \$7000 stipend be part of the contract and increased. John Houlihan Math & Stats, Senior Lecturer (name used with permission).*

Teaching thousands of students,
bringing in millions of dollars in
revenue a year, our NTT faculty
are essential to the mission of
Loyola and to the fiscal health of
the institution...
and we deserve better

Thank you for your
time and consideration

IMPLICATIONS

- ALL PROPOSALS SUBMITTED BACKED BY EVIDENCE

IMPLICATIONS PT

IMPLICATIONS FT

Appendices

& extras

Q1.3 For how long have you worked as a faculty member at Loyola University Chicago?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	10	5.3	5.9	5.9
	1 year	9	4.7	5.3	11.2
	2 years	14	7.4	8.3	19.5
	3 years	14	7.4	8.3	27.8
	4 years	7	3.7	4.1	32.0
	5 years	12	6.3	7.1	39.1
	6 years	13	6.8	7.7	46.7
	7 years	6	3.2	3.6	50.3
	8 years	3	1.6	1.8	52.1
	9 years	15	7.9	8.9	60.9
	10 years	13	6.8	7.7	68.6
	More than 10 years. Please insert a number below.	53	27.9	31.4	100.0
	Total	169	88.9	100.0	
Missing	System	21	11.1		
Total		190	100.0		

For how long have you worked as a faculty member at Loyola University Chicago? – More than 10 years. Please insert a number below. – Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11.00	6	3.2	11.3	11.3
	12.00	8	4.2	15.1	26.4
	13.00	2	1.1	3.8	30.2
	14.00	5	2.6	9.4	39.6
	15.00	6	3.2	11.3	50.9
	16.00	2	1.1	3.8	54.7
	17.00	3	1.6	5.7	60.4
	18.00	7	3.7	13.2	73.6
	19.00	1	.5	1.9	75.5
	20.00	7	3.7	13.2	88.7
	27.00	1	.5	1.9	90.6
	28.00	1	.5	1.9	92.5
	31.00	1	.5	1.9	94.3
	32.00	2	1.1	3.8	98.1
	35.00	1	.5	1.9	100.0
	Total	53	27.9	100.0	
Missing	System	137	72.1		
Total		190	100.0		

Q1.2 For how long have you worked as a faculty member at Loyola University Chicago? By Role / Job Title

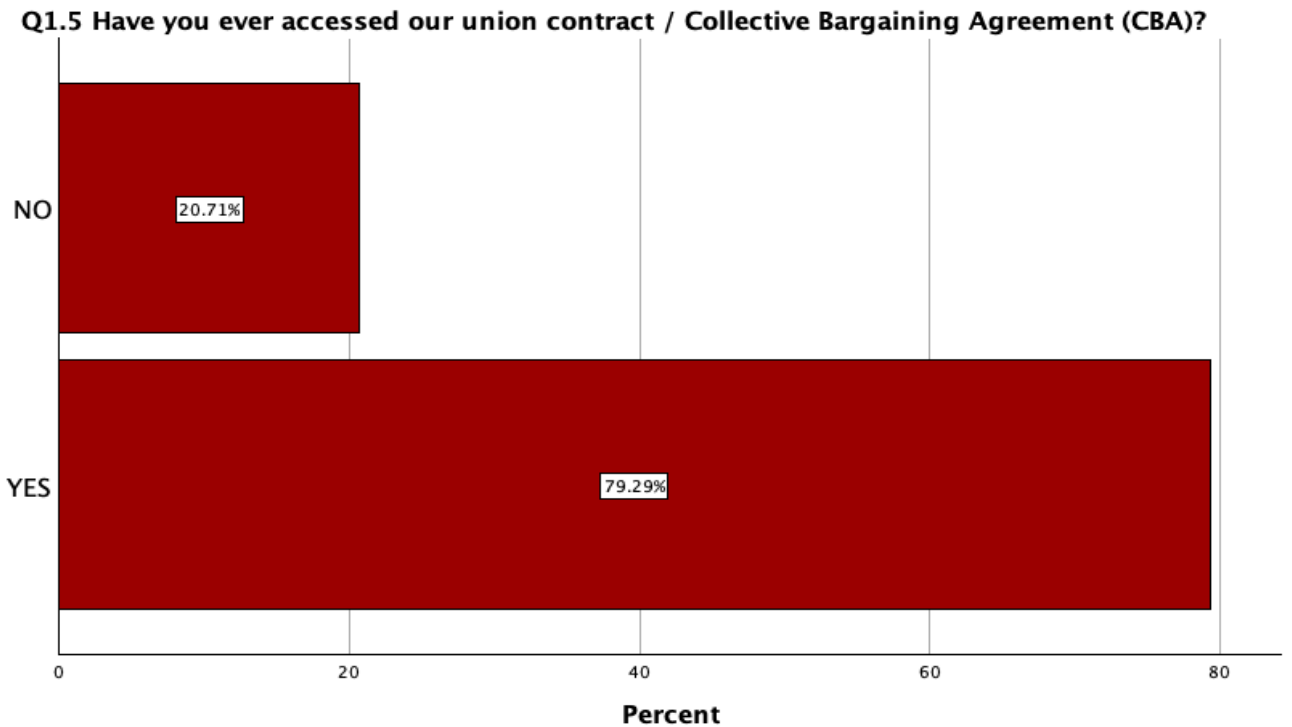
What is your role / job title at Loyola University Chicago?		System	Frequency	Percent	Valid Percent	Cumulative Percent	
	Missing						
ADJUNCT INSTRUCTOR (part-time)	Valid	1 year	2	4.0	4.0	4.0	
		2 years	4	8.0	8.0	12.0	
		3 years	8	16.0	16.0	28.0	
		4 years	3	6.0	6.0	34.0	
		5 years	2	4.0	4.0	38.0	
		6 years	3	6.0	6.0	44.0	
		7 years	3	6.0	6.0	50.0	
		8 years	2	4.0	4.0	54.0	
		9 years	7	14.0	14.0	68.0	
		10 years	3	6.0	6.0	74.0	
		More than 10 years. Please insert a number below.	13	26.0	26.0	100.0	
		Total	50	100.0	100.0		
	PART-TIME INSTRUCTOR (part-time)	Valid	Less than 1 year	3	9.1	9.1	9.1
			1 year	3	9.1	9.1	18.2
		2 years	6	18.2	18.2	36.4	
		3 years	3	9.1	9.1	45.5	
		4 years	1	3.0	3.0	48.5	
		5 years	1	3.0	3.0	51.5	
		6 years	4	12.1	12.1	63.6	
		7 years	1	3.0	3.0	66.7	
		8 years	1	3.0	3.0	69.7	
		9 years	2	6.1	6.1	75.8	
		10 years	2	6.1	6.1	81.8	
		More than 10 years. Please insert a number below.	6	18.2	18.2	100.0	
		Total	33	100.0	100.0		
INSTRUCTOR (full-time temporary)		Valid	Less than 1 year	3	75.0	75.0	75.0
		3 years	1	25.0	25.0	100.0	
		Total	4	100.0	100.0		
	LECTURER (full-time)	Valid	Less than 1 year	4	13.8	13.8	13.8
			1 year	4	13.8	13.8	27.6
			2 years	4	13.8	13.8	41.4
			3 years	2	6.9	6.9	48.3
			4 years	2	6.9	6.9	55.2
			5 years	3	10.3	10.3	65.5
			6 years	1	3.4	3.4	69.0
			7 years	1	3.4	3.4	72.4
			10 years	2	6.9	6.9	79.3
			More than 10 years. Please insert a number below.	6	20.7	20.7	100.0
			Total	29	100.0	100.0	
ADVANCED LECTURER (full-time)		Valid	4 years	1	2.9	2.9	2.9
			5 years	6	17.6	17.6	20.6
			6 years	5	14.7	14.7	35.3
		7 years	1	2.9	2.9	38.2	
		9 years	6	17.6	17.6	55.9	
		10 years	5	14.7	14.7	70.6	
		More than 10 years. Please insert a number below.	10	29.4	29.4	100.0	
		Total	34	100.0	100.0		
	SENIOR LECTURER (full-time)	Valid	10 years	1	5.3	5.3	5.3
			More than 10 years. Please insert a number below.	18	94.7	94.7	100.0
		Total	19	100.0	100.0		

Q1.2 For how long have you worked as a faculty member at Loyola University Chicago? By Role/ Job Title

What is your role / job title at Loyola University Chicago?			Frequency	Percent	Valid Percent	Cumulative Percent		
.	Missing	System	21	100.0				
ADJUNCT INSTRUCTOR (part-time)	Valid	1 year	2	4.0	4.0	4.0		
		2 years	4	8.0	8.0	12.0		
		3 years	8	16.0	16.0	28.0		
		4 years	3	6.0	6.0	34.0		
		5 years	2	4.0	4.0	38.0		
		6 years	3	6.0	6.0	44.0		
		7 years	3	6.0	6.0	50.0		
		8 years	2	4.0	4.0	54.0		
		9 years	7	14.0	14.0	68.0		
		10 years	3	6.0	6.0	74.0		
		More than 10 years. Please insert a number below.	13	26.0	26.0	100.0		
		Total		50	100.0	100.0		
		PART-TIME INSTRUCTOR (part-time)	Valid	Less than 1 year	3	9.1	9.1	9.1
				1 year	3	9.1	9.1	18.2
2 years	6			18.2	18.2	36.4		
3 years	3			9.1	9.1	45.5		
4 years	1			3.0	3.0	48.5		
5 years	1			3.0	3.0	51.5		
6 years	4			12.1	12.1	63.6		
7 years	1			3.0	3.0	66.7		
8 years	1			3.0	3.0	69.7		
9 years	2			6.1	6.1	75.8		
10 years	2			6.1	6.1	81.8		
More than 10 years. Please insert a number below.	6			18.2	18.2	100.0		
Total				33	100.0	100.0		

Contract: Familiarity, Access, ..

The vast majority (79%) of faculty have accessed the union contract*.



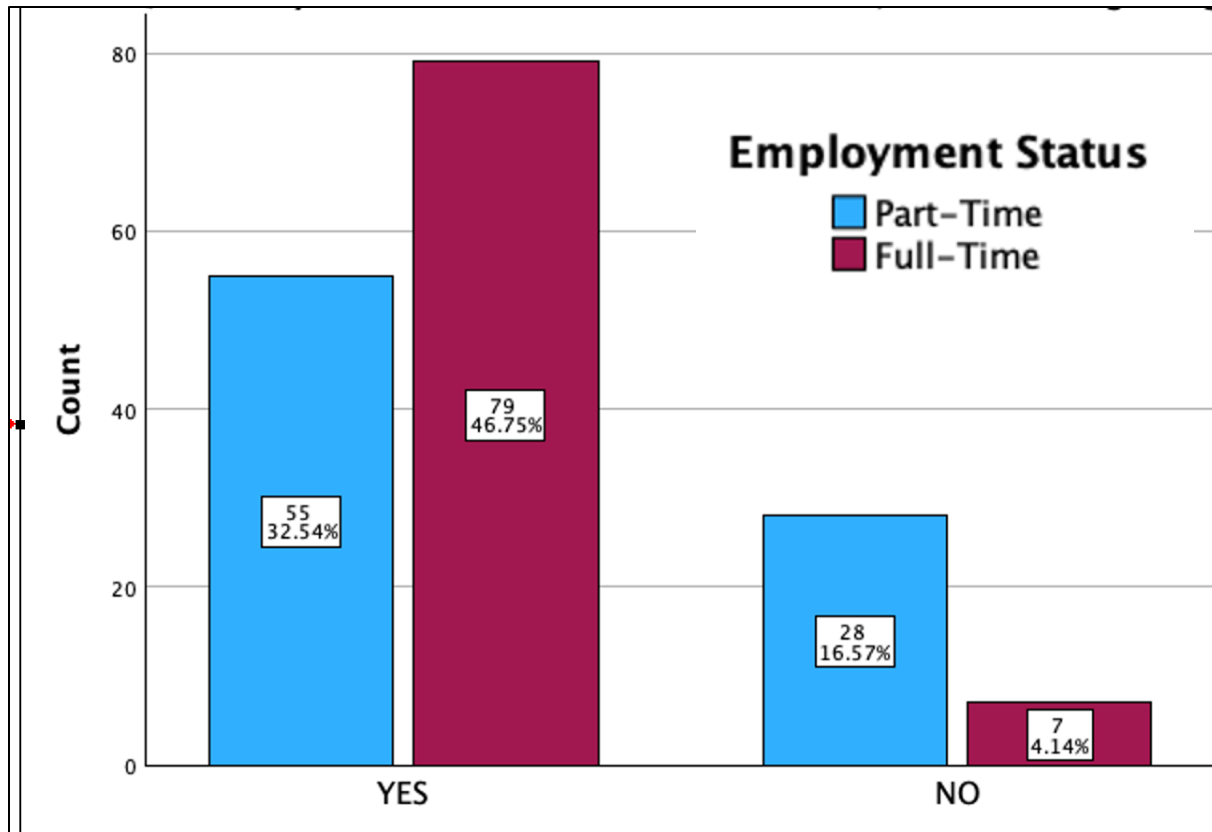
Q1.5 Have you ever accessed our union contract / Collective Bargaining Agreement (CBA)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	134	70.5	79.3	79.3
	NO	35	18.4	20.7	100.0
	Total	169	88.9	100.0	
Missing	System	21	11.1		
Total		190	100.0		

**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 part-time and adjunct faculty.

Q1.5 Have you ever accessed our union contract / Collective Bargaining Agreement (CBA)?



Have you ever accessed our union contract / Collective Bargaining Agreement (CBA)? * PART TIME _ FULL TIME Crosstabulation

Count		PART TIME _ FULL TIME		Total
		Part-Time	Full-Time	
Have you ever accessed our union contract / Collective Bargaining Agreement (CBA)?	YES	55	79	134
	NO	28	7	35
Total		83	86	169

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	16.851 ^a	1	<.001		
Continuity Correction ^b	15.328	1	<.001		
Likelihood Ratio	17.761	1	<.001		
Fisher's Exact Test				<.001	<.001
Linear-by-Linear Association	16.751	1	<.001		
N of Valid Cases	169				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.19.

b. Computed only for a 2x2 table

The χ^2 value of 16.85 is significant at the < .0001 level.